



OLDER GIRLS RESOURCE PACKET



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Section 1: Welcome to Girl Scouts

Welcome

Welcome and congratulations on becoming a member of the unique and 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, girls develop qualities such as leadership, strong values, social conscience, and conviction about their own worth. With you as their leader, girls discover the fun, friendship and the power of girls together!

How This Guide Is Organized

The Girl Scout Older Girl Guide is designed to introduce you to the world of Girl Scout Older Girls, Cadettes, Seniors, and Ambassadors. It is a resource to use as you work with your troop/group. There is an appendix to this packet with support materials. To help ensure a successful experience with girls, the following resources are also available to you:

- 🍀 **The Girls' Guide to Girl Scouting**
- 🍀 **National Leadership Journey books (girls and adult guide)**
- 🍀 **Volunteer Essentials**
- 🍀 **Safety Activity Checkpoints**
- 🍀 **Council's website www.gscsnj.org**



The Foundation of Girl Scouting

GSUSA Mission Statement

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

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.

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 to locally and globally.

TAKE ACTION: Girls act to make the world a better place.

The Three Processes

Girl Led: Girls take an active part in figuring out the what, where, when, how and why of their activities.

Learning by doing: A hands-on learning process that engages girls in continuous cycles of action and reflection that result in deeper understanding.

Cooperative learning: Girls work together toward shared goals.

Girl Scout Traditions

Girl Scouts make the Girl Scout sign when they say the Girl Scout Promise. The sign is formed by holding down the thumb and little finger on the right hand, leaving the three middle fingers extended (these three fingers represent the three parts of the Girl Scout Promise).

Girl Scout Quiet Sign

The Quiet Sign is a way to silence a crowd without shouting at anyone. The sign is made by holding up the right hand with all five fingers extended. It also refers to the original Fifth Law of Girl Scouting: A Girl Scout is courteous.



Girl Scout Handshake



The Girl Scout handshake is the way many Girl Guides and Girl Scouts greet one another. 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.

Friendship Circle and Friendship Squeeze

The Friendship Circle is often formed at the end of meetings or campfires as a closing ceremony. Everyone gathers in a circle; each girl crosses her right arm over her left and then holds hands with the person on each side of her. Once everyone is silent, one girl starts the friendship squeeze by squeezing the hand of the person to her left. One by one, each girl passes on the squeeze until it travels clockwise around the full circle.



Girl Scout Slogan

Do a good turn daily.

Girl Scout Motto

Be prepared

Girl Scout Special Days

February 22 – World Thinking Day

February 22 was the birthdays of Lord Robert Baden-Powell, founder of Boy Scouts and his wife Lady Olave Baden-Powell, who was World Chief Guide. Lord Baden-Powell inspired Juliette Gordon Low to begin Girl Scouts in the United States. Every year on this day, Girl Scouts and Girl Guides around the world do activities and projects to celebrate international friendship and honor their sisters in other countries.

March 12 – The Girl Scout Birthday

On this date in 1912, the first 18 girls gathered to hold their first meeting as Girl Scouts in the United States.

April 22 - Girl Scout Volunteer Day

This is a day when adult volunteers are shown appreciation for all of their hard work.

October 31 – Founder's Day

Juliette Gordon Low was born on October 31, so we honor her birthday. Every year Girl Scouts celebrate with parties and special projects to help others.

Developmental Characteristics

Each girl is an individual and will develop at their own pace. The chart below can give you guidance in the development of girls ages 11 – 17. Keep in mind that the activities that girls plan should be age-appropriate and based on their needs, interests and abilities. Remember that these are general characteristics and that each girl is different and will proceed through developmental stages at her own pace.

Developmental Topic	Girls Grades 6 – 8	Girls Grades 9 – 10	Girls Grades 11 – 12
Physical Changes	<ul style="list-style-type: none"> • Onset of menstruation • Begin secondary growth development 	<ul style="list-style-type: none"> • Growth in height • Voice lowering 	<ul style="list-style-type: none"> • Features are developing adult characteristics
Social Changes	<ul style="list-style-type: none"> • Accepting changing bodies • Seek influences outside family 	<ul style="list-style-type: none"> • Greater body and hormonal changes • Gaining peer support • Explore independent values 	<ul style="list-style-type: none"> • Self-expression • Greater Autonomy/less parental support
Defining Moments	<ul style="list-style-type: none"> • Transition to junior high/middle school 	<ul style="list-style-type: none"> • Rite of passage – becoming a teenager 	<ul style="list-style-type: none"> • New independence – often can drive
Worries	<ul style="list-style-type: none"> • Grades • Fitting in • Appearance 	<ul style="list-style-type: none"> • Grades • Will boys like me? • Appearance/eating disorders • Too much to do! 	<ul style="list-style-type: none"> • Grades, Success • Too much to do!
Pressures	<ul style="list-style-type: none"> • Peer pressures for testing boundaries include dating and smoking issues 	<ul style="list-style-type: none"> • Pressure to act a certain way 	<ul style="list-style-type: none"> • Worried about getting into the right college
Activity Interest	<ul style="list-style-type: none"> • Improving the world • Outdoor activities • Hang out with friends • Improving self-confidence • Playing sports 	<ul style="list-style-type: none"> • Personalize their own space • Taking trips • Music to express self • Developing image through clothes and fashion • Dating 	<ul style="list-style-type: none"> • Career opportunities • Self-defense • Managing time • Dealing with emotions • Leadership events
You Can Help By...	<ul style="list-style-type: none"> • Creating a safe supportive environment • Give them opportunities and connections 	<ul style="list-style-type: none"> • Model how to explore and affirm emotions and reactions to new experiences 	<ul style="list-style-type: none"> • Empower them • Encourage their individual interest

Section 2: Working with Girl Scout (Older Girls)

Tips for Handling Specific Situations with Girls

If a Girl Scout leader notices signs of substance abuse, child abuse, suicidal behavior, or eating disorders (anorexia nervosa and bulimia), she should notify her council or follow any established council procedures as well as Volunteer Essentials. Reporting information to people who can help is crucial to protecting children. In some cases, it is also the law.

General tips for how to handle specific sensitive situations follow. Written guardian permission is required with all sensitive topics. More detailed information is included in the Issues for Girl Scouts booklets for the topic discussed.

Substance Abuse

Many young people abuse one or more substances, and many more are being pressured to do so by their peers, media images, etc. Alcohol is the most abused drug among youth in the United States, followed by tobacco.

The following are possible signs of drug involvement. Keep in mind that these signs can also be attributed to other stresses in a girl's life.

- Changes in behavior—including disruptive, delinquent behavior.
- A drop in the quality of schoolwork and in grades.
- Withdrawal from school and family activities.
- Increased secretiveness.
- Changes in friendships.
- Erratic mood changes, apathy, and lethargy.
- Overreacting, overly sensitive responses.
- Disappearance of money and other valuables.
- Neglect of personal appearance and hygiene.
- Presence of drug paraphernalia, incense, room deodorizer, eyedropper bottles, drugs.
- Chronic lying.
- Physical symptoms such as red eyes, sores on nose or mouth, fatigue, drowsiness, loss or gain in appetite, altered speech, puncture marks on arm.
- Sudden constant runny nose.
- Eating extremes, unexplained weight loss.
- Dulled speech and expression.
- Wearing sunglasses unnecessarily.
- Avoidance of eye contact.
- Problems with concentration and memory.

If you notice these signs, follow council guidelines for reporting this information.

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; aggressive, hyperactive, or disruptive behavior; withdrawal; delinquent behavior; poor school performance; and abuse of drugs and alcohol.

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

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.
- Consult with your council contact to determine appropriate next 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 specifically been 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 directly with girls should:

- Be familiar with and observe all council guidelines related to preventing child abuse.
- Follow adult supervision guidelines outlined in Volunteer Essentials and any additional council guidelines to ensure that there is no risk of abuse in the Girl Scout setting.

Suicide

Every year in the United States, more than five thousand young people commit suicide and as many as a half million more attempt it. Suicide is the third-leading cause of death among adolescents.

Take any suicide threat seriously. Talk to a reliable family member or guardian. Notify appropriate council personnel and/or health care professionals.

Be alert to the warning signs of suicide:

- Long-standing depression (sometimes manifested as boredom, agitation, acting-out behavior, or physical symptoms such as headaches). Particular danger points are when a girl is going into and apparently recovering from depression.
- Previous suicide attempts, suicidal gestures, or verbal suicide threats or other statements indicating a desire to die.

- Marked changes in behavior or personality (for example, unusual moodiness, aggressiveness, or sensitivity).
- Eating and sleep disturbances.
- Declining academic performance and/or inability to concentrate.
- Withdrawal from family and friends.
- Fatigue, apathy, or loss of interest in previously enjoyed activities.
- Deterioration in appearance and personal hygiene.
- Giving away prized possessions.
- Preoccupation with the subject of death.
- Recent traumatic events, such as the death of a family member.
- Feelings of worthlessness and hopelessness, of not being loved or appreciated.

If a girl seems suicidal or has threatened suicide:

- Trust your instincts. Don't ignore the warning signs.
- Don't pull away from her. Remember that suicidal adolescents rarely seek professional help on their own.
- Don't leave the girl alone if the situation is immediately life-threatening. If necessary, call a responsible family member or even the police.
- Be sympathetic. Reassure her that she has someone to turn to and that she can be helped.
- Offer to help her, but don't agree to keep information confidential if she reveals something that might affect her safety.
- Don't offer reassurances that may not be true.
- Speak with your council contact to determine appropriate action.

Eating Disorders

Anorexia nervosa and bulimia are eating disorders characterized by a preoccupation with food, an irrational fear of being fat, and a distorted body image. Anorexia involves a dramatic weight loss due to self-starvation or severe self-imposed dieting. Bulimia involves binge eating and purging accompanied by frequent weight fluctuations, rather than extreme, continuous weight loss. It is estimated that anorexia strikes more than one in every one hundred teenage girls and young women; the rate is much higher for bulimia.

If you suspect that a girl is bulimic or anorexic, try to talk with her about the problem. These disorders can be serious, even life-threatening, so early detection and treatment are crucial. Alert parents or guardians, and contact the council office for sources of professional help. The friendships found in Girl Scouting can be an important adjunct to therapy and should be supported.

Disabilities and Inclusion

Girl Scouts has always welcomed girls with diverse abilities, chronic health conditions and other needs. At Girl Scouts of Central & Southern, NJ, we strive to provide resources to our volunteers working with girls with varying abilities.

Parents are the undisputed experts on their children, from favorite foods to situations that can lead to laughter or tears. Comfortable and open communication between leaders and parents is crucial for a successful troop that includes girls of all levels of abilities.

Making Accommodations

Developmental Delays

Teach in small steps. Give clear directions, speak slowly and clearly using only a few words. Move the child physically through the task so she can feel what to do. Stand or sit close to the child to help as needed. When moving from one activity to the next, let the child know ahead of time and allow plenty of time for the transition.

Speech and Language Delays

Be a good listener and observer.

Give directions using as few simple words as possible in complete sentences.

Talk about what you or the child is doing as you are doing it.

Encourage the child to talk about what she is doing by asking specific questions.

Repeat what the child said and add missing words, or ask the child to repeat what you are saying. Build on what the child said by adding new information.

Praise the child's efforts at communicating even if she doesn't do it exactly right.

Deaf or Hearing Impaired

Find out from the parents the degree of the child's hearing loss and what that means for the child.

Support the child socially.

Be sure you have the child's attention before giving instructions. Face the child and speak in full sentences.

Use visual cues such as pictures or gestures as you talk.

Encourage the child to let you know when she doesn't understand by using a special signal.

If the child doesn't understand at first, rephrase your comment rather than repeating it.

If the child uses sign language, learn some simple sign language symbols.

Provide opportunities for the child to talk.

Try not to change activities abruptly. Alert the child to any change in schedule ahead of time. Provide a routine and structure for the child. Use cues such as timers, bells and lights.

Allow the child time to practice new activities away from the group or allow children who are withdrawn to watch new activities first.

Visual Disabilities

Think about the physical space of the room. Be wary of sharp edges on tables, curled up edges of rugs and other potential hazards.

Once you've found an arrangement of furniture that works for the room, try not to change it too much as the child may rely on it to navigate through the room.

Give specific directions and use descriptive language.

Call children by their names. Address them directly, not through someone else. Example:

"Jane, do you want some banana?" Not, "Do you think Jane wants some banana?"

Avoid glaring lights. Increase or decrease the room lights gradually.

Display simple, clear, uncluttered pictures that are easy to see.

Avoid standing with your back to windows. The glare may make you look like a silhouette. Ask first if the child needs assistance-try not to assume you should help.

Physical/Neurological Disabilities

Consider the physical space. Are there any obstacles that prevent the child from moving safely in the area? Are the pathways wide enough to accommodate special equipment such as walkers or wheelchairs?

Know the child's strengths and needs so that independence is realistically encouraged and supported.

Assist the child with activities she may not be able to do alone such as kicking a ball.

If you are having difficulty, consult her parents for suggestions.

Whenever possible, ensure the child's positioning is similar to what other children in the class are doing (such as floor time).

If the child is unable to use playground equipment, schedule other outdoor activities she can participate in, such as blowing bubbles or flying kites

Let the child bring a familiar object with her when entering new situations or beginning a new activity.

Help the child make choices by limiting the number of choices available.

Allow the child to have a safe emotional outlet for anger or fear.

Techniques for Managing Behavior

Ignore negative behavior when you can.

Notice and praise positive behavior. Focus on what the child can do and accentuate the positive.

Acknowledge the child's feelings.

Model the kind of behavior you want to see in them.

Prevent problems by considering how the schedule, structure and physical space support your goals for children

Help children to talk about, act out and understand their strong feelings and behaviors.

Follow through with realistic consequences.

Be aware of what behaviors are your "hot buttons" and work with others to make sure you have the support you need.

Seek additional help if the behavior persists or you feel the need for support.

Give children a variety of reasonable choices.

Provide developmentally appropriate activities in a safe, nurturing environment.

Give the child enough time to comply with your request.

Develop a plan for how you will handle difficult behavior the next time.

Be consistent with the way the child's family and culture handles behavioral issues and their social and emotional goals for the child.

Remember to have fun with the children!

Excerpt from Handout 48 - Inclusion of Children - Child Action, Inc.

Destination Progression

<p>Cadette Girl Scouts 6th – 8th grade Typically 11-13 years old</p> <ul style="list-style-type: none">• Has expanded her world so that she is doing most of the girl/adult planning and decision making & can start to make her own arrangements• Works with younger groups through Program Aide Training• Goes on longer trips and further afield• Program expanded to: Cadette Level Badges, Girl Scout Silver Award, earns pins and patches• Works at Service Unit events• Plans her own council wide program through participation in the Cadette Activities Congress• Participates in Girl Scout USA's National Destinations throughout the US. Goes through an extensive process, with applications, and references. May be chosen as a participant, alternate or not at all.	<p>Senior and Ambassador Girl Scouts 9th - 12th grade Typically 14-18 years old</p> <ul style="list-style-type: none">• Has expanded her world and horizon to such a degree that she no longer needs a leader, but an advisor• Plans and carries out her group program and trips• Works on expanding program: Senior Badges, Leader-In- Training, Counselor-in- Training, Trainer Apprentice, Girl Scout Gold Award, earns pins and patches• Participates in Council's Senior Planning Board• Has an International Opportunity every two years• Participates in Girl Scouts USA National and International Destinations• Bridges to Adult
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Destinations:

Check out <http://girlscouts.org/for girls/travel/destinations/> for information about Destinations (travel opportunities beyond the troop). Girl Scout Destinations give girls a chance to go somewhere new, do something different, and meet people from everywhere you can imagine. Opportunities abound!

destinations 101

There's a world outside your window, just waiting for you to explore it. Girl Scout destinations is your passport to travel!

destinations travel adventures, which range from two days to three weeks and are for all Girl Scouts ages 11–17, whisk you to the far corners of the Earth. You'll meet remarkable girls, develop leadership skills, gain confidence, and enjoy valuable learning opportunities. You will have the most awesome, outrageous, unforgettable trip of your life!

Factors that Make Each destination Distinct:

- Length of trip
- Topic
- Dates
- Number of girl travelers
- Age of girl travelers

Most events are geared toward specific grade levels.

- Grades 6–8 (Girl Scout Cadette)
- Grades 9–10 (Girl Scout Senior)
- Grades 11–12 (Girl Scout Ambassador)

How to Apply for destinations

1. Log on to www.girlscouts.org/destinations. Search for events by date, category, age, location, and keyword. Select four top choices.
2. Download the application form and complete it. You'll need to fill out an application for each event you want to attend.
3. Print out two copies of the reference form and ask two people who know how awesome you are to fill them out. You can use the same letters of reference for all your applications.
4. Send your application to your local Girl Scout council—by their deadline of course! If you have questions, call or email your council.
5. You and your council will receive notification of acceptance from the host council or event sponsor.
6. Go on your destination. Bon voyage!

Tip Sheet: What's An Advisor To Do?

Knowing a little about the ups and downs the girls will experience as a group will help you guide them through the rough times and make the most of the good times.

Scenario 1

The process of getting to know each other is one of the first stages that groups experience. It happens in new groups, when new members join a group, and even when a group starts a new goal or project and the girls take on new roles. You may notice that the girls are checking each other out. Their energy level might be high with excitement and a bit of anxiety about what will happen.

What's an advisor to do? You can help the girls by:

- ☐ Doing some icebreaker or "getting to know you" activities.
- ☐ Bringing all girls together to create ground rules, expectations and agreements prior to undertaking big projects or trips.
- ☐ Encouraging girls to expand their small cliques and to get to know and work with others.
- ☐ Establishing a comfortable and accepting environment where girls can express their expectations and ideas.
- ☐ Calling for a time-out when problems arise and allowing girls to express themselves and clear the air.
- ☐ Working with the other adults involved to adopt an "our girls" approach that includes all of the girls involved and consistent messages about helping the large group resolve problems.

Scenario 2

Another phase that you will notice is the time when the girls discover the things that make them unique. This is when the group sets its rules and boundaries. At this time girls will agree on the direction they will take and set their group goals. This phase reappears as the girls mature and as they develop new skills and interests or make a major shift in their group plans.

What's an advisor to do? You can help the girls by:

- ☐ Setting a positive and accepting tone for group discussions.
- ☐ Actively listening to the girls.
- ☐ Showing respect for the girls opinions.
- ☐ Observing the group interactions, keeping an eye out for trouble spots such as individuals pairing off from the group.
- ☐ Helping girls agree to disagree and create ways for each to get her own needs met within the group.
- ☐ Avoiding assumptions that the group will want to continue doing the same activities that they have been doing in the past or making commitments on behalf of the group.

Scenario 3

Sometimes there are periods when there is a lot of conflict. The danger is that the girls can get stuck here and never move on. It is a time when the girls are struggling with power and leadership creating a lot of tension in the group. It is a time when girls start to drop out because their needs are not being met.

What's an advisor to do? You can help the girls by:

- ☐ Taking time to step back and make some objective observations.
- ☐ Confronting the conflict in a direct way to ease some of the problems.
- ☐ Focusing on the real issues and preventing the group's frustration from landing on one girl as a scapegoat.
- ☐ Helping the group to work together to solve the problems.
- ☐ Realizing that the group may focus their anger or hurt feelings at you.
- ☐ Doing a variety of problem-solving activities or games to lessen the tension.
- ☐ Demonstrating your enthusiasm and encouragement for girls to "expand their wings" and pursue new interests outside the group that they can report back to the group on.
- ☐ Encouraging girls to be flexible about what it means to belong to the group as they grow.
- ☐ Resolving to remain a neutral adult.

One Last Word

Don't worry! Every once in a while you *will* notice that the girls are working well together as a group. This is the time for you to observe and enjoy, realizing that this is not a permanent phase and that as new projects develop, new girls join the group and individual girls continue to grow and develop, the group may experience new problems. Remember to enjoy the moments when the group members are working well together, share your observations of the girls positive behaviors and growth, while recognizing that the entire group development process is a normal part of working with girls 11-17.

Section 3: Girl Scout Older Girl Program

Troop Meetings

The main components of a meeting are:

Start Up Activity – A fun activity planned for the early arrivals to do while waiting for the rest of the troop.

Opening – Official beginning to the meeting.

Sharing or Business – A brief segment including taking attendance and any old business.

Activity – A fun, learning activity.

Planning – Thinking up and planning future activities and/or trips.

Clean Up – The girls or patrols of girls make the meeting space better than they found it.

Closing – A song, game or ceremony that wraps up the meeting.

Troop Success Checklist

Is the Troop Girl Led?

- ✓ Do the girls participate in planning meetings and activities?
- ✓ Are the girls' interests known and taken into account?
- ✓ Do the girls complain that they are bored with troop activities?
- ✓ Do the girls feel that the troop is too active? Not active enough?

Are the Leaders doing too much?

- ✓ Do the Leaders share and/or delegate responsibility?
- ✓ Are the Leaders having fun?
- ✓ Are the Leaders expressing their concerns openly?

Troop Governance

In order for girls to lead a successful Girl Scout group, they need leadership from within. Adults should guide them in the process of cooperative learning and learning by doing – not doing it for them.

Troop government or structure is usually most effective when chosen by the girls. This may be formal or very informal. Let the girls decide how structured they want this to be. If they start with NO kind of group government, they may eventually see the need for some kind of structure before long! This is part of their learning experience. Additional information about Troop Governance can be found in Volunteer Essentials.

Patrol System

The group is divided into smaller groups called “patrols.” The patrol discusses topics that concern the entire group, such as trips to take, times for special gatherings, presenters to invite, etc. Each patrol appoints a patrol leader and the leaders of all the patrols represent their group in a ***Court of Honor***.

The Court of Honor is the heart of the troop. Patrol leaders meet with an adult leader who helps to guide decision-making and then the patrol leaders communicate all decisions made in the Court of Honor back to the patrols.

The Patrol System belongs to all of its members. Therefore, it is not only a girl's privilege, but also her duty to take part in the government of her troop.

Steps in Forming/Implementing Patrols

1. Form Patrols

- Interpret purpose for girls.
- Help girls decide each patrol make-up, also consider balancing ages, interest, skills, schools, etc.
- Determine the method of division in patrols – you can choose randomly, or ask the girls to name three other girls she would like in her patrol, then make sure you match at least one of her choices.

2. Elect Patrol Leaders

- Help girls decide the length of terms of office.
- Discuss qualifications and responsibilities of the patrol leader, and give the girls time to consider these criteria.
- Hold elections in each patrol.

3. Elect Scribe and Treasurer

- Discuss qualifications and responsibilities of these offices.
- As these officers serve the troop as a whole, they are elected from the troop as a whole, and should have active, meaningful roles in the Court of Honor.

4. Train Officers

- Help girls determine how the Court of Honor will be conducted. Show girls how to lead patrol meetings, form good questions, take notes, resolve problems, follow democratic procedures, etc.
- Model these skills and train the girls in these skills, so they can model them for the troop/group.

5. Put it to Work

- Ensure that patrols are making real decisions. Have active Court of Honor meetings.
- Hold periodic troop business meetings to discuss, plan, learn, delegate, review and evaluate long term plans, finances, and activities.
- Once or twice a year, open Court of Honor meetings to the entire troop, followed by discussion with the troop.

Town Meeting System

The entire troop makes its decisions together. A Moderator is generally needed to lead group discussions to ensure that everyone gets a chance to speak and provide input. In all governing systems, the girls need to decide which rules to have, but this is especially true in the Town Meeting System. Establish guidelines for discussion and leadership of that discussion. This generally only works well in small groups but can work in large groups if the girls can stay on task. Remember that the girls should be leading the discussion with a little help from the advisor.

Steps in Forming/Implementing a Town Meeting System

1. Educate girls about the Town Meeting System

- Include the rotation of the moderator's role. This will help build leadership and communication skills.

2. Watch for leadership in the girls

- Look for those with good communication skills.
- Choose a strong leader first, and give some guidance and coaching.
- Allow them to model for the other girls, and rotate in other moderators after a good pattern has been established.

3. Establish guidelines for discussion

- Before the first open discussion with the girls, have them establish guidelines as to how to conduct the discussion.
- Guidelines might include: one girl may speak at a time, the speaker must alternate, all ideas will be respected and considered, encourage one another.

4. Have girls select moderators

- Establish a balanced system that allows each girl to moderate.

5. Elect a secretary and treasurer

- With adult guidance, these girls will need to keep track of discussion and troop/group funds.

- The position may rotate or have permanent responsibility, dependent on the interest and abilities of the girls.

6. Put it to work

- Ask leading questions during discussion and encourage the girls to do the same. Come up with a list of good planning questions that they should consider for each event/activity.

Executive Board System

A leadership team or steering committee is elected to represent the entire group. This smaller group should have, but not limited to, a President, Secretary and Treasurer. These are elected positions and the board holds meetings to discuss troop matters. The number of officers and positions vary depending on the needs of the troop. These positions can also rotate or have term limits so that all of the girls have a chance to experience multiple positions and different leadership opportunities.

Steps in Forming/Implementing an Executive Board System

1. Explain how the executive board works

- Include the fact that the officers will be attending extra meetings and have additional responsibilities.

2. Assess the skills and abilities

- Encourage the girls to watch for leadership in the troop/group and to decide on leaders based on who is most qualified to do the job.

3. Discuss the qualifications and responsibilities

- Have the girls design job descriptions for each position, ensure participation of all girls, and facilitate the negotiation of the final responsibilities.

4. Take nominations

- Remind the girls that this is not a popularity contest, but a selection based on leadership ability.

5. Hold elections

- Give the girls at least a week to consider the nominees.
- Elections should be confidential.
- Results should be tallied by an adult and one or two of the non-candidate troop/group members.

6. Put it to work

- Ensure that the officers understand their jobs, have active Executive Board meetings, have the board report the outcomes and decisions made at their meetings to the whole troop on a regular and seek feedback and input from the entire troop/group as decisions are made,

Kaper Charts (Task Assignments)

Girls can learn by doing in examining the tasks that need to be done and creating systems to both define, delegate, and evaluate their successes. Girls learn to lead by not only doing small tasks, such as collecting the permission slips for an upcoming event, providing some kind of snack for the day, recording dues or other monies coming in, but by organizing projects, identifying tasks, and creating a system for accomplishment of these duties.

For routine tasks at meetings, girls may wish to design "Kaper Charts." Kaper charts are a good way to rotate jobs and tasks (which are known as kapers) that need to be done when the girls gather. The types of kapers will vary according to the needs of the group. Kaper assignments may be individual or group depending on the size of the job or the size of the troop.

Kaper charts are a suggested tool for Girl Scout Teens, not a requirement. Girls can be encouraged to

DISCOVER – for example, to discuss the many options used in business or schools for accomplishing certain tasks; **CONNECT** – work with each other to design a system for their group; and **TAKE ACTION** by using the system and then evaluating its success.

A Kaper Chart can be a poster that lists several tasks and who will do them. By listing the girls’ names on the Kaper Chart, it becomes a ready reference to show who has had a turn and who has not. The size of the chart is determined by the needs of the troop.

- ✚ Is there a place to display it?
- ✚ Are the girls’ names being listed individually or by groups?
- ✚ Is there enough room on the chart to describe the tasks?

There is no “right or wrong way” to make a Kaper Chart. It is the girls’ responsibility to decide when the “kapers” should be rotated, tasks that need to be set up, etc.

Kaper Chart Example

Meeting Date	Set-up room	Finance Report	Maintain Records	Welcome and introduce speaker	Closing
Sept 15					
Oct 29					
Nov 6					

Girl Scout Older Girl Resources

The Girl's Guide to Girl Scouting

Girls at every grade level have a *Girl's Guide to Girl Scouting*, which correlate with the leadership journeys. Through fun activities, girls can earn a variety of badges to build the skills and gain the confidence they will use to change the world. They can even develop and complete activities to make their own badge—a great way to explore a topic of personal interest. (In addition, girls who make their own badge will learn *how* to learn, an important skill to have in school, on the job, and in life!)

The Girl's Guide to Girl Scouting is designed to complement the Journeys at each grade level. This means that each Skill-Building Badge Set (there are currently three; each is sold separately from *The Girl's Guide to Girl Scouting*) is tied to one of the three Journeys (as you can see in the following chart). You will find that doing a Journey and the related badge set at the same time will make it easy to offer the entire National Program Portfolio—Journeys and badges—in a seamless way.

Inside *The Girl's Guide to Girl Scouting* binder, you will discover three tabs: Handbook, Awards, and My Girl Scouts. The Handbook section consists of the Girl Scout Promise and Law, the Flower Friends, Journey Map, Girl Scout history and traditions, Girl Scout Daisy uniform and special awards, and the requirements to Bridge to Girl Scout Brownies. Under the Awards section you will discover the Award Log, which lists all of the awards that can be earned by a Girl Scout Daisy. Also included are all of the requirement booklets for the Daisy Petals and Financial Leaves. My Girl Scouts section is a scrapbook and includes stickers that can be used to track their awards, an area for a journal and a place where the girls can write a letter to themselves to be read in the future.

Journeys

What is a Journey? A key part of the Girl Scout Leadership Experience is the Leadership Journey, a coordinated series of activities grouped around a theme. Along the Journey, girls will use the three leadership keys, Discover, Connect, and Take Action to make the world a better place. The activities included in the Journey guides may be done by troops/groups, by individually registered girls, or as part of larger program events. Each grade-level Journey series includes an adult guide and a corresponding girl book. The adult guide includes sample meeting sessions, activity ideas, and tips for successfully providing a strong leadership experience for girls.

Leadership Journeys

It's Your World – Change It!

Girl Scout Cadette – *aMAZE! The Twists and Turns of Getting Along* helps girls maneuver through all its twists and turns to find true friendships, plenty of confidence and maybe even peace. By traveling through the **aMAZE!** Journey a girl will:



- Understand how to recognize stereotypes and cliques and receive ideas on dealing with peer pressure.
- Understand bullying and ways to combat it as well and how to have safe and respectful cyber relationships.
- Complete an action project focused on relationship problems in their community in order to promote peaceful relationships.

Girl Scout Senior – *Girlltopia* helps the girls have the opportunity to imagine and begin to create a Girlltopia...a perfect world for girls! To earn the **Senior Visionary Award** the girls complete the following steps:



- Create It** – An artistic representation of an ideal world to share with others.
- Guide It** – Lead a discussion or group activity that engages other girls in thinking about

visionary leadership.

- Change It – Complete a "Take Action Project" that moves the world or a community one step closer to ideal.

Girl Scout Ambassador – *your Voice your World: The Power of Advocacy* is

a way for girls to raise their voices for a cause they believe in. Girls will create their own “butterfly effect” and learn new, beneficial skills such as problem-solving, research, networking, persuasive speaking, and consensus-building.



The Girl Scout Advocate Award is earned by completing the Eight Steps to Advocacy. They will explore an issue that they find intriguing, and engage community partners as they advocate for change.

It's Your Planet – Love It!

Girl Scout Cadette – *Breathe!* is all about the air – our own and that around us.

Cadette girls will learn to assess air quality inside and out, enjoy science experiments, and create some “breathing room” in their lives.



During this Journey, girls have the option of earning one, two or three Girl Scout awards, and they can work toward them as one big team, as mini-teams or individually.

- Aware Award is awarded when the girls check out air quality issues within their community and surroundings.
- Alert Award is earned when the Cadettes educate and inspire others regarding this issue.
- Affirm Award is the third award the girls can earn by sharing what they have learned and the impact that their research and efforts have attained.

Girl Scout Senior – *Sow What?* has the girls take a look at the Food Network and how food moves from place to place. They learn about land, and the science and roots of complex global food issues.



To earn **The Senior Harvest Award** the girls must complete the following steps:

- Identify and dig into a food or land issue, tapping community experts as they go.
- Capture their vision for a change in a Harvest Plan that includes their own “So What?” goal, why it matters, and how it will benefit both the planet and people.
- Create change! Execute your plan by advocating to influence a food policy or land-use effort by educating and inspiring others to act on a solution you identify.

Girl Scout Ambassador – *Justice* tackles the difficult question of why justice is so hard to achieve. The girls will create and present their own thoughts of what it takes from each of us to achieve justice for all while being inspired by stories from around the globe. Along the way, they will acquire networking skills and possibly, career ideas.



The Sage Award is earned by participating in activities in the six steps to understanding environmental justice. This award represents both the commitment and ability to be judicious, and it reminds us of the importance of healing.

It's Your Story – Tell It!

Girl Scout Cadette – *MEdia* offers a fun, comprehensive and multi-disciplinary approach to building girls' leadership. Through storytelling and creative expression, girls gain a better understanding of themselves and their potential, develop confidence to become leaders, and boost their



self-esteem. Activities are designed to get the girls moving and thinking in physically challenging ways, role-play activities and recipes to help develop well-rounded, healthy lifestyles the girls will carry with them into their futures.

Through **The MEdia Award** the Cadettes have the opportunity to earn three leadership awards.

- 🌱 **Monitor Award** – Cadettes take stock of the media in their world and understanding the influence it has.
- 🌱 **Influence Award** – Cadettes understand the importance of having media reflect the realities of their world.
- 🌱 **Cultivate Award** – Cadettes make a personal commitment to cultivate a new perspective on media.

Girl Scout Senior – *MISSION: SISTERHOOD!* From real sisters working out together to a sisterhood of women working for change, this journey is sprinkled with stories of sisterhood and the benefits they bring to women and the world. The Seniors gain personal inspiration from these stories and also an understanding that with sisterhood behind them they can change the world.



The Sisterhood Award is completed by defining a sisterhood issue, create a plan for how to Take Action and then put the plan in place.

Girl Scout Ambassador – Bliss: Live It! Give It! Ambassadors understand the bliss they can achieve by helping others with their dreams, and they realize that a leader pursues her own dreams and makes it possible for others to do the same.



Ambassadors earn **The Dream Maker Award** by learning to dream big, now and in their future, and understand the bliss they can achieve by helping others with their dreams. They see that members of their communities have diverse needs, expand their networks, learn to research and make a step-by-step plan and use their talents and skills in new ways.

Outdoor Journey

Anchored by the Troop Camping badge, our new Outdoor Journey will strengthen girls' outdoor skills and ignite their interest in environmental stewardship. Girls will also complete a Take Action project.

STEM Journeys

Engineering: Think Like an Engineer. Girls discover how to think like an engineer by participating in hands-on design challenges and completing a Take Action project.

Computer Science: Think Like a Programmer. Girls learn how programmers solve problems as they (girls) participate in interactive computational-thinking activities and complete a Take Action project.

Outdoor STEM: Think Like a Citizen Scientist. Girls practice the scientific method by undertaking a citizen science project. They make observations, collect data, and work with scientists who provide feedback on research and findings. Girls also complete a Take Action project.

Combined with existing STEM and outdoor programs, as well as programming that addresses life skills and entrepreneurship, Journeys and badges help girls empower themselves to take the lead like a Girl Scout as they accomplish amazing things. To see a list of all the badges and awards please visit the Volunteer Tool Kit(VTK).

Mentoring Awards for Cadettes

Leader in Action (LiA) – Earned by assisting a Brownie troop/group with any of their National Leadership Journeys.



Cadette Program Aide – Earned by completing council-designed leadership course training.

PA

Mentoring Awards for Seniors

Counselor-in-Training (CIT) I – Mentoring young girls in a camp setting.

Volunteer-in-Training (VIT) – Mentoring young girls in a troop/group setting.

VIT

Mentoring Awards for Ambassadors

Counselor-in-Training (CIT) I – Mentoring young girls in a camp setting.

Counselor-in-Training (CIT) II – Mentoring young girls in a camp setting, focusing skills on one specific area – such as riding instruction, lifeguarding or the arts.

CIT II

Volunteer-in-Training (VIT) – Mentoring young girls in a troop/group setting.

Bridging Awards

Awarded when completing the bridging steps listed in the Girl's Guide to Girl Scouting. The award is presented to the girls during the Bridging Ceremony held at the end of the year.

NOTE: This is an optional award. Girl Scouts do not need to earn the "Bridge to Girl Scout Award" to advance to the next grade level.

Bridge to Girl Scout Seniors Bridge



Bridge to Girl Scout Ambassadors



Bridge to Girl Scout Adult



Girl Scout Silver Award



The Girl Scout Silver Award was introduced in 1980 to help girls focus on four areas: skill development, leadership, service, and career exploration. The roots of the Silver Award are found in a tradition of leadership awards for Girl Scouts.

Benefits

- Community recognition as a leader.
- Helps develop skills for earning the Gold Award and can fulfill a requirement towards working on the Gold Award.
- Younger girls will look up to girls that have earned the Silver Award.
- Make the world a better place.

Before starting, girls and supporting adults must take the Silver Award Webinar and complete the other pre-requisites as described on the [GSCSNJ.org](https://gscsnj.org) Silver Award web page.

To earn the award, girls will explore their community and find a problem. Then develop a project that they care about and that will make a lasting difference to solve the problem they found. As they complete the project, they will meet new people who can offer them information and advice. This is called networking and it is a great skill to have as a leader.

By working on the Silver Award, the girls will develop lots of self-confidence and their accomplishment will let others know how much they are capable of doing.

Girl Scout Gold Award

History

The Girl Scout Gold Award, the highest award in Girl Scouting, recognizes the leadership, effort, and impact of girls in grades 9 – 12. Those who complete the journey to earning the Gold Award change the lives of others and their own in amazing and significant ways.



Benefits

- A national award with national standards, it represents girls' time, leadership, creativity and effort contributed to making their community better.
- An increasing number of colleges and universities have recognized the achievements and leadership abilities of Girl Scout Gold Award recipients by establishing scholarship programs for them. Connect to the list at [GSCSNJ.org](https://gscsnj.org) on the Gold Award web page.
- Girls who have earned the Girl Scout Gold Award often enter the four branches of the United States Armed Services at an advanced level and salary, having been recognized for their level of leadership shown in earning the Girl Scout Gold Award.
- The Girl Scout Gold Award projects themselves solve community issues and improve lives and the process creates assets for the community and the future.

Before starting, girls and supporting adults must take the Gold Award Webinar and complete the other pre-requisites as described on the gscsnj.org Gold Award web page.

To earn the award, girls will explore their community and find a problem then develop a project that they care about and that will make a lasting difference to solve the problem they found. As they complete the project, they will meet new people who can offer them information and advice. This is called networking and it is a great skill to have as a leader. It can also help the girls as they start thinking about life after high school. Staying in touch with people they meet as they earn their Girl Scout Gold Award may help they decide on a career they want to pursue or a college they want to attend.

By working on the Gold Award, the girls will develop lots of self-confidence and their accomplishment will let others know how much they are capable of doing. The best thing, of course, is that their project will help others in their community locally or globally, which is the essence of what Girl Scouting and leadership are all about.

Girls who earn their Gold Award are also eligible to be selected as a National Young Woman of Distinction for demonstrating extraordinary leadership while completing a Take Action project.

Uniform insignia placement can be found at www.girlscouts.org

Service vs. Leadership What is the difference?

Service is helping others without being paid.

Leadership is being the person in charge, the one who coordinates, teaches or directs a project or activity. For example, the coordinator of a trip, the teacher of a craft class, the chairperson of a class car wash committee, an officer of a class or troop, or a student director of a play or band.

Which is it? A leader gives service to a group she is coordinating, teaching, directing or chairing. A girl doing service is a volunteer who is giving help to others without providing any of the planning or coordinating.

Leadership can almost always be service but service is not always leadership.

Examples of Service	Examples of Leadership
Visiting a home for the aged weekly.	Planning and coordinating weekly troop visits to entertain the residents of the home for the aged. Recruiting members of the troop to share in the responsibilities.
Passing out church bulletins for three months.	Establishing a list of members of the church youth group who are willing to take turns passing out bulletins each week at both morning services. Calling to schedule each volunteer for her/his turn. Being the link between the adults and the youth volunteers.
Helping at a Brownie craft day.	Being the chairperson of the planning committee. Setting goals. Finding people to staff each station. Making arrangements for supplies, locations, etc.

Section 4: Ceremonies for Girl Scout (Older Girls)

Girl Scout Ceremonies

Ceremonies play a very important role in Girl Scouting, and there are many opportunities to use them. A ceremony may welcome new girls into Girl Scouting (Investiture), observe a special Girl Scout day (Thinking Day Ceremony), may recognize accomplishments (Court of Awards), or may open or close a meeting (Flag Ceremony).

Girls may also design their own ceremonies around special occasions. Use ceremonies as often as you wish – just remember to coach the girls to plan them! Below are some tips to help you have a successful Girl Scout ceremony.

- Practice the ceremony in advance, but do not expect the girls to memorize every word.
- Have girls invite guests to their ceremony when appropriate. The presence of relatives and friends can make the ceremony even more special for the girls.
- Try to include the Girl Scout Promise and Law in every ceremony.
- Set the right atmosphere for the ceremony: the setting, the music, and lighting can help.
- Balance the joy and the seriousness of the event.

Suggested Dates and Occasions

INVESTITURE

A ceremony to welcome new girls and adults into the Girl Scouting program. It is held anytime a person joins the Movement as a new member. **Note:** A person is invested only once in their lifetime.

REDEDICATION

A ceremony for girls and adults who have already been invested at some time in their life. It is a time for them to reaffirm their belief in the Promise and Law and to reflect upon the meaning of Girl Scouting in their lives. It is usually held at the beginning of each Girl Scout year. **Note:** If a person rejoins the Movement after a period of absence, they are welcomed back at a rededication ceremony.

FOUNDER'S DAY (Juliette Low's Birthday)

A ceremony and/or celebration held on or about October 31 of each year. It is a program to recognize the important role that Juliette Gordon Low played in the development of the Girl Scouting program in the United States.

PATROL LEADER INSTALLATION

A ceremony at which time patrol leaders receive the double gold cords of their position. It is held each time new patrol leaders are selected.

TROOP BIRTHDAY PARTY

A ceremony and/or celebration recognizing the anniversary date of the beginning of the troop.

WORLD THINKING DAY

A ceremony and/or celebration held on or about February 22 each year. New members can receive the World Trefoil Pin and all Girl Scouts observe the international aspects of the Movement.

GIRL SCOUT'S BIRTHDAY

A ceremony and/or celebration to mark the beginning of Girl Scouting in the United States, which is March 12, 1912.

GIRL SCOUT SUNDAY/SABBATH

A ceremony held each year during Girl Scout Week – the week of March 12. It is a time for Girl Scouts to reflect upon the importance of the words "to serve God" in the Girl Scout Promise. Some religions observe Girl Scout Sunday on the Sunday beginning Girl Scout Week, while other religions observe the Girl Scout Sabbath on the Saturday ending Girl Scout week. People of the Jewish faith also call it Shabbat.

GIRL SCOUT WEEK

Ceremonies and celebrations are held throughout the week of March 12 each year.

COURT OF AWARDS

A ceremony to recognize the achievements of Girl Scouts. It is on this occasion that girls receive the insignia they have earned. This ceremony can be held any time during the Girl Scout year. At the last Court of Awards of the year, members can receive their membership stars.

BRIDGING

This ceremony is held for any Girl Scout moving up to a new grade level in the program: Girl Scout Daisies to Girl Scout Brownies, Girl Scout Brownies to Girl Scout Juniors, Girl Scout Juniors to Girl Scout Cadettes, Girl Scout Cadettes to Girl Scout Seniors, Girl Scout Seniors to Girl Scout Ambassadors, and Girl Scout Ambassadors to Adult Girl Scouts.

CAMPFIRE

A ceremony and/or celebration held around a fire. The meaning of a campfire lies in the spirit of the program. It can unlock the spirit of mystery, romance, sisterhood, humor, and magic within the heart of each participant.

ADULT RECOGNITION

An occasion at any time of the year when adults are recognized for their service to Girl Scouting.

GIRL SCOUT'S OWN

It is a solemn time given over to the girls themselves to create a moment of their very own. A Girl Scouts' Own can be held at any time and can take place at a troop meeting, at an inter-troop gathering, or at camp.

OPENING

A ceremony to begin a meeting or event.

CLOSING

A ceremony to end a meeting or event.

FLAG

A ceremony to recognize our allegiance to our nation or discard a worn flag. A flag ceremony can be held as part of a celebration. It can also be used to open a troop meeting as well as on a separate occasion.



Cadette, Senior or Ambassador Rededication Ceremony

Setting: Room is dark except for thirteen lit candles.

Leader: We know our Promise and our Law. We have recited it many times over the years. We may have questioned its importance in our life or forgotten its value. But, what would the world be like if we stopped serving God and our country? **(Blow out one candle)**

What would the world be like if we stopped helping people in need? **(Blow out one candle)**

What would the world be like if we stopped living by the Girl Scout Law? **(Blow out one candle)**

(At this point, Leader can pause, then blow out all ten remaining, or continue...)

What would the world be like if we all chose to be dishonest and self-serving? **(Blow out one candle)**

What would the world be like if we stopped being friendly and did not help others? **(Blow out one candle)**

What would the world be like if we were inconsiderate and did not care about others? **(Blow out one candle)**

What would the world be like if we did not take a stand for our beliefs? **(Blow out one candle)**

What would the world be like if we blamed others for our actions? **(Blow out one candle)**

What would the world be like if we showed no respect for anyone including ourselves and all authorities?
(Blow out two candles)

What would the world be like if we did not recycle and left trash everywhere? **(Blow out two candles)**

What would the world be like if we treated our sister Girl Scouts poorly? **(Blow out one candle)**

Continue through the law until all candles are out and the room is dark. Pause.

If we choose this path, our world becomes very dark. **Pause**

But I, _____, make a commitment today to serve God and my country. **(Re-light 3 candles)**

Who else wants to renew their Promise and Law?

Allow girls to re-light each candle while they say their part of the Promise and Law.

Girl: I, _____, make a commitment to be honest and fair. **(Re-light a candle)**

Girl: I, _____, make a commitment to be friendly and helpful. **(Re-light a candle)**

Girl: I, _____, make a commitment to be considerate and caring. **(Re-light a candle)**

Girl: I, _____, make a commitment to be courageous and strong. **(Re-light a candle)**

Girl: I, _____, make a commitment to be responsible for what I say and do. **(Re-light a candle)**

Girl: I, _____, make a commitment to respect myself and others. **(Re-light a candle)**

Girl: I, _____, make a commitment to respect authority. **(Re-light a candle)**

Girl: I, _____, make a commitment to use resources wisely. **(Re-light a candle)**

Girl: I, _____, make a commitment to make the world a better place. **(Re-light a candle)**

Girl: I, _____, make a commitment to be a sister to every Girl Scout. **(Re-light a candle)**

Close with a favorite Girl Scout song.

Bridge to Girl Scout Senior

Supplies:

- Yellow Roses or Daisies
- Membership star and disc
- Bridging certificate
- Bridging patch

The speaking parts can be split up into a few more parts if you have more girls available.

Girl Scout Senior: Tonight we Girl Scout Seniors celebrate with these Girl Scout Cadettes, who are ready to bridge into Senior Girl Scouting. It is our aim during this evening to see that you have a glimpse into the different options of the Girl Scout Senior program and that we can get to know each other.

Girl Scout Senior: We know that you have prepared yourselves well and will want to use your experience to extend your knowledge and to explore new interests. We know too, that you will adhere to the belief in the Girl Scout Promise and Law, which underlies the activities in the Girl Scout Senior program.

All join in the Girl Scout Promise and Law.

Girl Scout Senior: There are so many journeys to explore! In the journey of ***GIRLtopia***, you will consider the reality of life for girls throughout the world. During the ***Sow What?*** journey, you will examine big food issues, the caring of our planet, and nourishment from the land, which has been the core of Girl Scouting since its founding in 1912. ***Mission Sisterhood***, is a journey designed just for you to see how much sisterhood does for the world.

Girl Scout Senior: As a Senior we have the opportunity to take part in one of the many [destinations](#) travel opportunities open to Girl Scouts each year.

Girl Scout Senior: You can now start your pursuit of the Girl Scout Gold Award, the highest award in Girl Scouts.

Girl Scout Senior: And now it gives us much pleasure to present you with a gift to represent your bridging from Girl Scout Cadette to Girl Scout Seniors. As your name is called, please come forward to receive your certificate.

Girl Scout Senior: (After all the girls have received their certificates) Let
us be friends in everything of duty and of play.
And in whatever other deeds we do from day to day.
Let us be kind and generous to those who cross our path And
not allow ourselves to live in jealousy or wrath.
Let us consider what we have and how much we can spare To
spread the sunshine within us to others everywhere.
For, after all, our happiness to some degree depends On
how we go about the task of comforting our friends. So let
us follow friendliness with every step we take
And do some worthy deed each day for someone else's sake.

Close with an appropriate song.

Bridge to Girl Scout Ambassador

Supplies:

- 8 white candles and holders
- Bridging certificate
- Membership star and disc
- Bridging patch
- Matches
- Bridge

Girl Scout Seniors should be in a horseshoe on one side of the bridge and a Girl Scout Ambassador(s) on the other side of the bridge. After the Girl Scout Seniors cross the bridge and are met and given the Girl Scout handshake by the Girl Scout Ambassador(s), they should then form a horseshoe with the Girl Scout Ambassadors.

Leader: When you are a Girl Scout Ambassador, your life is filled with action. In addition to group activities, Girl Scout Ambassadors have many individual opportunities coming their way. You can take part in special events and activities planned by Girl Scout Ambassadors for Girl Scout Ambassadors. You can be a delegate or a member of Girl Scouts of Central and Southern New Jersey's council board and help plan council activities. You can apply for one of the many [*Destinations*](#) travel opportunities open to Girl Scouts each year. And during your journey as Girl Scout Ambassadors, you can now begin to work on the Ambassador Advocate Award, the Ambassador Sage Award, and the Ambassador Dream Maker Award. These awards lay the foundation needed for you to continue your pursuit of the Girl Scout Gold Award, the highest award in Girl Scouts.

New Girl Scout Ambassadors may alternate lighting the candles and saying the parts of the following pledge:

I pledge as a Girl Scout Ambassador to:

1. Uphold the highest ideals of womanhood as expressed in the Girl Scout Promise and Law.
2. Be thoughtful and considerate and assume my share of responsibility in the activities of my troop.
3. Be a better citizen of my community and prepare myself for the duties and responsibilities of adult citizenship in a democracy.
4. Realize my deep commitment to volunteer my services wherever and whenever needed.
5. Keep myself healthy and the world around me as safe as I can make it.
6. Seek new knowledge and the skill to use it.
7. Increase my knowledge and understanding of the peoples of the world toward the goal of peace.
8. Prepare myself for the future.

Return to horseshoe.

Do a closing or a song.

Bridge to Adult Girl Scout

Leader: Through the Girl Scout Leadership Experience we have outcomes for the ways in which we hope each girl will grow through her Girl Scout journey. We hope that she will:

Girl Scout Ambassador: *Discover* myself and values and use my knowledge and skills to explore the world.

Girl Scout Ambassador: *Connect* with other girls to care about, inspire, and team together locally and globally.

Girl Scout Ambassador: *Take Action* to make the world a better place.

Poem (girls read together)

We are the present...and the future too. We
turned our eyes to you to point the way.
We learned to walk, ourselves, against the day
When you no longer lead us by the hand.
You taught us the meaning we need
For, soon, there will be those Whom
we must lead
In ways which you have shown.
And, having taught us,
Show us that you are not afraid for us to walk alone. You
taught us to reach for the stars,
To gather ourselves the dreams
That beckoned once to you.
You taught us those things that we must know To
make your dream, our dream come true!

By Joan McEniry

Leader:

You've been Ambassador Girl Scouts and how you've matured.
You've learned, grown, and shared
And shown how much you truly care. We
will miss you, our sister Girl Scouts,
And hope you continue as Adult Girl Scouts.

Submitted by Jari, Girl Scouts – Arizona Cactus-Pine Council

Ceremony Planner Form

Purpose of Ceremony:		Theme of Ceremony:	
When will it take place?		Where will it take place?	
Who will be invited?			
	Activities	Props	Who's Responsible
Before Ceremony:			
Opening:			
Main Part:			
Closing:			
Evaluation:			

Everything I Need to Know,
I Learned from Being a Girl Scout Leader

Green is always an appropriate fashion statement.
There is no such thing as trash, only future craft supplies.
Sleeping under the stars is invigorating to the soul.
You can survive in the wilderness with a flashlight and a pocketknife. Girl Scout cookies have no fat and no calories.
Always travel with a buddy.
Don't cry over spilled milk and don't sweat the small stuff.
Girls like to be seen *and* heard.
No song is too silly to sing and nobody sings off key.
Working on a team is much easier than working alone.
Plans gone awry can lead to the very best times.
Responsibility, opportunity, hard work and success are all related. Girls really can rub two sticks together to make a fire.
You can learn something from the tiniest Girl Scout.
Good friends are like silver and gold.
There is no substitute for advance preparation.
There is no such thing as failure, only a change in plans.
You are never too old to try new things.
Leadership is a two way street.
Sharing knowledge is truly a path to immortality.
Never let petty politics keep you from your mission.
Patience really is a virtue.
If a Girl Scout Leader can't do it, nobody can.
A girl's smile is worth a thousand words.
If they are leading or succeeding, they were probably a Girl Scout.



