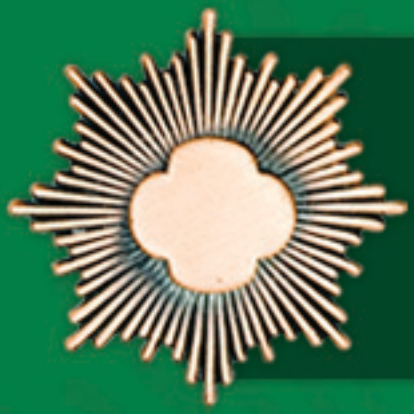

The Girl Scout
Bronze Award

# Adult Volunteer Guide

Girl Scouts of South Carolina - M to M

As a Girl Scout troop/group volunteer, you will work with and inspire a team of Girl Scout Juniors to make a difference in the Girl Scout or local community and help each girl achieve the highest honor a Girl Scout Junior can earn—the Girl Scout Bronze Award. You and the girls will have fun along the way as you help them to bring their own unique creativity to all they do and achieve.

This guide is designed as a companion for the girl guidelines for the Girl Scout Bronze Award, which is posted on the Girl Scouts of the USA Web site at http://www.girlscouts.org.

Girls earn the Girl Scout Bronze Award by completing a journey, and then creating a Take Action project based on their observations of a local issue. As the girls pursue their project, they put the Girl Scout Promise and Law into action. They also develop an understanding of sustainability and gain an understanding of the wider world by discussing how others may experience the same problem that their project helped resolve.

Earning the Girl Scout Bronze Award involves the time it takes to complete a Girl Scout Junior journey and a suggested minimum of 20 hours for each girl to build their team, explore their community, choose and plan their project, put their plan in motion, and spread the word to educate and inspire others.

Here are the steps that Girl Scout Juniors will complete to earn a Girl Scout Bronze Award:

1. Go on a Girl Scout Junior journey.
2. Build your Girl Scout Junior team.
3. Explore your community.
4. Choose your Girl Scout Bronze Award project.
5. Make a plan.
6. Put your plan in motion.
7. Spread the word.

**RESOURCES:**

- Adult Guides for Junior journeys

- Volunteer Packet
- Safety-Wise
- Girl Scout Leadership Experience overview (online at www.girlscouts.org/gsle/)
- Corporation for National Service www.nationalservice.gov
- Leadership outcomes/Possible Indicators chart (page 14 of this guide)

## Step 1: Go on a Girl Scout Junior Journey

Girls choose and complete a Girl Scout Junior journey. Help them reflect on what they have learned. Here are a few coaching tips.

| Questions for Girls | Coaching Tips |
|---|---|
| **1.** How did you use the values of the Girl Scout Law during your Girl Scout Junior journey? | • Discuss what the girls did during the journey that upheld the Girl Scout Promise and Law.<br>• Discuss how girls used resources wisely and how they took responsibility for what they said and did. |
| **2.** What did you **discover** about yourself? | • Encourage the girls to think about how they developed their sense of self and their abilities. |
| **3.** Who did you **connect** with? | • Emphasize the value of working together to create healthy relationships.<br>• Help the girls recognize how cooperation contributes to a project's success. |
| **4.** How did you **take action** and what did you learn? | • Discuss how the girls went from identifying community needs, creating timelines, and finding resources to implementing a creative action plan for their journey Take Action project. |

During the journey, did girls observe other ideas for making a difference for the people or places they care about? Or, did a new opportunity stemming from their work on the journey inspire them to pursue a topic that they hadn't thought about before, but realize is important to them?

## Step 2: Build your Girl Scout Junior Team

Going for the Girl Scout Bronze Award is a team experience for a troop or group of Girl Scout Juniors. If there are no Girl Scouts in a girl's neighborhood, she can connect with other girls her age, including non–Girl Scouts who may want to join Girl Scouts.

Team building skills are essential to leadership and for earning the Bronze award. Playing games and doing activities as a team encourages cooperative learning, which shows girls how to work through challenges and resolve conflicts as a group. Even though the girls may know each other, encourage and help them identify their individual and team strengths.

**Human Knots** and **Linda Lemon** are great Girl Scout team-building games. Find out about these and others at: www.girlscouts.org/program/gs_central/activity_ideas/icebreakers.asp. Feel free to substitute other team game challenges. After each game, have the girls discuss what they learned. Support the girls in creating their list of team agreements, a reference for them as they pursue the Girl Scout Bronze Award. Also help the girls keep track of their individual hours from the start—each step counts.

In order for the girls to choose an issue area that they care about, they need to identify and share their interests. Explore the girls' interests with them and discuss how those might help when the team chooses a project. Guide them as they answer the questions in their guidelines and as they come up with suggestions for what they could do to be a great team.

## Step 3: Explore your Community

Girls' communities may be their block, their neighborhood, or their school. By exploring, the girls make observations about what they see and hear. Through investigation, they are able to think about possible project ideas that will make a difference.

As girls explore their community, they may find that these ideas will help improve life for people in their neighborhood or local community. Encouraging girls to observe what can be improved is a very important role you play. When girls explore their block, neighborhood, or school, ask them to write down what they see and discuss it as a group. This will encourage girls to think critically about what they see and come up with ideas for how they can create positive change in their community.

Guide girls as they complete their Observation List in the girl guidelines.

The following are two examples of how an observation led to a Take Action project:

**Example #1**

Lucia and her Junior team were going after their Girl Scout Bronze Award, so they all agreed to be extra observant of everything going on around them. Here's what Lucia observed and how it turned into their Take Action project:

1. First, Lucia noticed that cars whizzed down the street near their school. This happened a few days in a row—it seemed to be a real problem.
2. Then, she heard on the news that in the last year there had actually been several accidents in that same area.
3. The Junior team asked their troop/group volunteer to help them find out how people in their community decided where stop signs were needed.
4. After a visit to both the police station and a local government office, here's what the Juniors did: They wrote a petition, asking for a new stop sign on the road near their school, got local residents to sign it, and then presented it to their local government officials. Result: A new stop sign, slower traffic, fewer accidents, and safer kids! Plus, a stop sign is a permanent solution!

**Example #2**

Tanya and her Junior team also decided to be extra observant for a week or two. When they got together to share what they observed, Tanya asked her friends, "Have you ever noticed how hard it is for older people or people with disabilities to get around the grocery store?" The team agreed that this was a problem that no one seemed to be addressing. It seemed like a good challenge for their team! Here's what they did:

1. First, they decided to visit the store together and just watch as people shopped. This convinced them that some people could use a little extra help.
2. Then they met as a team and brainstormed how they could help and how they could explain their project idea to the store manager.
3. Next, they met with the store manager. Here's what happened next: The girls got permission to team up during the peak holiday season and offer their assistance to shoppers. Sometimes they would take a person's grocery list and go up and down the aisles to get products. Other times, they would walk around the store with people and help them fill their baskets. In both cases, they helped

people get through the checkout line and out to their cars. To keep this project going, they wrote a tip sheet about how other youth and volunteer groups can do the same thing.

## Step 4: Choose your Girl Scout Bronze Award Project

After the girls are finished exploring, discuss the Observation List they created. Guide girls as they select the group's top observations and ideas. It's a great way for girls to see how a simple observation can lead to a Take Action project.

Brainstorm with the girls where to get additional information for their top ideas. Encourage girls to talk to people as well as search newspapers and magazines for information. Plan a trip to a community meeting or other community event where girls can connect with people who might be able to help. Girls may choose to do their research online, if that is the case, discuss the Girl Scout Internet Safety Pledge (www.girlscouts.org/internet_safety_pledge.asp) and encourage them to commit to the pledge.

Hold practice interviews with the girls if they are nervous about talking to grownups or other people they do not know. These interviews may make girls feel more confident as they speak with others about their project. Promote a discussion about what the girls learn from their Project Idea Chart in the girl guidelines. It includes girls' observations, who they talked to, what they learned, and possible projects they could do.

Before the girls choose the issue they would like to address, help them answer these all-important questions:

- Why does this idea matter?
- Who will this idea help?
- What can we do to make a difference? Is that realistic.

Help girls finalize their choice.

Girl Scouts are part of a worldwide community of girls who are using their talents to positively impact their communities. Invite girls to take some time to discuss how people in other parts of the world might address the problem they have chosen. Later, when girls finish their project, they can share their experience with people outside of

their community—maybe even long-distance neighbors, so that they too can learn about the project.

## Step 5: Make a Plan

Guide girls to continue taking the lead as they progress to planning out the specifics of their project. As the girls discuss the project, use the following tips to walk them through what they need to accomplish.

| Questions for Girls | Coaching Tips |
|---|---|
| 1. What is our goal for the project? | • Discuss the results the girls hope to achieve with the project. Ask specifically what they hope to achieve/accomplish? |
| 2. What steps do we need to take to reach our goal? | • Discuss how each girl can pitch in to help the team reach its goal. |
| 3. What special talents can each girl use to help make the project a success? | • Encourage the girls to think about the special skills that they possess and can contribute to the team's project. |
| 4. What did we learn when we did our Girl Scout Junior journey that will help make this project run more smoothly? | • Ask the girls to think about how they approached the plan for their journey project?<br>• Discuss what worked and what didn't, and how they might approach things differently for this project. |
| 5. Who can we ask for help? | • Ask the girls to make a list of people who they think would help with their project. |
| 6. How can we get other people involved? | • Suggest that girls contact people they met during their community exploration. Each girl can contact one person. |
| 7. What supplies will we need? | • Suggest starting with a list of supplies the team already has. |
| 8. Do we need to earn money for our project or can we get donations from people? (Can we use the money from our cookie sales to fund our project?) | • Explore ways to find and use resources that do not require earning money.<br>• Adhere to the guidelines in your Volunteer Packet and *Safety-Wise.* |
| 9. How much time do we need to finish our project? Is that realistic? | • Recommend that the girls create a timeline and a task list to figure out how long everything will take to complete.<br>• If the girls get stuck, coach them by asking guiding questions. (For example, which part of the project do you think will take the most/least time?) |

Once girls have an idea of their plan, encourage them to think about what they can add that would help make a difference even after the project ends. Discuss how others might be able to continue the project. Encourage the girls to go over the plan one last time to make sure that it is realistic. Make suggestions on where girls can make adjustments to the plan.

Before the team moves to the next step, go over the plan. Use the following checklist to make certain the team's plan covers all the bases. The answer to all of these questions should be "yes" in order for you to approve the project. If you find any "no" answers, encourage the girls to go back and re-think the plan a little more.

- ☐ Do girls care about the issue? Are they excited about plan?
- ☐ Has the team set their goals for the project? Can girls say what they want to do and why it matters to them?
- ☐ Have the girls thought about how they will get the supplies/resources and any money earning to complete your project? (Refer to the *Girl Scout Safety-Wise manual* and your council for information about money-earning).
- ☐ Have the girls created a timeline for the project?
- ☐ Does the project address a need in the Girl Scout or local community?
- ☐ Does the project challenge the girls' abilities and interests?

If girls are clear on what needs to be done, they'll be ready to get started. If not, help the girls talk about their project by using these open ended sentences:

We will make a difference by _____.

We hope our project will help _____.

When we're done, we'll know we made a difference because _____

_____.

## Step 6: Put your Plan in Motion

Encourage the girls to take pride in their plan, and get to it—having fun as they go! As the plan unfolds, you might coach the girls to live the Girl Scout Promise and Law by listening to others' ideas, rotating tasks, developing shared goals, working cooperatively to resolve conflicts, reaching their goals, and finding out what roles they each can play in their communities. Guide girls as they use their Planning Chart to map out their action plan. The Planning Chart (located in the girl guidelines) includes the tasks the girls need to complete for their project, when and how the tasks will be done, and which team member will complete each task.

Encourage the team to take pictures, shoot video, or draw pictures along the way. This will help when they share their story later.

**Tips:** Things didn't go as planned? That's okay. What did we learn? How can we adjust our plan a little? Putting the plan into motion can be the most exciting part of earning the award, although sometimes roadblocks can make girls feel discouraged. Encourage the girls to work as a team and help them see how persistence and follow-through can produce positive results.

## Step 7: Spread the Word

When the girls talk about their project, they are able to educate others and inspire them to take on the challenge to make the world a better place. Answering the reflection questions in their award guidelines will help the girls gain insight into why their project matters, what they learned, and what impact it has made on them, their team, and the community.

The girls can share their experience in the form of a photo collage, a scrap book, a short film, a play, or any other medium that works for the team. Encourage them to be as creative as possible.

During this step, girls say thanks to all the people who helped them along the way. You can coach girls as they write handwritten thank you notes. Each girl can choose one person to thank.

Here are some tips to help girls reflect on their experience, what they learned, and use their new insights to go on and inspire others by sharing their project.

| Questions for Girls | Coaching Tips |
|---|---|
| **1.** How did you decide what was needed in your community? | • Encourage girls to think about the community exploration and planning stages of their project.<br>• Review how they built their team, talked to others in the community and considered how their issue might occur and affect people in other places. |
| **2.** What did you discover about yourself from this experience? | • Discuss their goals and how they went about reaching them. If they did not reach their goals, discuss how they might have done something differently in order to do so. |
| **3.** How did your team work together? | • Ask girls about the activities that brought the team together. |
| **4.** What problems came up? How did you solve them? | • Discuss whether the observation chart and planning chart helped avoid or solve problems. |
| **5.** What leadership skills did you use? | • Discuss how girls think they have changed from the start of the project to the end. |
| **6.** What did you do to inspire others to act? | • Encourage girls to talk about their experience and what it meant to them. |
| **7.** How do you feel you and your team have made the world a better place? | • Discuss the impact of the project. How many people were helped?<br>• Discuss what would make the project impact lasting. Can the project be replicated somewhere else? |
| **8.** How did you live out the Girl Scout Promise and Law? | • Were girls honest and fair, friendly and helpful, considerate and caring, courageous and strong? Did they show respect to themselves and others, and to authority? Did they use resources wisely? Did they take responsibility for what they said and did? |

What girls can include when they spread the word about their project:

- What their project accomplished
- Their reasons for choosing their project and what it meant to them
- What they learned
- The talents, skills, and strengths they put into action
- The tools and resources they used
- The people who helped them achieve their project goals

You have helped girls to become leaders. Celebrate the accomplishment! Congratulations!

# The Girl Scout Leadership Experience

In Girl Scouting, Discover + Connect + Take Action = Leadership. The entire Girl Scout program, regardless of the exact topic, is designed to lead to leadership outcomes (or benefits) that stem from these three keys.

- **Discover:** Girls will understand themselves and their values and use their knowledge and skills to explore the world
- **Connect:** Girls care about, inspire, and team with others locally and globally.
- **Take Action:** Girls act to make the world a better place.

It's not only about the activities girls do, however, but the processes they use to do them that builds leadership. The Girl Scout processes promote the fun and friendship that have always been so integral to Girl Scouting.

- **Girl-led:** Girls play an active part in figuring out the what, where, when, how, and why of their activities.
- **Learning by doing:** Girls use a hands-on learning process that engages them in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of practical skills.
- **Cooperative learning:** Through cooperative learning, girls work together toward goals that can be accomplished only with the help of others, in an atmosphere of respect and collaboration.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected short-term outcomes. This ultimately results in Girl Scouting achieving its mission of building "girls of courage, confidence, and character, who make the world a better place."

Through the Girl Scout Leadership Experience, girls gain specific knowledge, skills, attitudes, behaviors, and values in Girl Scouting. Help girls reflect on the experience, the impact they have had and how the experience has helped to strengthen their leadership skills. Use the fifteen outcomes on the next page as a springboard.

For more about The Girl Scout Leadership Experience including the leadership outcomes on the next page, go to www.girlscouts.org/gsle.

This chart helps you guide the girls as they reflect on what they have learned and how they used their leadership skills to make a difference in the world. The leadership outcomes will show girls how they developed, while the possible indicators will show you how those outcomes are exhibited.

| **Leadership Outcomes**<br>Following are the 15 Girl Scout leadership outcomes that stem from the three leadership keys | **Possible Indicators**<br>When the outcome is achieved… |
|---|---|
| **DISCOVER Outcomes** | **DISCOVER Outcome Indicators** |
| • Girls develop a strong sense of self.<br>• Girls develop positive values.<br>• Girls gain practical life skills—girls practice healthy living<br>• Girls seek challenges in the world.<br>• Girls develop critical thinking. | • Girls make use of strategies to resist peer pressure.<br>• Girls report greater appreciation for the diversity of values based on individual and/or cultural differences.<br>• Girls report increase interest in learning more about how exercise, diet, relaxation, and other activities can give balance to their lives.<br>• Girls can identify and distinguish between positive and negative risk.<br>• Girls are able to debate or discuss various perspectives on an issue they are concerned about. |
| **CONNECT Outcomes** | **CONNECT Outcome Indicators** |
| • Girls develop healthy relationships.<br>• Girls promote cooperation and team building.<br>• Girls can resolve conflicts.<br>• Girls advance diversity in a multicultural world.<br>• Girls feel connected to their communities, locally and globally. | • Girls are able to give examples of behaviors they use to promote mutual respect, trust, and understanding.<br>• Girls are better able to describe obstacles to group work and suggest possible solutions.<br>• Girls can describe how they manage their emotions to diffuse conflicts.<br>• Girls identify main challenges and privileges that various groups experience in today's world.<br>• Girls describe how their participation in larger communities supported their personal and leadership goals. |
| **TAKE ACTION Outcomes** | **TAKE ACTION Outcome Indicators** |
| • Girls can identify community needs.<br>• Girls are resourceful problem solvers.<br>• Girls advocate for themselves and others, locally and globally.<br>• Girls educate and inspire others to act.<br>• Girls feel empowered to make a difference in the world. | • Girls report using a variety of tools to identify needs, assets, and potential impact of their planned projects.<br>• Girls demonstrate independence in thinking through the required components of their action plans.<br>• Girls can give examples of how youth can influence and/or participate in community decision-making.<br>• Girls report knowing how to tailor their messages to various audiences.<br>• Girls express pride that their Take Action project improved the functioning of some aspect of their communities. |