GRADE LEVEL TRAINING
Brownies

Girl Scouts is the world’s preeminent organization dedicated solely to girls – all girls – where, in an accepting and nurturing environment, girls build character and skills for success in the real world. In partnership with committed adults, such as you, girls develop qualities that will serve them all their lives – qualities such as leadership, strong values, a social conscience, and conviction about their own worth.

2018
Brownie Grade Level Training Manual
Welcome to Girl Scouts

Welcome to the wonderful world of Girl Scouts!

Girl Scouts is the world’s preeminent organization dedicated solely to girls – all girls – where, in an accepting and nurturing environment, girls build character and skills for success in the real world. In partnership with committed adults, such as you, girls develop qualities that will serve them all their lives – qualities such as leadership, strong values, a social conscience, and conviction about their own worth.

The Girl Scout program is girl-driven, reflecting the ever-changing needs and interests of today’s girls.

In Girl Scouts, girls discover the fun, friendship and power of girls together.
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Girl Scouts of the USA has developed valuable tools to for adults to use and girls to work in. They are:

**The Volunteer Toolkit**

Available online, it is your troop’s virtual assistant. The leader or troop leader can easily access resources, plan meetings, and email parents. Click [Superpower your Girl Scout year](#) to learn more about the Volunteer Toolkit.

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The Girl’s Guide to Girl Scouting
The Girl’s Guide to Girl Scouting is a uniquely designed binder divided into three sections to help you on your journey through second and third grade. The handbook section is filled with traditions, uniform guides, and an awards log. The My Girl Scouts section is a scrapbook and journal record of a girl’s experience in Girl Scouts. The Badge section contains the requirements for completing legacy badges. Additional badge books are available for purchase.

The Girl Scout Leadership Journeys
Girl Scout Leadership Journeys are an important part of the Girl Scout Leadership Experience. Each Journey explores a specific theme through a series of fun and challenging experiences. Journeys are a way for girls to develop their leadership skills, explore their interests, try new things, meet new people and make their world a better place. They are not designed to be completed in one or two meetings: they are a “journey” – an exploration. In the Journeys, girls will Discover, Connect, and Take Action.

It’s Your Planet – Love It: WOW Wonders of Water
On this Journey, Brownies learn how to protect the waters of our planet. Girls can earn four awards that recognize what they learned about water and how they took action to save it.

It’s Your Story – Tell It: A World of Girls
On this Journey, Brownies learn about girls around the world and how stories can give them ideas for helping others, whether in their own communities or in other countries. In addition to 8 meeting sessions based on A World of Girls, Brownies can earn 3 badges.
It's Your World - Change It: Brownie Quest

Girl Scout Brownies are invited on a search. The three keys that they will uncover along their journey are the keys to the Girl Scout Leadership philosophy. This journey takes the girls on two separate and exciting trails! One trail girls can explore with their troop while the other they can enjoy on their own. Along the way the girls meet three friends and an Elf, who will guide them through the important keys of leadership.

In 2017 Girl Scout of the USA began to update and introduce new Journeys and Badges. These new Journeys are only available on the Volunteer Toolkit and rather than a special patch that fits together, these Journeys are a series of badges that conclude with a take action badge. The badge is the skill they are learning and the take action is where the girls develop their leadership. The Take Action badge looks the same so at a glance you can see how many Take Action projects a girl has completed.

Outdoor Journey
On this Journey, Brownies will learn all about the outdoors – they will go on hikes, investigate bugs, and sleep under the stars on a troop camping trip.

STEM Outdoor: Think Like a Citizen Scientist
On this Journey, girls practice the scientific method by doing a citizen science project focused on the outdoors. Girls also complete a Take Action project.
**STEM: Think Like an Engineer**
On this Journey, girls learn how to think like an engineer by participating in hands-on design challenges. Girls also complete a Take Action project.

**STEM: Think Like a Programmer**
On this Journey, girls learn how programmers solve problems through fun activities and games. Girls also complete a Take Action project.
Girl Scout Brownie Uniform

Since the early days, Girl Scouts has been a uniformed organization. Today, that tradition continues with the uniform representing Girl Scouting's trusted relationship between outward appearance and inward strengths and ideals. Girls usually wear their Girl Scout uniform for the first time at the Investiture Ceremony. Girl Scouts may choose to wear uniforms at meetings or Girl Scout events to:

- Make them easily identifiable to each other and to the public.
- Foster a feeling of unity among members.
- Reinforce the sense of belonging to the Girl Scout Movement.

Wearing a uniform is not a requirement to being a Girl Scout, but uniform pieces provide girls a place to display their Girl Scout pins and the insignia that they have earned.
Girl Scouts may choose to wear uniforms at meeting or Girl Scout events to:

- Make them easily identifiable to each other and the public.
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Brownies Wear it Best

a OFFICIAL BROWNIE BEANIE
Soft polyester fab. Imported.
Sizes: M, L. 0160 $6.00

b NEW OFFICIAL
BROWNIE ACTIVITY SHIRT
Comfortable fit. Polyester
birds eye knit. Imported.
Girls’ Sizes: S, M, L, XL.
0160 52.00
Girls’ Plus Sizes: PS, PM, PL, PXL.
0160 52.00

NEW!

OFFICIAL GIRL SCOUT
PROFILE SCARF SLIDE
Nickel plated zinc. 2 1/4” x 2.”
Imported. 12203 612.00

OFFICIAL BROWNIE SCARF
Polyester/cotton poplin.
29 1/8” x 20” x 20”. Imported.
01590 32.00

e OFFICIAL BROWNIE TIGHTS
Nylon/spandex. Imported.
Girls’ Size: S/M (Knee height 14”-15”), weight 56-72 lbs.)
Girls’ Size: M/L (Knee height 17”-21”), weight 55-95 lbs.)
0785 59.00

f OFFICIAL BROWNIE KNEE-HI’S
Combed cotton/nylon/spandex.
Made in USA.
Girls’ Sizes: S/M (Shoe sizes 6-9”),
M/L (Shoe sizes 9-12”) L/XL (Shoe sizes 13-16”)
0725 66.00

Official Brownie Shorthand Polo
Slightly shaped H. Cotton/polyester
pique knit. Imported.
Girls’ Sizes: S, M, L, XL. 0150
Girls’ Plus Sizes: PS, PM, PL. 0152
Value Priced $15.00

Official Brownie Short
Polyester/cotton twill. Made in USA.
0158 528.50
Girls’ Plus Sizes: PS-PL, PL. 0156 528.50

Official Brownie Tie
Adjustable cotton webbed tie.
Imported. 01550 18.00

Official Brownie Sash
Polyester/cotton twill. Made in USA.
48” long. 01650 47.00
52” long. 01660 57.00

Official Brownie Short-Sleeve Shirt
Woven polyester/cotton. Imported.
Girls’ Sizes: 6-16. 0134 123.00
Girls’ Plus Sizes: 8-16L. 0134 123.00

Official Brownie Vest
Polyester/cotton twill. Made in USA.
Girls’ Sizes: S, M, L. 0167 119.50
Girls’ Plus Sizes: PS, PM, PL. 0167 119.50
Girl Scout Brownie Membership Pin
This pin is only worn by Girl Scout Brownies and is presented during the Girl Scout Investiture Ceremony. It is worn on the Girl Scout Brownie Insignia tab (on the bottom of the tab) on the left side of the uniform. The pin is shaped like a trefoil. In the middle is a Brownie elf.

World Trefoil Pin
This pin signifies that all Girl Scouts are members of the World Association of Girl Guides and Girl Scouts (WAGGGS). It is presented after the girls have learned about the international aspects of Girl Scouting and Girl Guiding. Thinking Day is an ideal time for this ceremony. The pin is worn on the Insignia Tab above the Brownie Membership Pin.

Girl Scout Brownie Badges
Girl Scout Brownies can pick badges that sound fun, interesting, or give them the chance to build a skill that will be useful on their journey. Each badge book explains the purpose and steps of each badge, along with choices for how the girls would like to complete the badge and tips on what to do before they start.

Financial Literacy Badges
These badges are earned when Girl Scout Brownies participate in Council Sponsored Fall Product Sales program and learn how to use money.

Cookie Business Badges
Girl Scout Brownies can earn these badges when they participate in the Cookie Program and use the skills that they learned earning their Financial Literacy Badges.

Safety Award
The Safety Award is earned when Girl Scout Brownies learn how to stay safe during their Brownie adventures.

My Promise, My Faith
Girl Scout Brownies earn this pin (one for each year) by examining the Girl Scout Law and how it applies to their faith.
**The Brownie Journey Summit Award**
Upon completion of three Girl Scout Brownie Leadership Journeys, the girls will earn this very special award.

**Membership Star**
Every Girl Scout receives a gold membership star at the end of each troop year to signify the completion of one year of Girl Scouting. Additionally, the girls receive a colored disc that fits behind the star. Each grade level has a specific color disc. The Girl Scout Brownie disc is green.

**Bridging to Girl Scout Junior Award**
Awarded to third grade Girl Scout Brownies who have completed the bridging steps listed in the Girl’s Guide to Girl Scouting. The award is presented to the girls during the Bridging to Girl Scout Junior ceremony held at the end of the year.

**Brownie Girl Scout Wings**
When a girl has completed her years as a Brownie. She is ready to “fly up” to Junior Girl Scouting. This is a tradition that goes back to when Brownie Girl Scout leaders were called Brown Owls. The wings are worn on the Junior sash or vest, centered horizontally directly under the Junior Aide Award, or if she does not have that, directly under the Bridge to Junior Award. The Brownie Wings are worn on the Girls 11-17 vest or sash directly under the Bridging Awards. The Brownie Girl Scout Wings are often given at year-end award ceremonies.

**Participation Patches**
Girl Scouts often receive patches for participating in an activity, event, or special program (also called fun patches). These events are usually one-day programs that the Council or Service Unit sponsors. Participation patches are placed on the back of the vest or tunic.
The Girl Scout Leadership Experience is what makes Girl Scouts unique. There are three program processes. These program processes are the keys to achieving the outcomes, the Girl Scout Mission, and the Girl Scout Promise and Law.

**Girl Led – By the Girls, For the Girls:**
Girls need to know that they can do anything—that being female does not limit their ability to achieve their dreams. Allowing girls to plan and implement their ideas is the first step to leading a girl-led troop. A Brownie Ring, as a form of troop government, is a way to teach and model these skills. As a Girl Scout Brownie adult volunteer, your role in the planning process is important, and helps girls succeed. As the girls grow from Girl Scout Brownies through their Girl Scout experience, your role in planning and implementing will change. As the girls grow older, they will have more responsibility for the troop.

**Learning By Doing:**
The Girl Scout Leadership Experience is designed to be experiential for girls. What does this mean? It means that the girls engage in an activity or experience, and then are given the opportunity to look back on it, and identify useful insights for the future. All you have to do is ask some questions or get them to reflect on what they have done.

**Cooperative Learning:**
Cooperative learning is setting up the troop/group meeting so that girls work in small groups or teams to accomplish an activity. It is easy to implement cooperative learning with five and six year olds, and Girl Scouting has some built-in methods.
Everything girls do in GS is informed by the GSLE. No matter what specific activity they are doing, it is based on the bigger WHAT they do: Discover, Connect and Take Action and HOW they do it: Girl Led, Cooperative Learning, and Learning by Doing. The Journeys and badges are two products that deliver the GSLE. When girls experience the GSLE, the goal is that they progress on the fifteen outcomes, gaining benefits that help them thrive in life….and we fulfill our mission: to build girls of courage, confidence, and character, who make the world a better place.
Recognizing that funding the organization is an integral part of service to girls; Troops can earn funds in two distinct ways:

1) Council-sponsored product sales - Cookies and Nuts / Magazines
2) Troop money-earning activities planned by the girls in partnership with adults. These are to be approved in advance by the Service Unit.

- Troops must participate in both council-sponsored product sales to apply for money-earning activities.

**APPROPRIATE MONEY EARNING ACTIVITIES FOR TROOPS MAY INCLUDE:**

- Holding a garage or rummage sale
- Collecting and recycling items at the recycle center
- Washing cars / raking leaves
- Troop Babysitting event
- Making and selling crafts
- Hosting a face painting booth
- Having a bake sale

**MONEY EARNING ACTIVITIES MAY NOT INCLUDE:**

- Product demonstration parties. For example, Tupperware, Pampered Chef or Avon parties. Refer to the Adult Fundraising Guidelines for information on how product demonstration parties may be held for Service Unit and Council fundraising.
- The direct solicitation of cash and the sale or endorsement of commercial products.

**OTHER INFORMATION:**

- Girl Scouts are not allowed, when identifying themselves as Girl Scouts (wearing a uniform, sash, vest or official pins) to solicit money on behalf of another organization.
- Girls may support other organizations through service projects, or they may contribute a portion of their troop/group treasury to organizations or projects they consider worthwhile. For example: Relay for Life- girls cannot make direct solicitations to form their own team to participate in the walk wearing uniforms; however, they can hand out waters as a troop- in uniform- as a service project.
What does it mean to be a Girl Scout adult volunteer? That is something that you will discover as you begin your experience helping girls build courage, confidence, and character through Girl Scouts. Working with girls can bring many joys including developing a personal relationship with each girl in your troop, building new adult friendships, receiving appreciation and thanks from parents, and, most importantly, knowing that you are shaping the future by working with the girls.

As a volunteer, you have support and resources. You are a part of a Service Unit. A Service Unit is a network of leaders and troops that serve a geographic area, or simply, they are your neighbors. Service Unit Teams lead the Service Unit. These experienced volunteers are here to help you and mentor you. The Service Unit meets once a month to discuss events that are coming up, service projects, and trainings. Someone from your troop should be present at each meeting.

**Leadership is Building Relationships**

Leadership comes through the relationship you will build with each girl and comes through communicating with parents and co-leaders. Leadership is understanding the needs and interests of the girls and helping the girls design their own program opportunities based on those needs and interests.

**Leadership is Coaching**

Leadership is guiding and discussing. Leadership is working so that each girl can carry out responsibilities within the troop. Leadership is building the girls up and giving more and more responsibilities to the girls as they grow and develop.

**Leadership is Teaching**

Leadership is teaching the girls that they can do and be anything – that they are decision makers. Leadership is teaching girls not only for the sake of knowing things, but for the sake of the development and growth of the girls. Leadership is teaching through being a good role model.

**Leadership is Knowing**

Leadership is knowing that you cannot, and should not, know everything that the girls might want to learn. Leadership is knowing that you can explore and learn many things along with girls, where to go to find resources and when to ask for help.

**Leadership is Belonging**

Leadership is recognizing that you are a part of a troop/group and a team. Leadership is recognizing that you belong to a large organization beyond the troop/group that will provide support and resources.
## Brownie Characteristics

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<th>Girl Scout Brownies</th>
<th>This means . . .</th>
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<td><strong>At the Girl Scout Brownie level (second and third grade), girls . . .</strong></td>
<td></td>
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<tr>
<td>Have lots of energy and need to run, walk, and play outside.</td>
<td>Taking your session activities outside whenever possible.</td>
</tr>
<tr>
<td>Are social and enjoy working in groups.</td>
<td>Allowing girls to team up in small or large groups for art projects and performances.</td>
</tr>
<tr>
<td>Want to help others and appreciate being given individual responsibilities for a task.</td>
<td>Letting girls lead, direct, and help out in activities whenever possible. Allow girls as a group to make decisions about individual roles and responsibilities.</td>
</tr>
<tr>
<td>Are concrete thinkers and focused on the here and now.</td>
<td>Doing more than just reading to girls about the Brownie Elf's adventures. Ask girls questions to gauge their understanding and allow them to role play their own pretend visit to a new country.</td>
</tr>
<tr>
<td>Need clear directions and structure, and like knowing what to expect.</td>
<td>Offering only one direction at a time. Also, have girls create the schedule and flow of your get-togethers and share it at the start.</td>
</tr>
<tr>
<td>Are becoming comfortable with basic number concepts, time, money, and distance.</td>
<td>Offering support only when needed. Allow girls to set schedules for meetings or performances, count out money for a trip, and so on.</td>
</tr>
<tr>
<td>Are continuing to develop their fine motor skills and can tie shoes, use basic tools, begin to sew, etc.</td>
<td>Encouraging girls to express themselves and their creativity by making things with their hands. Girls may need some assistance, however, holding scissors, threading needles, and so on.</td>
</tr>
<tr>
<td>Love to act in plays, create music, and dance.</td>
<td>Girls might like to create a play about welcoming a new girl to their school, or tell a story through dance or creative movement.</td>
</tr>
<tr>
<td>Know how to follow rules, listen well, and appreciate recognition of a job done well.</td>
<td>Acknowledging when the girls have listened or followed the directions well, which will increase their motivation to listen and follow again!</td>
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Parents and the Brownie Experience

**Have a parent meeting:** This allows them to meet you and your co-leaders, meet the other girls and begin a relationship with other parents. This also a great time to get them to sign up for volunteer positions. Have the parents meet in one room and the girls in another. If that is not possible, meet without the girls or plan the meeting to address both the girls and adults.

**Establish a method of communication:** Use the Volunteer Toolkit to send emails to parents and show them how they can see the year plan, register their daughter and even participate in council sponsored events. We recommend only using one method of communication with parents, they will get used to looking in one place for all the information they need.

**Keep in touch with parents:** It may not be realistic to contact all of your parents on a weekly or even monthly basis. Make a point to connect with them at least twice a year. Tell them how their daughter is progressing. If you are proud of a girl’s accomplishments, tell her parents. Communicate success and concerns often. A simple conversation can go a long way.

**Have parents sign up to help:** A great time to solicit assistance is at the beginning of the year and at the end of the year parent meetings. Parents and extended family of the girls are your best resource. Be sure to ask if you need an extra set of hands at meetings, drivers for field trips, or help with a project. Be sure you ask for specifics. If you are vague or nondescript about what needs to happen, they will not volunteer.

Check out this video for more tips.
[https://vimeo.com/231740639/d3d0b2d54e](https://vimeo.com/231740639/d3d0b2d54e)

**Recognize parents:** Send a note to thank parents for their help, mention their assistance in your troop’s newsletter, and share with them how you have seen their daughter change and grow.
As a Girl Scout Brownie adult volunteer, you will have a unique relationship with the girls in your troop. Girls in second grade and third grade are eager to take on responsibility. They often become attached to a friendly and caring adult. You will become a role model for your Girl Scout Brownies. Because of the age of the Girl Scout Brownie, the girl/adult partnership is unique, and planning is very important to your success. You should prepare a general plan for your troop year and involve the girls in the decision-making.

Girl/Adult partnerships are unique, because the girls take the lead in deciding what activities they will do, making the plans for the activities and evaluating the activities. You may be asking yourself, “How does a Girl Scout Brownie make plans and evaluate activities?” Planning with Girl Scout Brownies can be a four-step process.

**Step 1: Set a Goal:** Consider the girls’ interests and working with your other adult volunteers, set a goal for the troop. Ask the girls what they hope to accomplish. “What would you like to do this year?”

**Step 2: Brainstorm Ideas:** Once you have set your goals for the year, brainstorm ways to meet your goals. This brainstorm list may include activities, field trips, and other program opportunities. Come up with a list that will allow the girls to choose from the options of voting.

**Step 3: Focus on the Girl Scout Leadership Experience:** For every program activity you have planned, you need to ask if it relates to the council Goals, the mission and the program, and consider the program processes as you work with girls.

**Step 4: Gather Information:** Now that you have a list of ideas/activities for the year, you must gather information to ensure success in implementing the activities. Ask yourself: Are there safety requirements, admission fees, transportation, health concerns, etc., for the activities?

**Step 5: Focus on the Activity/Program:** For each activity, there will be some planning. In this step, you will need to establish timelines and budgets. Ask yourself: Who? What? Where? When? Why? How?

**Step 6: DO IT:** In this step, you implement the activity!

**Step 7: Evaluate:** Evaluate the entire planning process, not just the final activity. Ask yourself and the girls: Did it work? Would you do it again? How could you improve it? How could you be more efficient in the planning? Was everyone involved? What did you learn?

**Step 8: Pass It On:** Tell others about the activity. Share your success at Service Unit Meetings. Call the local press. Celebrate and share the good news!
Girl Scout Brownie Parent Meeting

Now you need to meet with the parents of your Girl Scout Brownie troop, what do you do?

1. Set up a meeting either at a school, your house, a coffee shop or some other location that you have access to.

2. If you have not already, recruit one of the parents to be your co-leader. Anytime you meet with the girls for activities, there must always be two adults with the group. Sometimes more, which you can find that information in the Safety Activity Checkpoints.

3. Have parents fill out the following forms:
   a. Annual Permission Form
   b. Troop Volunteer Interests Checklist
   c. Girl Release to Non Guardian Form
   d. Health History Record
   e. Medication Permission Form
   *These are all found on girlscoutsccc.org site under Get Involved / Volunteer Resources.

4. Have a sign-up sheet with different jobs the parents can sign-up to do. Here are some jobs you might want them to sign-up for:
   - **Treasurer** – Help keep track of dues paid by the Brownies, money turned in for going to an event or field trip, and money spent for the troop.
   - **Snacks** – sets up a schedule of who is bringing snack and reminds them.
   - **Transportation** – if the troop is going on a field trip helps with making sure there are enough vehicles to get all the girls there and that all the drivers are registered with Girl Scouts and have current auto insurance.
   - **Communications** – helps the Leader with texting, emailing, phone calling, whatever form of communication works the best with the parents.
   - **Awards Ceremony** – assists or runs the ceremony.
   - **Fall Product Sales** – goes to the Fall Product Sales training, keeps track of all the girls’ sales, incentives they earn and works with the Leader to make sure everything runs smoothly.
   - **Cookie Sales** – goes to the Cookie Sales training, keeps track of all the girls’ sales, incentives they earn, coordinates the Cookie Booths and works with the Leader to make sure everything runs smoothly.
   - **Assist at meetings** – this parent might have experience in a particular area that would fit one of the petals or badges the troop is working on and could come to the troop meeting and work with the girls to help them earn their petal or badge.
   - **Babysitting** – if you as a Troop Leader have younger children or your Co-leader, you can always ask if someone could babysit your children while you are at the Girl Scout meeting.
   - **Service Unit Meeting Liaison** – attends Service Unit Meetings if the Leader or Co-leader is unable to attend.
Troop Government: Brownie Ring

The primary form of troop government for Girl Scout Brownies is the Brownie Ring. The Brownie ring is where formal decisions for the troop are made. Girl Scout Brownies learn communication and decision-making skills through discussions as a large group. The Brownie Ring should last no more than 15 minutes at a meeting. It is a time to offer the girls choices about activities they would like to do as Girl Scout Brownies.

Implementing the Brownie Ring:

**Step 1: Be Prepared**
Come to meetings prepared with choices and ideas for the girls to discuss. Brownie Girl Scouts need structure: “winging” it will not work effectively. Come with a list of choices and ask the girls for their ideas. For example, the field trip choices list may include the fire station, police station or court house.

**Step 2: Establish a Discussion Process**
Girl Scout Brownies need to understand how things are done. They need structure. Establish a structure for your discussion. For example, if a girl wants to contribute to the conversation, she must raise her hand. Another idea is to put three fingers in the center of the circle as an indicator that she wants to contribute.

**Step 3: Record Discussion**
Have an adult and girl record the ideas and the main points in the Discussion. This will help with planning and implementing the girls’ ideas.

**Step 4: Evaluate**
Use the time in the Girl Scout Brownie Ring to evaluate activities with girls. Ask questions like: “What happened? What did you like and dislike? Would you do it again?” Take advantage of the time to help the girls make meaning of their experience and activities.
Girl Led Decision Making Ideas

1. **Multiple Voting with Sticky Dots:** List all the choices on separate pieces of paper. Give each girl 3-5 sticky dots or small post-it notes. Each girl may vote with all her dots, however she wants. The idea with the most dots is the winning choice. If there is a tie, vote only on those with the same process but fewer dots.

2. **Brainstorming:** A sudden burst of inspiration.
   a. Rules:
      i. No judging during “Brainstorming”.
      ii. Don’t think about money, cost, time, or space.
      iii. Aim for quantity – lots and lots!
      iv. Build upon each other’s ideas. Combine, add to…
      v. List every idea. Repetition is okay. Spelling doesn’t matter.
   b. When brainstorming is complete:
      i. **Sort out ideas** (circle together) according to:
         1. Those immediately usable.
         2. Those maybe usable.
         3. Those not usable. (Not “good or bad”, but “usable or not!”)
      ii. **Choose** from the “immediately usable” list the one idea the group wants to try.
      iii. **Make plans** – who does what? When? Where?
      iv. **Save the other ideas for later or for a starter for the next “brainstorming session.”**

3. **Make A Stand:** If you’re having trouble getting girls to participate in group discussions, or coming to a decision, “Make a Stand” can help. Everyone has to make up their minds and physically get involved by moving to a station – this tends to make people more chatty and lively. You simply move the girls around. They work to convince each other to move to a station. It is a way to get the girls involved.
   a. The “stations” can be places in the meeting place; or a chart with circles to stand in or put buttons or chips on; or straight line stands.
   b. As a discussion aid, label stations by ideas or topics.
   c. As a voting aid, label stations by “yes, no, undecided, or agree, disagree”.
   d. Consensus means everyone agrees with, or at least able to live with a decision, rather than taking a majority vote with some people not getting their way. To reach a consensus, you keep working as a group until everyone is happy and standing in the same station. For example part of the troop wants to use their cookie money to go camping and another part wants to donate their cookie money to save bunnies. Working with the girls, helping them negotiate and coming up with a consensus could be; the troop will spend less on their camping trip and donate the money that is leftover to save the bunnies.
   
   **With consensus:**
   a. Everyone wins – even if the agreement is that “everyone is unique, so we agree to disagree.”
b. There are no winners or losers because new alternatives are raised that include everyone.

4. **Ways of voting:** Making choices helps girls grow!
   a. “All in favor go to this side of the room.” “All against go to the other side.” (Good to use if the girls don’t like to sit still.)
   b. “All in favor raise your hand.” “All against raise your hand.” This can be done with eyes open or closed.
   c. “All in favor drop a blue square in the box”. “All against drop a red square.” (Gray and brown pebbles, green and yellow leaves, etc.)
   d. “Use pencil and paper. Write the _____ you want and drop it in the box.”

5. **Other ways of deciding fairly:**
   a. **It Bag:** Put the names of the girls in a bag. When you need someone for a game, etc. pick a name from the “It Bag.” When the game is over, put that name in the “Other Bag.”
   b. **Dream Box:** A place to put ideas that don’t get chosen so you can use them later.

6. **Circular Response:** A way to let everyone participate and keep the discussion focused on a specific subject.
   a. Method; The group sits in a circle. Each one picks a subject or activity that they are interested in. Going clockwise around the circle, each person comments on the subject or activity she chose, even if it is the same as someone else’s choice. You may have to set one minute time limits. If someone doesn’t want to talk, they can pass. Go around the circle as long as interest and time permits.
   b. This is similar to the Brownie Ring, but any group can use it. The younger the group, the smaller the topic.

7. **Clothesline:** Ask the group to write ideas for WHAT they want to do and hang them on the line with a clothespin. Next, write all the PLACES they can do these things (meeting room, outdoors, country, city, etc.). Hang this list. Make one more list naming WITH WHOM they can do these things. Hang this list. Let them walk around and talk about how to combine them until something really sounds good. Or take scissors and cut them out and move them up or down until the combination of the list works.
Kaper Chart Ideas:

There is no one way to make a Kaper Chart. Anything that clearly shows who is responsible for a specific task will work. A basic Kaper chart may look similar to this example. There are great examples online, too.

Give the girls in your troop the opportunity to help design their own Kaper Chart or make a basic chart for them and allow them to decorate it.

Draw a garden scene on a poster board including a symbol that represents your Brownie Troop (an animal, star, moon, sun, for example) for each Kaper. Write a Kaper on each symbol. Add a small Velcro date in the middle of each flower center. Have the girls write their names on cardboard ladybugs and put Velcro on the back of each. Put the “ladybug” on the Brownie symbol to denote who is responsible for that Kaper.

Cut a piece of poster board into the shape of a trefoil (the Girl Scout symbol). Write kapers around the edge. Have each girl write her name on a spring clothespin. Let each girl decorate her clothespin with washable markers. Move clothespins around the board to assign kapers.
Behavior Management

One of the greatest challenges in working with a troop of girls is behavior management. How do you effectively manage the behavior of the girls in your troop? Prevention is the key. By putting the proper procedures in action, you will prevent behavior problems. The following is a list of things to consider when working with Girl Scout Daisies:

Be Prepared:
Prepare in advance for your meetings. Talk with co-volunteers and other helpers about the upcoming meeting’s agenda. Be sure you understand who will do what. If you are prepared, the girls will not have time to find other activities that may cause problems.

Arrive Early:
Have everything ready before the first girl walks through the door. This will allow you to greet the girls as they arrive, talk to them and make them feel welcome.

Provide Positive Praise:
Girls need and want positive comments. Focus on what they are doing right. Praise must be specific and sincere.

Establish Ground Rules:
To help the meetings run smoothly, have the girls establish ground rules for behavior and expectations. It is important that the girls establish the ground rules, not the leaders, so they have ownership and will hold themselves accountable. Always use positive language, walking feet rather than no running.

Establish an Order for Your Meetings:
By establishing an order, you are creating a routine for the girls. After several weeks, the girls will understand the expectations and know what comes next. You are establishing a framework and will see cooperation and initiative from the girls. The meeting becomes theirs and they will take responsibility.

Provide a Snack
Snack time allows the girls to share and relax and gives them responsibility. Use a Kaper chart to show responsibility for snack time. Snack time should be simple, nutritious, and planned appropriately based on when your troop meets. For example, if it is close to dinnertime, you may serve carrots instead of granola bars.
Developing a Positive Atmosphere

How we work and talk to girls can greatly affect their behavior. The atmosphere of the meetings and the interaction you have with each girl can also affect her behavior and self-esteem. The following are a few things to do to develop a positive atmosphere at your troop meetings and activities.

Do:

<table>
<thead>
<tr>
<th>Do:</th>
<th>Spend time with the girls during the meetings.</th>
<th>Talk with “bent knees,” getting down to their level.</th>
<th>Communicate with compassion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn all the girls’ names.</td>
<td>Focus on the positive – “I am really impressed at how you are sticking with this, even though it is difficult.”</td>
<td>Stress FUN and downplay competition in games to enhance self-esteem.</td>
<td>Be accountable. Set expectations for yourself and the girls.</td>
</tr>
<tr>
<td>Recognize and praise improvement relative to past performance.</td>
<td>Help girls set challenging, but realistic goals.</td>
<td>Consider the abilities and limits of the girls.</td>
<td>Be consistent in the enforcement of rules.</td>
</tr>
<tr>
<td>Help girls set challenging, but realistic goals.</td>
<td></td>
<td></td>
<td>Emphasize learning over performance.</td>
</tr>
</tbody>
</table>

Managing Your Own Reactions

When it comes to managing the behavior of the troop/group, sometimes our own reactions can help or hinder our efforts. Here are a few things to remember when it comes to managing your own reactions.

1. Do not feel that you must react instantly to a situation if you are not sure what to do or if you realize you are angry and may overreact. Take a minute or two to collect your thoughts and tell the girls, “I’ll get back to you in a minute. I am going to take a time-out from this situation.”

2. It is also okay to walk away briefly if you are really angry. Make sure another adult is nearby. Find another adult and ask her to supervise your group while you cool down.

3. Remember that while it is easier to administer punishment, it is much more beneficial to administer thoughtful consequences of undesirable behavior. The use of good consequences is much more effective and creates a positive, cooperative atmosphere for the girl and the troop.

4. Start fresh every meeting; avoid having consequences carry over to the next meeting. Be aware of and resist building up resentment toward a “challenging” child.
Communicating with Compassion
Occasionally you may need to intervene when behavior becomes destructive, hurtful, or it impedes the progress of the rest of the group. Whether this behavior is an isolated incident or an ongoing problem, respond quickly and appropriately so that the group’s routine is maintained.

Find a private moment to let the girl know that you are available to listen if she wants to talk. You might use a phrase like, “I’ve noticed that you seem _____. How are you doing? Is something bothering you?” NEVER PROMISE CONFIDENTIALITY. You may be required to report the problem.

If the girl discloses an issue that falls into an area in which her parents or the authorities must be notified, let her know that you have to tell her parents/the authorities, to make sure she will be okay. You may ask her how she would like to be involved in notifying her parents, if appropriate.
Problem Solving

**Talk It Out** – Choose a place where you and the other person can sit and talk about the problem without distractions (i.e. no kids). Commit to hearing and listening with the intention of coming to peace.

**Shift the POV** – Try seeing the conflict from the other person’s point of view (POV). Ask the person to do the same for you. Remember, the truth can hurt – but seeing the situation from each other’s perspective gives you both a chance to grow.

**Say “Sorry” and Mean It** – Acknowledge your mistakes; also accept a friend’s apology.

**Compromise** – Sometimes you have to give a little to get a little.

**Put It Off** – Sometimes you need to give a conflict some rest. Walk away and give it some time.

**Let It Go** – Some conflicts just aren’t worth it. Let it go – for real. But if you can’t – if it is going to sit and boil in your gut – try another strategy!

**Solve The Problem** – Sometimes it is possible to find a solution and end the conflict.

**Seek Help** – Some conflicts call for third-party intervention. Talk to someone that is not involved in the problem to help mediate a solution.

**Parental Notification and Problem Solving:**
Parental involvement is key to any well-run troop. Consult parents for assistance, ideas, and additional information that may help you to manage normal adjustment problems. Use phrases like, "I am concerned that (girl’s name) seems to have difficulty with ______. I want to make sure that she can fully participate in all troop activities. Do you have any suggestions for me?"

If the situation is more serious, contact the parents right away. Let them know that you are concerned about their daughter and you would like to discuss the situation with them as soon as possible.

**Emergency Procedures**
If the child is in immediate harm, call the Girl Scouts of California’s Central Coast Emergency number on the Council Emergency Procedures form.
During business hours M-F: 8:30 am – 4:30 pm     800-822-2427
After hours                                      800-340-7179

If the child is not in immediate harm, document the information as thoroughly as possible on the Incident/Injury Report within 24 hours of the suspected or reported abuse and email it to the Chief Membership Experience Officer.

Joshua Travers
Chief Membership Experience Officer
Girl Scouts of California’s Central Coast
1500 Palma Drive Suite 110
Ventura, CA 93003
JTravers@girlscoutsccc.org
Girl Scout Safety Guidelines

Every adult in Girl Scouting is responsible for the physical and emotional safety of girls, and we demonstrate that by agreeing to follow these standards at all times. (Note: See Volunteer Essentials for details on each standard.)

1. **Follow the Safety Activity Checkpoints.** Instructions for staying safe while participating in activities are detailed in the Safety Activity Checkpoints. Read the checkpoints, follow them, and share them with other volunteers, parents, and girls (as grade-level appropriate) before engaging in activities with girls.

2. **Arrange for proper adult supervision of girls.** Your group must have at least two unrelated, approved adult volunteers present at all times, plus additional adult volunteers as necessary, depending on the size of the group and the ages and abilities of girls. Adult volunteers must be at least 18 years old (or the age of majority defined by the state, if it is older than 18) and must be screened by your council before volunteering. One lead volunteer in every group must be female.

3. **Get parent/guardian permission.** When an activity takes place that is outside the normal time and place, advise each parent/guardian of the details of the activity and obtain permission for girls to participate.

4. **Report abuse.** Sexual advances, improper touching, and sexual activity of any kind with girl members are forbidden. Physical, verbal, and emotional abuse of girls is also forbidden. Follow your council’s guidelines for reporting concerns about abuse or neglect that may be occurring inside or outside of Girl Scouting.

5. **Be prepared for emergencies.** Work with girls and other adults to establish and practice procedures for emergencies related to weather, fire, lost girls/adults, and site security. Always keep handy a well-stocked first-aid kit, girl health histories, and contact information for girls’ families.

6. **Travel safely.** When transporting girls to planned Girl Scout field trips and other activities that are outside the normal time and place, every driver must be an approved adult volunteer and have a good driving record, a valid license, and a registered/insured vehicle. Insist that everyone is in a legal seat and wears her seat belt at all times, and adhere to state laws regarding booster seats and requirements for children in rear seats.

7. **Ensure safe overnight outings.** Prepare girls to be away from home by involving them in planning, so they know what to expect. Avoid having men sleep in the same space as girls and women. During family or parent-daughter overnights, one family unit may sleep in the same sleeping quarters in program areas. When parents are staffing events, daughters should remain in quarters with other girls rather than in staff areas.

8. **Role-model the right behavior.** Never use illegal drugs. Don’t consume alcohol, smoke, or use foul language in the presence of girls. Do not carry ammunition or...
firearms in the presence of girls unless given special permission by your council for group marksmanship activities.

9. **Create an emotionally safe space.** Adults are responsible for making Girl Scouting a place where girls are as safe emotionally as they are physically. Protect the emotional safety of girls by creating a team agreement and coaching girls to honor it. Agreements typically encourage behaviors like respecting a diversity of feelings and opinions; resolving conflicts constructively; and avoiding physical and verbal bullying, clique behavior, and discrimination.

10. **Ensure that no girl is treated differently.** Girl Scouts welcome all members, regardless of race, ethnicity, background, disability, family structure, religious beliefs, and socioeconomic status. When scheduling, helping plan, and carrying out activities, carefully consider the needs of all girls involved, including school schedules, family needs, financial constraints, religious holidays, and the accessibility of appropriate transportation and meeting places.

11. **Promote online safety.** Instruct girls never to put their full names or contact information online, engage in virtual conversation with strangers, or arrange in-person meetings with online contacts. On group Web sites, publish girls’ first names only and never divulge their contact information. Teach girls the Girl Scout Online Safety Pledge (at [www.girlscouts.org/help/internet_safety_pledge.asp](http://www.girlscouts.org/help/internet_safety_pledge.asp)) and have them commit to it.

12. **Keep girls safe during money-earning.** Girl Scout cookies and other council-sponsored product sales are an integral part of the program. During Girl Scout product sales, you are responsible for the safety of girls, money, and products. In addition, a wide variety of organizations, causes, and fundraisers may appeal to Girl Scouts to be their labor force. When representing Girl Scouts, girls cannot participate in money-earning activities that represent partisan politics or that are not Girl Scout-approved product sales and efforts.

### Adult to Child Ratios

<table>
<thead>
<tr>
<th>Group</th>
<th>Daisies</th>
<th>Brownies</th>
<th>Juniors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Meetings:</strong></td>
<td>12</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Two non-related adults</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>(one of whom must be female) for this number of girls.</td>
<td>6</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td><strong>Group Meetings:</strong></td>
<td>6</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Plus one adult for each number of girls.</td>
<td>6</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td><strong>Events, Travel, and Camping:</strong></td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Two non-related adults</td>
<td></td>
<td></td>
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</table>
Green Speech

**Badge:** Embroidered or silk-screened recognition for Girl Scouts to indicate increased knowledge and a skill in a particular subject.

**Bridging:** The move from one program age level of Girl Scouting to the next (e.g. from Girl Scout Junior to Girl Scout Cadette).

**Buddy System:** A safety practice in which girls of equal ability are paired to help and to keep track of each other.

**Camp Name:** A personally chosen name used during camp. Examples: Frog; Chipper; Sunshine. These are to be used only by Camp Aides or P.A.’s and Adults, not girls in a troop.

**Court of Awards:** A ceremony that can be held any time during the year at which badges, recognitions, and awards are presented.

**Court of Honor:** Committee made up of the leader, patrol leaders, troop secretary and treasurer for decision-making purposes.

**Day Camp:** Camping by the day for a few consecutive days.

**Dunk Bag:** A mesh bag holding cup, plate and flatware to air-dry dishes while camping.

**Fly-up:** The ceremony in which a Brownie Girl Scout “graduates” to Junior Girl Scouts.

**Founder’s Day:** Juliette Low’s birthday, October 31.

**Friendship Circle:** The friendship circle is often formed at the end of meetings or campfires as a closing ceremony. Everyone gathers in a circle where they cross their right arm over their left in front of them and hold hands with the people on either side. “Make New Friends” is often sung during a Friendship Circle.

**Girl Guides:** The original name for Girl Scouts; still used in many countries.

**Girl Scout Birthday:** March 12 is the Girl Scout birthday because it marks the first meeting of Girl Scouts in the U. S. A. in Savannah, Georgia, in 1912.

**Girl Scout Handshake:** This is the way many Girl Scouts and Girl Guides greet each other. They shake their left hands while making the Girl Scout sign with their right hand. The left handed handshake represents friendship because the left hand is closer to the heart than the right.

**Girl Scout Leader’s Day:** April 22, a special day to honor Girl Scout leaders.
**Girl Scout Leadership Experience:** The Girl Scout program where girls discover, connect, and take action to make the world a better place.

**Girl Scout Sign:** The official Girl Scout greeting. The right hand is raised shoulder high with the three middle fingers extended and the thumb crossing over the palm to hold down the little finger. These three fingers represent the three parts of the Girl Scout Promise.

**Girl Scout's Own:** A quiet inspirational ceremony that has a theme and is planned by Girl Scouts and their leaders.

**Girl Scout Week:** An annual celebration during the week of March 12th, the Girl Scout birthday.

**Gold Award:** The highest award in Girl Scouts focuses on a Girl Scout Senior’s or Ambassador’s interests and personal journey through leadership skills, career explorations, self-improvement, and service.

**GSCCC:** Girl Scouts of California’s Central Coast.

**GSUSA:** Girl Scouts of the United States of America.

**Investiture:** A special ceremony in which a new member makes her Girl Scout Promise and receives her membership pin.

**Girl Scout Journeys:** These help the Girl Scouts learn to Discover, Connect, and Take Action as they are performing science experiments, creating art projects, cooking simple meals, or learning to protect the planet’s water supply.

**Kaper Chart:** A chart that shows the delegation of jobs and rotation of responsibility meeting-by-meeting, day-by-day and/or meal-by-meal.

**Low, Juliette Gordon (nicknamed Daisy):** Founder of Girl Scouting in the United States, she formed the first troop that met in Savannah, Georgia on March 12, 1912.

**Motto:** “Be Prepared.”

**Program Aide:** Girl Scout Cadettes, Seniors and Ambassadors who have been trained to assist younger Girl Scout groups with songs, games, crafts, ceremonies or skills.

**Patrol:** A widely used form of troop government where the troop divides into small groups.

**Quiet Sign:** The Girl Scout signal for silence in a group situation. In order to maintain order at lively Girl Scout functions, the leader raises her right hand for silence. The girls follow in the motion; as their hands go up, the conversation stops, until everyone has their hand up and the room is silent.
Safety Activity Checkpoints: An in-depth safety information list with 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.

Service Unit: A geographic subdivision of troops within the council.

Service Unit Team: A group of adult volunteers that work with the Service Unit Manager/s to assist the Troop Leaders and make sure the girls are receiving a full program.

Sit Upon: A pad that is made by the girls to sit on that keeps their clothes clean and dry.

Slogan: “Do a good turn daily.”

S’mores: Traditional Girl Scout snack made around the campfire with graham crackers, chocolate bar and toasted marshmallows.

S.W.A.P.: Stands for “Shared with a Pal” or Special whatchamacallits Affectionately Pinned.” It is usually a handmade token, pin, etc., given in exchange for a S.W.A.P. from another Girl Scout.

Thinking Day: Celebrated by Girl Guides and Girl Scouts throughout the world, February 22nd is the birthday of Lord and Lady Baden-Powell. This is the day for Girl Scouts and Girl Guides to think about their sisters around the world, through special projects, international program activities or pen pal projects.

Trefoil: The international symbol of Girl Scouting. The three leaves of the trefoil represent the three parts of the Girl Scout Promise.

Volunteer Essentials: It is the national volunteer handbook.

Wide Game: A game played by following a trail with stops at several stations.

World Association of Girl Guides and Girl Scouts (WAGGGS): An international educational association for girls with a membership of eight million.

World Trefoil Pin: A pin worn by all Girl Scouts and Girl Guides.

World Centers: Four program activity centers owned by WAGGGS. The centers are located in Mexico, England, India and Switzerland.