



A YEAR IN THE LIFE OF JULIETTE  
PATCH PROGRAM

# **NOVEMBER: EVERY GIRL IS A LEADER**



GIRL SCOUTS OF THE GREEN AND WHITE MOUNTAINS  
Serving New Hampshire and Vermont

## A YEAR IN THE LIFE OF JULIETTE PATCH PROGRAM

### **NOVEMBER: EVERY GIRL IS A LEADER**

Girl Scouts of the USA was founded in 1912, 8 years before the 19<sup>th</sup> amendment became law, giving women the right to vote. Juliette Gordon Low knew that Girl Scouts could help girls build courage, confidence and character to become future leaders. She gave girls the opportunity to lead and make the decisions about what they could do in Girl Scouts right from the start so they could have the opportunity to develop self-reliance and resourcefulness.

When she asked the girls what they wanted to do, they said they would love to play basketball, which at the time was only for boys. So, Juliette strung up canvas curtains around her carriage house and let the girls play basketball in their bloomers, which were loose-fitting pants used as underwear. Girls were able plan and do activities they wanted to do, like hiking and camping, and by 1916, they could even earn an aviation badge. Girl Scouting has always about helping the girls plan their own activities with adults supporting them to make it happen.

This patch program is designed to give girls and adults fun, hands-on activities to develop the girl/adult partnership in planning with girls. It doesn't happen all at once. As adults, we need to follow the five progression steps, support our girls where they are in the progression process and help them build on the skills they have. We need to continue to encourage girls to take the next step in making choices about what they want to do in Girl Scouts. Together, we are helping our girls learn to lead.

Girl decision-making and planning has always been a primary concept in Girl Scouting. This *must* happen. The time saved through adult planning of group activities means little in comparison to the feelings of satisfaction and pride the girls can achieve when permitted to do it themselves. Learning to make decisions and accepting their consequences helps girls develop the skills necessary for becoming tomorrow's leaders.

Most of us accept this idea in principle, yet in practice it is sometimes difficult to carry out. As adults, we are used to directing, making decisions, and getting things done. *But we must accept the challenge to step back and give girls that extra bit of room they need to work through the decisions that may seem obvious to us. Adults need to "sit on our hands and bite our tongues."*

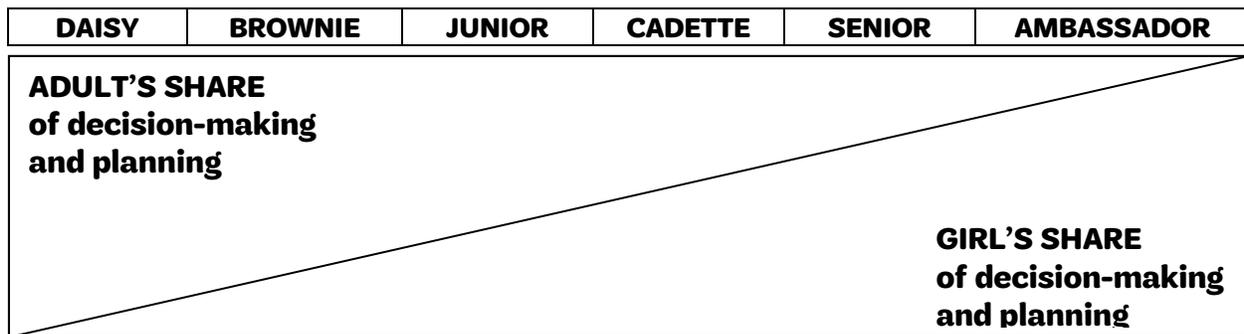
When we speak about girl decision making/girl planning, we are speaking about two different concepts. Allowing girls to make decisions about their activities is different than allowing them to plan their activities. Girl decision-making begins on the first step of our steps of planning. Girl planning is the ultimate goal for experienced girls.

As girls begin to make their own plans, you will need to support them in following your council's policies and Safety Activity Checkpoints. As girls progress along the steps to develop their leadership, encourage girls to take more of the responsibility of making sure they are safe and following council rules. Ultimately it is up to you as the leader to make sure they are safe, having fun and learning by doing.

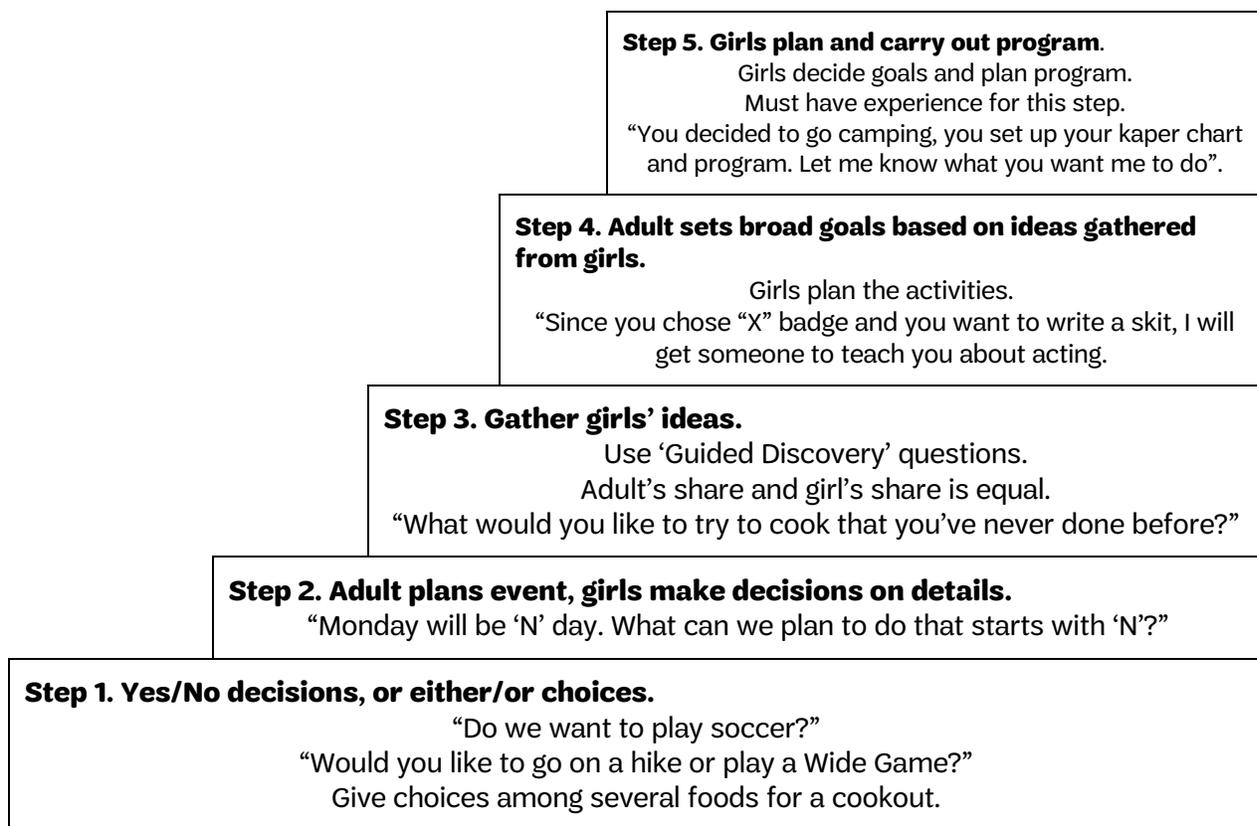
Program must be FUN and be PROGRESSIVE! Let the girls do it!

**\*\* Remember \*\***

For all steps, you must evaluate along the way.



Girls don't know they have made decisions unless we tell them. Stop, and say, "That was a good choice or decision."



Always remember to use **PIE** in your planning:

- **P**lanning (build in the what, who, when, and where)
- **I**mplementation (carry out the plan)
- **E**valuation (what worked, what can we do better next time)

Assess each girl's ability. You will need to assess your girls and decide which step they are on. Use their prior experiences with decision making as a guide. You may have older girls who have never had the opportunity to lead who may need to start at a lower step and build up to more responsibility in the decision-making process. Use this guide as a resource to help your girls continue to develop their leadership skills.

## **PATCH PROGRAM INFORMATION**

Girls and adults can earn this patch after making three group decisions using three different methods or activities. Decide which step your girls are on and use those activities to guide your girls to planning, implementing and evaluating their choices. Remember, it is not set up by age level but rather where your girls are in the decision-making process. The goal is to help your girls develop leadership skills and grow their decision-making abilities.

### **STEP ONE**

- Simple choices between two activities happening at the same time.
- A choice of lots of activities happening all at once.  
(For example, which activity in the badge to begin with.)
- Planning is new to girls.
- They usually depend upon the adult for suggestions, stimulation and direction.
- Most of the girls expect adult control. The adult assumes almost full responsibility for planning.

#### **Example: Hiking (Big Goal)**

1. Ask girls if they want to go.
2. Give them a choice of a long hike or a short hike.
3. Once decided, give them a choice of two destinations.
4. Give several theme choices, such as: ABC hike or Animal Homes hike or Scavenger Hunt.
5. Adult creates a kaper chart.
6. Adult decides when, what to bring, who is going, and actual program; how this will happen.
7. Go on hike - Have fun!
8. Evaluate.

#### **Helpful Hints - Activities for Step One Decision-Making**

1. Place pictures on the floor representing 3 choices. The girls go to the choice they want. Each group that was formed by making their choice does that choice if a consensus cannot be reached. (Great way to make small groups.)
2. Have a kaper chart that has "jobs" listed. Decide who will do the jobs by placing everyone's name in a hat and drawing a name. You may "pass" once when your name is drawn but must be willing to take that job the next time.
3. On a chart, put the two choices at the top. Have the girls list all the "good" things and all the "bad" things about each choice – then take the choice that has the most "good."
4. Have two of the talkative girls sit in the center of the circle of all the other girls. Each one of the girls in the center takes one of the choices and tells why everyone should choose that – the other girl tries to persuade everyone to take the other choice. They discuss the choices until the whole group can vote and decide on one choice or the majority of the group decides on one choice.
5. List five choices of something. Get into three smaller groups and prioritize your list according to the one that you really want to do most as #1 and followed by #2, #3 etc. Have each group tell what their #1 choice was and make up a new list of three choices. Now have the groups prioritize these three items. These choices may all be done according to priority sometime in the future.
6. Have two older girls in the group role-play two choices. Both girls are "Jennifer." Jennifer is talking to herself trying to decide what to do. Why should Jennifer do one thing and not the other? Let the two Jennifers make a decision for the group.
7. Form two or three groups according to the number of decisions to be made. Have each group make a commercial about their choice trying to sell the others on their ideas.

8. The group may make these decisions by coming to consensus (use some of the ideas above), by conducting a survey for majority opinion, by having the leaders decide (group leader or patrol leaders), by voting, or by voting for representatives who decide.
9. Remember to use the Daisy Circle, Brownie Ring, Junior Patrols, etc., to generate ideas from the girls and for discussion (see resource pages for details).
10. USE THE GIRL SCOUT PROMISE AND LAW. This should be the basis of all rules and laws in your meetings. Make sure the girls know what each one of these really looks like to them. Discuss thoroughly! Let the girls help decide what to do with “rule breakers.” If it is their decision – they will follow it.
11. Rewards! Every time a girl makes a decision, write that decision on a “hand” to place on a chart to be put up at every meeting. Girls will begin to want to make decisions and be proud of the ones they make.
12. A great way to generate ideas is to brainstorm (see resource pages for ideas). Write down everyone’s ideas. No judging. No comments. No answer is right or wrong. List every idea. Use other means to narrow down ideas.

## **STEP TWO**

- The adult introduces girls to more complex decision-making.
- All girls contribute ideas; everyone has a voice.
- The girls need to come up with the details for carrying out the decisions.
- The adults still carry major responsibility for overall planning.

### **Example: Hiking (Big Goal)**

1. Ask the girls if they want to go.
2. Give a few choices of destinations according to the length of the hike. Let the girls decide both together.
3. Girls choose a theme for the hike.
4. Girls and adults create a kaper chart.
5. Girls decide what to bring.
6. Adult decides when, who is going, and how program will happen.
7. Go on hike – Have more fun!
8. Evaluate.

### **Helpful Hints - Activities for Step Two Decision-Making**

1. If the girls have to choose a craft to do, hand out a craft book (to a small group) and let them come up with three selections for the rest of the girls to make a decision on. This will work for making a choice about what meal to cook (use a cookbook), making a choice about where to go (use flyers from various places), etc. Give different groups of three the right to make a decision. Go back to step one for making the decisions on one out of the three choices.
2. Carousel! The girls decide they want to do a craft, sports, music, and hiking. Take a piece of paper for each topic and write the title on top. Divide the girls into four groups, give one piece of paper to each group and tell them to write down everything they can think of about that topic that they like. After a few minutes, pass the papers to the right. Now everyone has a new topic. Do the same thing trying not to repeat what the other group before you has written. After a few minutes, pass the papers to the right and continue the process. Once everyone has had a chance at every topic, go through the entire process again, trying to make it better (fine tune what you or someone else wrote). Keep it up until everyone has had the topics two times. When you have finished, you will have generated lots of very specific ideas to be carried out.
3. Girls can help make the kaper chart at this stage if you need a kaper chart for a meeting, a cook out, a trip, etc. Have the girls list all of the “things” that have to be done (with your help, at first). Put these “things” into specific jobs for the kaper chart.

4. Once girls have a kaper chart, how do you decide who does what? There are certain jobs no one wants. Now the girls have to make a decision about who and how to get the jobs done. Start with one job at a time. Ask the girls if they can be broken down into smaller jobs. How many people should do this job? Is this job for older girls or can anyone do it? After this is done to all jobs on the kaper chart (now everyone clearly should understand the expectations of each job), it is time to decide who does what. Let the girls come up with different methods of decision-making for this (if they cannot, you can give one or two examples). Examples: put all names in a hat and draw, pick straws, go in ABC order. Next, it will be necessary to decide how to make this fair so no one will get the “bad” jobs over and over again. Once again, let the girls come up with ideas, if they can't, give examples. Examples: Each time a kaper chart is formed, you will rotate the order to choose jobs. Each week move the names one job down – everyone will do every job at some time. This is a time-consuming process at first but it will become very easy after a while and the girls are the ones doing the jobs and making the decisions about them. Let the girls have the opportunity to evaluate their kaper charts occasionally to see if they need to add or delete something. You can get almost anything done, that a troop will do, with kaper charts. Some jobs may need an adult to supervise and instruct.
5. Narrow decision-making down. Choose a specific area from a hat and then girls make a choice on that area. Example: Choose a country from a hat – then plan a menu, game, costume, etc. from that country. OR - Choose a place from a hat and then find a place to go – museum, beach, park, etc. OR – Choose something to do from a hat and then girls make choices about that topic – service project, badges, parties, etc.
6. Rotating the group leadership helps girls to give voice and make decisions. Every girl takes a turn at being the leader. The other girls in the group ask her if they can get a drink or go to the bathroom. She receives complaints and tries to solve problems; helps decide when snack time is and who will pass it out, etc.
7. Have a program suggestion box. Anytime they have an idea – put it in the box. Designate a specific time to review these ideas. This way girls can think of things at home and bring ideas in without forgetting.



## **STEP THREE**

- Use Guided Discovery (ask specific questions) to gather girl ideas.
- Girls rely less on the adult for ideas and begin to take responsibility for planning and carrying out short-term projects.
- Girls begin more planning and may accomplish the “how” to do the program. Girls may still need adults to actually “do” the program. (Specific examples of Guided Discoveries are in the resource pages)

### **Example: Hiking (Big Goal)**

1. Ask the girls if they want to go.
2. Through various games, let the girls decide on a destination.
3. Through Guided Discovery, girls will make a decision and girls come up with a theme.
4. Girls and adults create a kaper chart.
5. Girls decide what to bring.
6. Through Guided Discoveries, girls decide when, who, and how program will happen.
7. Go on hike – Have lots more fun!
8. Evaluate.

### **Helpful Hints - Activities for Step Three Decision-Making**

1. Guided Discovery is absolutely needed at this level (see resource pages). You want the girls to learn new methods of cooking. Instead of saying “We are going to cook in a cardboard box,” get the girls to make the decision to do this. Example: Do you all like to eat? What are your favorite foods? Can you cook any or all of these outside? Can we cook out something from another country? Have you ever cooked in a cardboard box? Would you like to try? Ideas are more successful if they belong to the girls.
2. Getting girls to try something new is difficult. Here is one method: Ask the girls to name 10 things you can do on your hike other than look for plants and walk. Let the girls be wacky! Take all the answers and make them into something useful or just fun. Example: pretend there are aliens behind the trees – look around on your hike and see how you might survive on an alien planet – What could you eat? Where would you sleep? How can you make friends with the aliens? What would they look like? Get into some survival techniques and work on friendship building.
3. Write down one word (example: sports) and let the girls draw lines from that word writing the first thing that comes into their head, then draw lines from those words. Keep going until they can’t think of anything else to write. Now go back and look at what they wrote and see if they can come up with an activity using as many of the words as they can. You might wind up playing baseball with a football, wearing Hawaiian clothes and having a feast afterwards. What fun!
4. Ask more questions? What kind of sports do you like? Would you like to learn to play any of these? (Remember you can always get outside help.) Can we make up our own sport using only two pieces of equipment? How can we include everyone, even those who are disabled or not as good at sports? (Remember it needs to be fun for everyone.)
5. Start with small activities at a meeting and work up to bigger activities. How could developing their own game turn into a fun day with parents or another group or the entire community?
6. Remember to evaluate often! What did you like about it? How could we make it better? Was everyone included? Gather new ideas often from their evaluating. Can you evaluate after every activity? At the end of each day? How can you get everyone’s opinion? Get the girls to help make this decision.

## **STEP FOUR**

- Adult develops a list based on the girls' interests and abilities.
- Girls take a major role in planning and carrying out activities.
- They develop skill in reaching group consensus.

### **Example: Hiking (Big Goal)**

1. No need to ask girls if they want to go because they already have given this as an idea to the adult.
2. Through various decision-making activities, the girls decide on a destination and theme.
3. Girls will create a kaper chart with adult supervision.
4. Girls decide what to bring.
5. Girls decide when, who, and how program will happen with adult supervision.
6. Go on hike – Have an awesome time!
7. Evaluate.

### **Helpful Hints - Activities for Step Four Decision-Making**

1. Develop longer-range plans. Let the girls have a calendar and plan their year (you can use the meeting plans in the Volunteer Toolkit) and work from there. Form committees to help plan the “big” events (Juliette’s Birthday, Thinking Day, Girl Scout Birthday, Cookie Training for parents). Other activities can be happening while you are working with one committee on their long-range plans. (Remind them they may plan an event but they may ask anyone to help carry it out.) Even Brownie Girl Scouts can begin this planning process if they have been through the other steps.
2. Remember to Evaluate!
3. Remember to let them know what they did well. Praise!
4. Continually ask questions, check on their progress! Supervise! LET THEM DO IT THEMSELVES!



## **STEP FIVE**

- Girls assume full responsibility for planning and carrying out all their projects.
- They are using the democratic system comfortably.
- They use the steps in planning, implementing and evaluating.
- All girls are involved as they choose to be.
- They call on adult advisors as needed.
- Adults provide assistance as consultants.

### **Example: Hiking (Big Goal)**

1. No need to ask girls if they want to go because they already have given this as an idea to the adult.
2. Through various decision-making activities, the girls decide on a destination and theme.
3. Girls create a kaper chart (no adult supervision).
4. Girls decide what to bring.
5. Girls decide when, who, and how program will happen (with no adult input unless it is safety related).
6. Go on hike – Have a super awesome time!
7. Evaluate.

### **Helpful Hints - Activities for Step Five Decision Making**

1. Not much to say here. The girls will develop their own goal, and plan most of their own program. They will make decisions using the skills they have learned as they've progressed to this level. The leader now becomes a mentor and facilitator to guide them in program planning. Are you sitting on your hands?
2. Remember everyone likes to have something special planned for him or her once in a while when they don't have to do the work! They can also have a chance planning for each other.



## Resources

You will find several pages of resources attached. In addition, here are websites that you may find helpful.

[www.girlscoutsgwm.org/TroopPacket](http://www.girlscoutsgwm.org/TroopPacket) - Find helpful resources to guide you and your troop through the year.

[http://www.girlscoutsgwm.org/content/dam/girlscouts-girlscoutsgwm/documents/volunteer\\_resources/s\\_s\\_investitures\\_rededications.pdf](http://www.girlscoutsgwm.org/content/dam/girlscouts-girlscoutsgwm/documents/volunteer_resources/s_s_investitures_rededications.pdf) - Ceremony ideas for the beginning of your year

<https://www.youtube.com/watch?v=qV2s5hJt99w> - GSUSA video about using the 3 Girl Scout processes (Girl Led, Learning By Doing, Cooperative Learning).

Below is an overview of where girls and adults should typically be in the girl/adult decision-making process. REMEMBER - each troop is unique and base your girl/adult partnership on where your girls are in their development of leadership skills. The bottom of the chart indicates the role of adults in girl/adult partnership at that skill level.

<b>Daisies</b>	<b>Brownies</b>	<b>Juniors</b>	<b>Cadettes</b>	<b>Seniors &amp; Ambassadors</b>
<p>Troop government is the Girl Scout Daisy Circle</p> <p>Either/or decision-making</p> <p>Girls learning the basics of group process and self-government</p> <p>Development of basic human relations skills</p> <p>Participation in service projects to gain a sense of self and community</p> <p><b>ADULT ACTIONS</b></p> <p><i>Give girls 2-3 choices.</i></p> <p><i>Plan family and me events.</i></p> <p><i>Have direct adult supervision.</i></p> <p><i>Match each girl's ability to activities.</i></p>	<p>Troop government is the Girl Scout Brownie Ring, self-government with adult guidance</p> <p>Use of a "talking stick" to express ideas</p> <p>Girls organizing and delegating responsibilities through kaper charts</p> <p>Simple brainstorming, with reality checks</p> <p>Concrete choices</p> <p>Participation in service projects to gain a sense of self and community</p> <p><b>ADULT ACTIONS</b></p> <p><i>Review choices before voting.</i></p> <p><i>Discuss implications before voting.</i></p> <p><i>Facilitate "guided failures."</i></p> <p><i>Have guided budgeting.</i></p> <p><i>Take into account the physical and mental differences between second and third graders.</i></p> <p><i>Have guided group evaluations.</i></p> <p><i>Oversee simple tasks.</i></p>	<p>Democratic government—patrol system, or town meeting carried out by girls</p> <p>Brainstorming</p> <p>Active participation in all steps of planning and carrying out tasks</p> <p>Girls setting ground rules</p> <p>Ownership of ideas</p> <p>Fairness</p> <p>Girls competently leading discussion by grade 5</p> <p>Guided group evaluation</p> <p>Older girls helping younger girls</p> <p>Working independently or in small groups</p> <p><b>ADULT ACTIONS</b></p> <p><i>Take into account developmental differences between girls in grade 4 and grade 5.</i></p> <p><i>Step back; guide.</i></p> <p><i>Input 50 percent of the time when girls are in grade 5.</i></p> <p><i>Encourage girl/adult partnership.</i></p>	<p>Patrol system, representative government</p> <p>Girls planning and doing troop activities</p> <p>Program Aide leadership training</p> <p>Girls working independently; program activities self-determined</p> <p>Girls doing activities beyond the troop</p> <p>Leadership In Action Award</p> <p>Decision-making based on info gathering</p> <p>Budgeting for long-term projects, travel and events</p> <p>Group review and self-evaluation</p> <p>Girls' learning to network</p> <p><b>ADULT ACTIONS</b></p> <p><i>Use role modeling (very important).</i></p> <p><i>Act as a facilitator; give guidance.</i></p> <p><i>Let girls make mistakes and learn from them.</i></p> <p><i>Allow girls and adults to function on an almost equal level.</i></p>	<p>Patrol system, representative government, Older Girl Scout planning boards</p> <p>Leadership projects—Program Aides, Volunteer-in-Training, Counselors-in-Training</p> <p>Girls involvement in girl/adult planning teams</p> <p>Girls serving as girl members of the council board of directors or as delegates to national events</p> <p>Girls planning entire events, if experienced</p> <p>Girls working individually, as well as in committees</p> <p>Group review and self-evaluation</p> <p>Apprenticeship</p> <p>Networking</p> <p>Experiences providing specific tools for full girl/adult partnership—e.g., leading meetings, attending board training workshops</p> <p><b>ADULT ACTIONS</b></p> <p><i>Let girls make mistakes and learn from them.</i></p> <p><i>Mentor girls.</i></p> <p><i>Be a facilitator and partner.</i></p>

## **TYPES OF TROOP GOVERNMENT**

	<b>Daisy Circle</b>	<b>Brownie Ring</b>	<b>Patrol System (Junior, Cadette, Senior and Ambassador)</b>	<b>Executive Board (Junior, Cadette, Senior and Ambassador)</b>	<b>Town Meeting (Junior, Cadette, Senior and Ambassador)</b>
How it is organized	Girls sit with adults in a circle. It may help to have girls have a sit upon or carpet square to keep their personal space.	Girls sit with adults in a circle.	The troop divides into small groups called patrols (good for medium to large groups).	One leadership team is elected to represent the entire troop (good for smaller troops).	The troop has no formal government. The entire troop participates directly in the decision-making process.
How it works	Girls go around the circle and take turns sharing ideas and listening to others. Use of a talking stick or timer can be helpful to make sure everyone has a turn.	Girls go around the circle and take turns sharing ideas and listening to others. Use of a talking stick or timer can be helpful to make sure everyone has a turn. Allow girls to use brainstorming and voting to make decisions.	Patrols choose a patrol name, symbol, leaders and assistant leaders. A kaper chart lists jobs and who does them.	The troop elects girls to the leadership team, which is called the steering committee. The team then elects officers. The number of officers varies with the projects.	The troop business is discussed and determined by all the girls in the troop. This system requires a moderator. The moderator guides the troop discussion.
How long it lasts	Keep the amount of time sitting to a minimum to prevent girls from losing interest.	Girls should only sit and plan for short periods of time at each meeting.	Members should rotate the jobs so everyone has an opportunity.	The length of time in leadership positions should be limited to give each girl an opportunity to lead.	Rotate the moderator position so every girl gets a chance to lead.

# **BRAINSTORMING**

## Keeping the Ideas Girl-Led

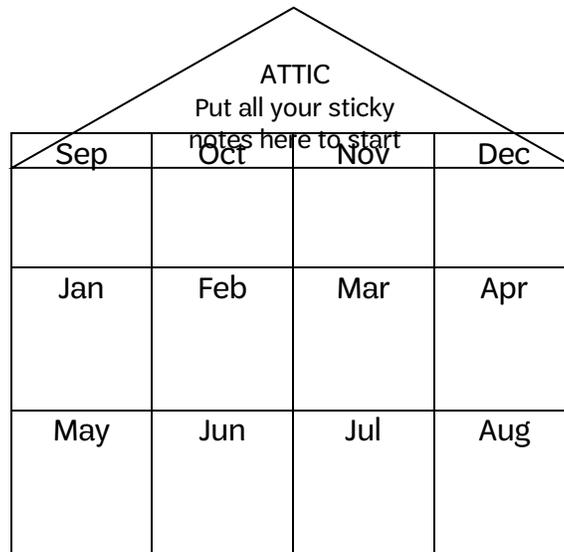
Brainstorming is when girls create lists of lots of ideas based on a topic. It can be things they would like to do, Promises to Keep (creating their troop rules), jobs for their kaper charts, or anything they want to make choices about as a troop. Helping girls learn to brainstorm will help them with their decision making at every level of Girl Scouting.

### **Here are some tips to help you get started:**

- Always go over the rules of brainstorming:
  1. All ideas are welcomed and written down.
  2. There are no wrong answers. During brainstorming, no judgments should be shared about the suggestion.
- Use chart paper or poster board to write the idea to brainstorm on and list girls' ideas. That way you can go back to the ideas at a later date.
- If girls are able to write their ideas, hand them the marker to write down their own ideas as they come up with them.
- Encourage girls to think "outside the box" with their ideas.
- Keep the list going as long as the girls have ideas.
- For younger girls make sure not to spend too much time sitting. You can always go back and add more ideas later.

### **Make it fun!**

- Use the "**Flying Frenzy Plate**" by putting a topic in the middle of a paper plate and toss around to a small group. Girls add their idea(s) and then toss it along to the next small group.
- **Clean out the Attic:** On a very large piece of paper/poster board, draw a house with 12 rooms and an attic. Label each "room" with the months of the year. Give each girl a pad of sticky notes and let her think of activities she would like to do (you can also provide resources like the Program Guide, Journey books, Girls' Guide to Girl Scouting, and other resources to get them thinking). They should think about the activities they would like to do throughout the year. The girls should write their ideas on sticky notes (one idea per note) and place it in "the attic." As a troop, discuss the ideas and sort them into "rooms" based on the most practical month of the year to do the activity. As you decide, move the sticky notes from the attic to the rooms. After all the ideas have been placed, ask each girl to choose an activity or two to research. In time for the next meeting, they should research what the activities entail--cost, time, location, needs, etc.



## **GUIDED DISCOVERY**

Guided discovery is asking a series of questions that will lead to the desired answer or conclusion.

### Examples:

Instead of telling your girls we need to arrange transportation for our trip, ask:

- What transportation do we need to get there?
- How many cars?
- Who can drive us?
- What other way could we get there?

**OR**

Instead of telling your girls recycling of aluminum cans is important, ask:

- What happens if everyone in the USA throws their aluminum cans away?
- What happens to all these cans?
- What can we do?
- What would happen if everyone recycled their aluminum cans?

You can use this technique in many ways. Use it to discuss any decision or concern with your girls.



## **GIVING GIRLS "VOICE"**

Our program should encourage a girl to express her own "voice." "Voice" can be defined as recognizing and listening to, then expressing one's true beliefs, values and feelings. As girls reach adolescence, they begin to silence their "voices" in favor of being accepted by a community. It is imperative that we devise ways in which girls feel heard. "Voice" does not necessarily mean talking.

### **Ways to give girls Voice:**

1. Work in small groups - so girls feel safe.
2. Provide ways, other than talking, for girls to express themselves.
3. Use a talking stick.
4. Give all girls coins - they spend a coin each time they talk. They may not talk when they've spent their coins.
5. Use a suggestion box or graffiti board.
6. Spend time with each girl to get ideas and bring to group.
7. Do things in buddies - only one has to speak.
8. Every child has special spot to write in journal, draw, etc. Child spends time there each day.
9. Encourage debate.
10. Peer mediating.
11. Talk to each girl before they leave the meeting - ask them what they liked about the day.
12. Use a puppet to speak for you.
13. Have weekly rituals.
14. Use colored beads to vote.
15. Use problem-solving activities.
16. Focus on wacky theme. Everyone create an idea.
17. Start with something and keep adding to it.
18. Group weaving.
19. Make kids experts - always ask questions that will help them answer their own questions.
20. Ask kids - "how do you feel about that?"... Before you praise.
21. Make kids leader for a day.
22. Help kids identify feelings.



## PLANNING A TRIP

### Questions to ask when:

#### Where are we going?

- What does *Safety Activity Checkpoints* say about this activity?
- Is the place open when we want to be there?
- How far away is it? How long will it take to get there?
- How will we get there?
- How long do we plan to stay?
- What are the accommodations there?

#### When are we going?

- What time of year will it be?
- What time should we leave? What time will we get back?

#### Transportation?

- What does *Safety Activity Checkpoints* say about transportation?
- Who is driving? How many drivers do we need?
- Is there any other way to get there?
- How much will it cost to get there?

#### Safety?

- Is this a safe activity? What risks are involved?
- What should we bring in our first aid kit?
- Who is responsible for the first aid kit?

#### Equipment & Supplies?

- Do we need any special equipment?
- Do we need individual equipment lists? If yes, what should be on them?
- Are we going to build a fire? If yes, what do we need?
- Will we be hiking? If yes, what should we know?
- Will there be water (pool, lake, etc.)? If yes, what does *Safety Activity Checkpoints* say about this?

#### Food?

- How many meals should we plan? What meals are they?
- Do we have any special needs in our group concerning allergies to foods?
- Are we going to cook? Do the adults have the necessary outdoor trainings?
- What are we going to cook on: stove, camp stove, fire, etc.?
- Do we need eating utensils, pots & pans, dishwashing equipment?
- How and what food items will we buy and which ones should we each bring?

#### Budget?

- How much will this activity cost? How much will the food cost?
- Are there any “hidden” costs? What are they?
- How much will it cost the troop? How much will it cost each girl?
- Where is the money coming from?
- Is this money well spent? Justify spending this amount of money – what do we get for our money?
- What can we do to cut costs?

#### Permission Slips?

- What permission slips are needed?
- Who will fill them out?
- When will they be given to the girls to take home for signatures?
- When should they be returned?

## **SET NO LIMITS**

1. Do we encourage competence?
2. Do we hold girls accountable for learned helplessness?
3. Do we rescue girls?
4. Do we encourage independence?
5. Do we provide role models that do not perpetuate stereotype?
6. Are all girls and adults given voice? How do we encourage quiet kids?
7. Do we allow anger?
8. Do we give girls math, science and problem-solving opportunities?
9. Do we recognize society as it is or as we would like it to be?
10. Do we encourage large-muscle activities and use of our bodies?
11. Do we address issues of sexual harassment and gender stereotyping?
12. Do we encourage passiveness?
13. Do we encourage girls to take risks and challenges?
14. Do we perpetuate the myth that it's a man's world, because boys are bigger, stronger, better?



## **EXTRA NOTES**

Be organized. Have a program that involves the girls. If you want good behavior, you have to have good program, which takes good planning.

1. Plan Goals Together – Cooperation begins when the girls feel it is their group; when they feel they have a strong voice in setting the troop goals and are involved in the planning.
  - A. Begin with a small task.
  - B. Help them with suggestions.
  - C. Form smaller planning groups.
  - D. Don't saturate them; quit while you're ahead.
  - E. Make their plans visible.
  
2. Plan Rules Together
  - A. Girls will be more cooperative about following their rules than yours.
  - B. Discuss why a rule is needed.
  - C. Make a few rules you can enforce.
  - D. They should be the same for everyone.
  - E. Post the rules where everyone can see.
  - F. Rules should be geared to producing good behavior, not punishing bad. Instead of don'ts use positive words.
  - G. Use the quiet signal and wait until everyone is quiet before beginning to speak. Do not begin speaking until everyone is quiet and looking at you. If some girls begin to whisper while you are speaking stop, insist on absolute quiet while you speak. The act of waiting in silence will give you the air of calm control that the girls will respect.
  
3. Plan an Action-Packed Program Together – The girls don't want to sit and absorb, they want to get into action. If you don't provide it, they will, because they're bored. The girls need activities that make learning relevant, real, and fun.
  - A. Discuss why they need to know the skill or information.
  - B. Let them experience the need to know the activity.
  - C. Dramatize the need to know the information.
  - D. Let the girls do what they're learning.
  - E. See what they're learning.
  - F. Use what they're learning.
  - G. A good way to make group-learning fun is to play a learning game.
  
4. Think About Every Person
  - A. Early Finishers
    1. Plan open-ended activities.
    2. Have the girls who finish early help those who are slower finishing.
    3. Create an interest center with projects the girls can do themselves.
      - A. Things to read.
      - B. Things to write.
      - C. Things to make.
      - D. Things to play.
  - B. "The Others" – You will meet this group of girls when you have to help a few girls with a project. What do you do with the others?
    1. Ask another adult to lead the other group of girls in a name game, craft, lesson, etc.
    2. Smaller groups build cooperative group spirit, provide natural leaders, and separate unhealthy cliques.

3. Divide into different groups for different purposes, and don't use the same method every time.
  4. Each group should have an adequate leader and meet with the leaders first so they know what to do.
5. Plan for Every Minute – Most of our screaming happens during the transitions of our meetings – the Beginning, the In-Betweens, and the End.
- A. The Beginning – An orderly beginning sets the scene with the girls.
    1. Set clear arrival procedures with the girls.
    2. Plan gathering activities.
      - A. Graffiti
      - B. Planning huddles
      - C. Music
      - D. Activity
      - E. Games
    3. Start on time.
    4. Use the quiet signal and make it work.
    5. Have a definite beginning.
  - B. The In-Betweens
    1. Have your act together. You and the girls should have everything planned out. Get organized!
    2. Get the girls together before you try to speak.
    3. Don't use action words until you are ready for movement.
    4. Explain to the girls how you want them to do something, not just what you want them to do.
  - C. The End – the most important thing about the end of the meeting is to have one. If you don't the girls will drift out as their parents come to pick them up, and the rest of your plans will drift into terminal chaos.
    1. Make the ending effective and simple.
    2. Have a song or saying; or use the friendship ring.



## **SPARK IMAGINATION BY ASKING & ENCOURAGING QUESTIONS**

1. What if? I wonder what would happen if...
2. Why do you suppose? How come?
3. What else...is possible? Might be done? Could this be used for?
4. What if this were exaggerated?
5. What could be added? Eliminated?
6. What are we wasting? What are we overlooking?
7. What else does this make me think of? What else is like this? What is different?
8. What might be adapted?
9. Is there something I could duplicate? Someone to imitate?
10. How could this be done better? Faster? Easier? Cheaper?
11. How might I make this more attractive or appealing?
12. What might be substituted?
13. What ideas could be combined? How else could this be arranged?
14. How could this be condensed?
15. What's the opposite of this?
16. What if nothing is done?
17. What's stopping me from...?

A YEAR IN THE LIFE OF JULIETTE PATCH PROGRAM

**NOVEMBER: EVERY GIRL IS A LEADER**

\*Troop Age Level(s): **Daisy**\_\_ **Brownie**\_\_ **Junior**\_\_ **Cadette**\_\_ **Senior**\_\_ **Ambassador**\_\_

\*Please write the number of girls per level

Troop Leader: \_\_\_\_\_

Street: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Day Phone #: \_\_\_\_\_ Night Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

1. What are the 3 Activities your troop used to make decisions?
2. What 3 decisions did your troop make?
3. What did the girls discover about themselves during the activities?
4. Which activities did your troop enjoy the most?
5. In what way(s) did the girls give service in relation to this patch?
6. Did you change or adapt any activities? In what way?
7. How did the Journey suggestions help you connect this to your age level journey?
8. Would you suggest any changes?
9. Comments:

A YEAR IN THE LIFE OF JULIETTE PATCH PROGRAM

**NOVEMBER: EVERY GIRL IS A LEADER**

Please return your Every Girl is a Leader patch order form AND evaluation forms together!

Troop Age Level(s):    Daisy \_\_\_\_\_ Brownie \_\_\_\_\_ Junior \_\_\_\_\_  
                                  Cadette \_\_\_\_\_ Senior \_\_\_\_\_ Ambassador \_\_\_\_\_

Troop Leader: \_\_\_\_\_

Street: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Day Phone #: \_\_\_\_\_ Night Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

\_\_\_\_\_ # of patches @ **\$2.00 each:**    \$ \_\_\_\_\_

\*Shipping/handling:                    \$ \_\_\_\_\_

**Total enclosed:**                    \$ \_\_\_\_\_

**VISA and MasterCard are also accepted.**

Please charge my (circle one): **VISA** or **MasterCard**

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Signature: \_\_\_\_\_

(A signature is required on all Credit Card orders)

\*For shipping and handling rates, please go to <https://www.girlscoutsgwm.org/en/our-council/shop.html>.

If you have any questions, please contact Customer Care at 1-888-474-9686. You may also email Customer Care at [customercare@girlscoutsgwm.org](mailto:customercare@girlscoutsgwm.org).

Please mail this order form **AND** your evaluation to:

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