



Cadette Program Aide Toolkit



Cadette Program Aide Toolkit Contents

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Girl Scout Promise and Law

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.

Purpose of Volunteer Position

The Cadette Program Aide is a girl whose responsibilities and role fall somewhere between being a girl and an adult guide. Through the Cadette Program Aide experience, girls will participate in leadership training (Program Aide training) and then implement what they have learned with a group of Girl Scouts. A girl who is interested in earning the Cadette Program Aide Award is choosing to take a position of leadership and to share her Girl Scout knowledge with others.

Accountability

Adult Leader/Mentor

General Responsibilities

Working under the guidance of an adult leader/mentor, the Cadette Program Aide is responsible for teaching specific skills determined by the needs of the group and her personal strengths.

Requirements

A Cadette Program Aide must:

- Complete one LiA award.
- Complete Council-designed leadership course training.
- Work directly with younger girls over six activity sessions. This might be assisting girls on Journey activities (in addition to work she did toward her LiA award), badge activities, cookie sales/events, or general Girl Scout activities. She might work with a group at their meeting, day camps, or during a special Council event.

Qualifications

A Cadette Program Aide:

- Lives by the Girl Scout Promise and Law.
- Understands the importance of accepting and understanding children of all needs, interests, races/ethnicities, abilities, and religions.
- Is able to put the needs of her group before her own personal needs.
- Is confident in her abilities.
- Is interested in working with younger girls and within the setting for which she applied.

Cadette Program Aide - Bill of Rights

The Cadette Program Aide will:

1. Be assigned a qualified adult leader/mentor through the Service Unit, to whom she will be accountable and to whom she can go to if she is in need of assistance.
2. Work with her adult leader/mentor to create an assignment that allows her to teach/share the knowledge and skills she has.
3. Receive assignments that are challenging, yet appropriate to her knowledge, skills, and abilities.
4. Be consulted regularly regarding her viewpoint of the experience and responsibility. She will be given the opportunity to determine if the scope of her assignment should be broadened or changed to meet her or the adult guide's expectations.
5. Be kept informed of developments, plans, and changes throughout her assignment.
6. Be given the opportunity to help evaluate the program from both the perspective of her experiences as a Cadette Program Aide and as a participant.
7. Receive an evaluation of her work during her assignment. This evaluation will include the hours worked and suggestions for improvement.

The Cadette Program Aide will not be:

1. The only person asked to perform errands; however, she will be willing to take her turn.
2. Solely responsible for supervising a group of kids at any type of activity.
3. Acting as a first aider, troop camp certified adult, lifeguard, or other solely adult activity.
4. Responsible for discipline but will serve as a role model of appropriate Girl Scout behavior, modeling the Girl Scout Promise and Law.

Tips for Working with Adult Leaders/Mentors

- If you want to take on responsibility for part of an activity, ask. If you do not ask, your adult leader/mentor may not realize you want to do it.

- You may be asked to do things you do not want to do. Remember that being a leader means doing the fun stuff and sometimes the not so fun stuff.
- Remember that this is a learning experience. If your adult leader/mentor gives you a suggestion to improve, receive her comments with a positive attitude and consider how you might implement them.
- You can ask for help! Your adult leader/mentor is a great source of information on how to work with younger girls.
- Some adults can be hesitant to accept ideas or suggestions from girls. It is more likely that your idea or suggestion will be heard if you start your sentence with one of the following:
 - Would it be all right if I...?
 - How about if we...?
 - Would it help if I...?

I'm a Role Model?

Yes you are! As a Cadette Program Aide you have the opportunity to be a role model to younger girls. A role model is someone who serves as an example and whose behavior is emulated (copied) by others. This means that you must be aware of how you act at all times because you never know who is watching.

Things to Keep in Mind...Behavior:

- The way you work with others, handle problems, and solve differences of opinions is very important. The things you say and the way you speak will be listened to, copied, and quoted. If you would not say it in front of your parents or teacher, then do not say it

around the girls you are working with.

- Girl Scouts always make sure that everyone feels welcome. This means that you should not make any racial, ethnic, or sexual jokes that may make someone feel uncomfortable. You may think that they are harmless, but you never know whose feelings you might hurt. This also includes any songs you may sing.
- Have you ever noticed that girls seem to be everywhere all the time? This means that even when you think you are alone with friends, girls may be around. Remember that subjects of boyfriends/girlfriends, parties, etc. are not for girls to hear.
- It is okay to get involved, get excited, and be enthusiastic but make sure you are still in control of yourself and the group. If you get too crazy, so will the girls and then someone might get hurt.
- Never argue or criticize anyone in front of the girls. If you are feeling emotional, angry, or upset, ask someone to fill in for you while you go calm down.

Things to Keep in Mind...Dress:

- At Girl Scout events, you should dress modestly and appropriately for the occasion. This means no too-short shorts, short or tight dresses, halter or crop tops, bikini bathing suits, low-cut shorts, underwear showing, or anything that is see-through or too revealing.
- Remember basic safety rules. Always wear closed-toed shoes and the appropriate clothing for the event. If the girls are required to wear special clothing (long pants, boots, helmet, etc.) then you are expected to wear it too!
- Check out what your clothes may say or look like. You may find some slogans humorous or funny, but the parents of the girls may not. Never wear anything that promotes alcohol, tobacco, or illegal substances.
- Be careful about symbols or attire that promote a certain lifestyle or anything personal in nature, like politics or religion. Small religious symbols (like a cross or Star of David) are acceptable.

The Leader in You

One of the greatest gifts you have as a leader is your ability to inspire others—your family, your friends, your community, the media, even the world. To inspire others is to influence them in positive ways!

Your strengths and talents are your tools to leadership. They are what give character to your voice. They are directly tied to your passion, and your passion is what propels you to do great things.

What strengths and talents do you have that allow you to lead and inspire others? What could you improve? What are your strongest skills in managing projects? Review the following list, and mark your strongest skills.

Role model for others	Detail oriented	Editing work
Advising people	Imagining new solutions	Promoting events
Analyzing data	Writing	Raising money/funds
Multi-tasking	Giving clear directions	Questioning others
Assembling products	Remembering information	Motivating others
Budgeting expenses	Listening to others	Expressing feelings
Public speaking	Planning events	Creativity
Finding information	Planning agendas/meetings	Teaching
Handling complaints	Organizing tasks	Setting priorities
Team building	Meeting people	Knowledge of community

Please answer the following questions. Take some time to reflect and get inspired.

After reading this list, name the five leadership skills you have and the five you need to improve.

Who or what inspires you? Is it something in your school, community, country, or the world?

What motivates you into action? Is it people, events, activities, or places?

What is inside you that makes you a good leader? What strengths and talents do you have that allow you to inspire others?

What motivates, inspires, and interests others?

Cadette Program Aide

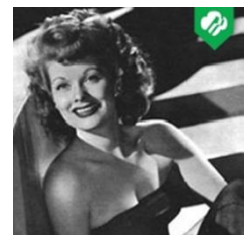
A Few Famous Girl Scouts



Juliette Gordon Low
Savannah, Georgia
1860 - 1927

Juliette Gordon Low is the founder of the Girl Scouts of the USA, the largest organization for girls and women in the world.

Lucille Ball
Jamestown, New York



Actress and comedian Lucille Ball won over American audiences with her hit show *Love Lucy* and went on to become the first female to run a major television studio.



Barbara Walters
Boston, Massachusetts
1929

Broadcast journalist Barbara Walters was the first American woman to co-anchor a network evening news program. She is credited with opening doors for women in the journalism industry.

Hillary Rodham Clinton
Chicago, Illinois
1947



Hillary Rodham Clinton transcended her role as First Lady. She went on to become the first female U.S. senator from the state of New York and the third woman in history to serve as the U.S. secretary of state.



Condoleezza Rice
Birmingham, Alabama
1954

Condoleezza Rice is the first African American woman to serve as the U.S. secretary of state and the first woman to serve as national security advisor.

Including ALL Girls

Inclusion (*in-kloo-zhun*), *n*: an attitude and approach that seeks to ensure that every person, regardless of ability or background, can meaningfully and fully participate.

You can make inclusion happen!

The Program Leader's Role

- Set up a physically accessible environment
- Focus on and reinforce *abilities*— not disabilities
- Design activities that help discover people's character and strengths
- Create an atmosphere of acceptance
- Model unconditional respect
- Give consistent instruction to everyone without singling anyone out
- Structure activities to focus on cooperative (not competitive) tasks
- Delineate and delegate tasks appropriately
- Answer other participants' questions to the best of your ability
- Use your resources— just do not make stuff up

Tips for interacting with a person with a disability

- Relax
- Approach each individual and situation as new
- Avoid assumptions
- Feel free to ask questions
- Ask first if assistance is needed—do not assume someone needs or wants help
- Look and speak directly to each person—not his/her one-to-one assistant
- When having a conversation with a person who is in a wheelchair, sit down if possible
- When speaking with someone who is deaf or hard of hearing, be sure she has a clear view of your mouth
- When speaking to someone with a visual impairment, introduce yourself by name; to assist that person in locating something, use numbers of the clock for reference points
- Don't shout, speak slowly, or otherwise change your communication style

Use Person-first Language

Say...

Person with a disability

Person who has...

Communicates nonverbally

Has a physical disability

Disabilities

Instead of...

Disabled or handicapped person

Afflicted with, suffers from...

Is mute or dumb

Is crippled

Special needs

*Adopted from Wilderness Inquiry, 808 14th Avenue SE, Minneapolis, MN 55414, www.wildernessinquiry.org

Group Dynamics: *aMaze!*

Your life is your own! Show all its twists and turns below—regular everyday ones and special ones. Maybe you can think of times when you tried really hard to work something out with others—resolved a conflict with a sibling, said “sorry” to a friend, or reached out to someone beyond your usual circle. How does it feel to interact at your very best?

Traditionally, the Quiet sign is the open hand (referring back to an older version of the Girl Scout Law—the fifth law was ‘to be courteous’ so when you raised your five fingers and were quiet, you were being courteous to the speaker).

Talking Sign

If someone wishes to talk, they tap two fingers in front of them. Tradition refers to the old Brownie sign, made with two fingers instead of three.

Talking Stick (Object)

No one may talk unless they are holding the talking stick (object).

What other Girl Scout ways or traditions does your troop use?

What other Girl Scout ways would be effective with younger girls?

Group Dynamics: More Bright Ideas

⇒ **Sit Next to a Girl:** Sometimes sitting next to a girl who is acting out can help her settle down.

⇒ **Minnie Mouse Time:** Only allow talking in polite whispers.

⇒ **Sit and Watch:** Have girls sit out for a while if they are being disruptive or overly sensitive—do not stop the whole group.

⇒ **Change Activities:** Often, girls are trying to tell you they are ready to move on to the next activity.

⇒ **Ignore Bothersome Behavior:** Sometimes behavior is attention seeking. Ignore it if you can.

⇒ **Positive Rewards:** Give stickers (or high fives) for the desired behaviors.

What other ideas do you have for managing groups?

Girl Development

Daisies

When planning activities, keep in mind that kindergartners and first-graders:

Have loads of energy and need to run, walk, and play outside.	So they will enjoy going on nature walks and outdoor scavenger hunts.
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Are great builders and budding artists, though still developing their fine motor skills.	So encourage them to express themselves and their creativity by making things with their hands. Girls may need assistance, however, holding scissors, cutting in a straight line, etc.
Love to move and dance.	So they might especially enjoy marching like a penguin, dancing like a dolphin, or acting out how they might care for animals in a jungle.
Are concrete thinkers and focused on the "here and now."	So show them firsthand how things happen. Then let them practice the skills you want them to learn.
Are just learning about number concepts, time, and money.	So take opportunities to count out supplies together, read the clock, or count dues.
Do not always have the words for what they want to say.	So having them draw a picture of something they are trying to communicate is frequently easier for them and more meaningful.
Know how to follow simple directions and respond well to recognition for doing so.	So be specific and offer only one direction at a time. Acknowledging when the girls have followed directions well will also increase their motivation for listening and following again.

Brownies

When planning activities, keep in mind that second and third-graders:

Have lots of energy and need to run, walk, and play outside.	So take your activities outside whenever possible. Girls' creativity might even be further inspired by nature and fresh air.
Enjoy doing things in groups.	So allow them to team up for art projects and performances.

Want to help and appreciate being given responsibilities.	So let girls lead, direct, and help out in activities whenever possible. Allow the group to make decisions about roles and responsibilities.
Are concrete thinkers and are focused on the “here and now.”	So ask them questions to gauge their understanding of stories and allow them to role-play their own pretend visit to a new country.
Need clear directions and structure.	So offer only one direction at a time, and, when you can, let the girls know what is coming up next in the get-together and in future gatherings.
Are becoming comfortable with number concepts and time.	So offer support only when needed—have the girls help create the schedule and flow of their get-togethers and count out money for trips.
Are developing fine-motor skills and can use basic tools.	So encourage them to express themselves and their creativity by making things with their hands.
Love to create music and dance.	So they might like to create a play or tell a story through dance.
Know how to follow rules, listen, and appreciate recognition.	So acknowledge when the girls have listened or followed the directions well. It will increase their motivation for listening and following again.

Juniors

When planning activities, keep in mind that fourth and fifth-graders:

Want to make decisions and express their opinions.	So allow them to do so frequently through guided discussions and active reflection activities.
Are social and enjoy doing things in groups.	So allow them to team up in small or large groups for art projects, performances, and written activities.

Are sensitive to the expectations and judgments of others.	So share your own mistakes and learnings and create an environment where girls can be comfortable sharing theirs.
Are concerned about fairness and equity.	So do not shy away from discussing why rules are made and laws are passed and have them develop their own for their group.
Are increasingly capable of critical thinking and can consider the perspectives of others.	So assist them in developing these skills by asking them to explain their decisions, share their visions for their roles in the future, and appropriately challenge their own and others' perspectives.
Have strong fine and gross motor skills and coordination.	So engage them in moving their minds and their bodies! Allow them to express themselves through the written word and choreography.
Love to write plays, create music, and dance.	So they might like to tell a story through playwriting, playing an instrument, or sharing a song or dance.
May be starting puberty.	So be sensitive to girls' needs to adjust to their changing bodies and create an environment that celebrates this transition.

Communicating with Girls

- Give clear directions (be specific)
- Give directions one step at a time, with demonstrations
- Be enthusiastic
- Act confident and let the girls know that you know what you are doing
- Speak directly to the girls
- Bend or stoop so that you are near their eye level

- Maintain eye contact
- Listen
- Ask questions to make sure that they understand your directions
- Let them learn by doing
- Be positive; instead of saying no running, tell them what you want them to do instead (walk)

Giving Praise

When giving girls praise you should focus on: (Give Examples of Each)

Effort

Strategies

Seeking Help

High-Quality Experience

It's not just what girls do, but how you engage them that creates a high-quality experience. In Girl Scouts, girls enjoy activities based on the three keys to leadership and built on three processes that make Girl Scouts unique from school and other extracurricular activities. The keys and processes are written right into the Journey in the Sample Sessions plans!

We already know the keys: Discover, Connect, and Take Action

Now we have the processes: Girl Led, Learning by Doing,

Girl Led is just what it sounds like—girls play an active part in figuring out the what, where, when, how, and why of their activities. So encourage them to lead the planning, decision-making, learning, and fun as much as possible.

What might Girl Led look like in real life?

Daisies	<ul style="list-style-type: none">• Repeating an activity that girls say they really enjoyed• Listening to their ideas on how to make activities even more fun• Identify activities that girls can take the lead on
Brownies	<ul style="list-style-type: none">• Help girls make informed choices by talking them through decisions• Encourage girls to add their own flair to projects and activities• Give girls the freedom to solve problems on their own
Juniors	<ul style="list-style-type: none">• Encourage girls to plan and lead a session, activity, project, or event• Model and provide strategies for solving problems and making decisions• Expose girls to diverse ideas, geographies, and culture

Learning by Doing, also known as Experiential Learning, is a hands-on learning process that engages girls in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of practical skills.

What might Learning by Doing look like in real life?

Daisies	<ul style="list-style-type: none">• Set up opportunities for girls to explore and create• Demonstrate hands-on activities that require assistance from a girl• Develop activities that get girls “out of their seat” and involved
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Brownies	<ul style="list-style-type: none"> • Encourage them to answer their own questions through hands-on activities • Ask girls to do more than they are capable of doing on their own while offering limited, but strategic, help • Offer opportunities for girls to engage their motor skills and their senses
Juniors	<ul style="list-style-type: none"> • Talk with the girls about ways to connect their learning to their daily life • Guide girls to reflect on their learning by using the many ideas of their Journey • Support girls' hands-on testing of their own ideas, skill-building, and teaching skills

Through **Cooperative Learning**, girls work together toward shared goals in an atmosphere of respect and collaboration that encourages the sharing of skills, knowledge, and learning.

What might Cooperative Learning look like in real life?

Daisies	<ul style="list-style-type: none"> • Give girls examples of what cooperation and collaboration look like • Create activities for girls that must be completed in groups • Promote social skills, such as listening and taking turns
Brownies	<ul style="list-style-type: none"> • Make the most of teamwork activities • Encourage girls to decide as a team how to accomplish a task • Demonstrate giving others equal opportunity to participate in decisions
Juniors	<ul style="list-style-type: none"> • Structure experiences so that girls "need" one another to complete tasks • Use role-play scenarios to guide girls in working effectively within groups • Give examples of how to assign roles within the group, assess how they are doing, and stay on task

Personalization – Sparks

What is my spark?

Interview your partner. Take notes on your paper as you respond.

What do you love doing so much that you cannot wait to do it? What can you not wait to get up and do every morning?

Describe something you are proud to have done.

If you could spend a whole day doing anything you wanted (money and resources are unlimited) what would you do? Why?

What knowledge, skills, or abilities can you not wait to share with the girls you are going to work with?

Introduction to Safety

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

There are two resources that you should become very familiar with as you plan activities and events with younger girls:

- *Girl Scout Safety Guidelines*, an overview of the 12 most important safety tips.
- *Safety Activity Checkpoints*, in-depth safety information and tips that adult volunteers use for Girl Scout sports and activities; girls can also use these checkpoints to ready their group for a girl-led activity.

The following activities are never allowed for any girl:

- Firearms (check with the council office)
- Flying in noncommercial aircraft, such as small private planes, helicopters, sailplanes, untethered hot-air balloons, or blimps
- Hang gliding, parachuting, or parasailing
- Shooting a projectile at another person (such as paintball)
- Potentially uncontrolled free-falling (bungee jumping, hang gliding, parachuting, parasailing, and trampolines).
 - Exception: If girls would like to trampoline at an indoor facility where the trampolines are completely enclosed and go all the way to the edge of the room with no exposed springs (i.e. there is no possibility that girls could fall off of the trampoline).
- Creating extreme variations of approved activities (such as high-altitude climbing and aerial tricks on bicycles, skis, snowboards, skateboards, water skis, and wakeboards)
- Hunting
- Riding all-terrain vehicles and motor bikes
- Taking watercraft trips in Class V or higher whitewater

The safety checklist packet in the appendix contains two activities that are very typical of a Girl Scout activity or outing. In order to see all of the Safety Checkpoints and to ensure that you are following safety guidelines for the activity you are leading, go online to:http://www.gscnc.org/activity_checkpoints.html

Appendix

In this Appendix:

- LiA Letters – still need to complete the LiA requirement? These will help!**
- aMaze* Journey Pages.....**
- Sample Safety Checkpoints.....**

LiA Letters

In this Section:

Change it! Letter

Love it! Letter

Tell it! Letter.....

Dear Girl Scout Cadette,

Here is your chance to show your leadership skills as you assist your Brownie sisters along their special quest! To earn your LiA (Leader in Action) Award for the *Brownie Quest*:

- Demonstrate your commitment by actively assisting during four sessions of the *Brownie Quest* (even better, come to all of them!).
- Complete Steps 1-3 as outlined below.
- Reflect on your experience using the questions on these pages.
- Then talk to the Brownies' adult guides and get their feedback.



I attended these Brownie Quest Sessions:

1. **Demonstrate your organizing skills** by preparing the materials and instructions for three Quest activities in advance of their sessions. Each session includes two to three activities, so there is plenty to do to keep each session running smoothly. You can go over the activities with the Quest’s adult guides and discuss how you can best assist.

I prepared these activities in advance for the sessions:

2. **Demonstrate a special skill or talent** you have by planning and guiding the Brownies to do one “just for fun” extra activity while they are on the Quest. For example, perhaps you are good at crafts and want to teach the girls to make a gift for themselves or a friend. Or perhaps you are science-minded and can think of an experiment the Brownies can do during a session. Maybe you can sing or dance or make up funny cheers. You get the idea—add a little of the extra joy you uniquely bring to the Brownie session! Try to make whatever you do tie into the Quest, and remember, the Brownies already have a lot going on to earn their keys—so you’ll want to keep the extra activity short and sweet!

*I shared my zest for _____ with the Brownies
by _____*

3. While on the Quest, the Brownies will be leading their families and communities in “healthy living” actions like making and enjoying healthy treats or playing a game that gets people up and moving. Take the healthy living even further by doing one of these:

- Bring the fixings for a simple, healthy snack to the session (carrots and low-fat dip; apples and yogurt), assist the girls in “making” the treat and explain (perhaps on poster board)—in a Brownie-friendly way—why that snack is better than something else (like _____.)
- Teach Brownies how to do a simple exercise or stretch that you like and use it as a “quick break” between activities. Offer a short explanation of why it’s good!
- Bring some music and get everybody moving as the meeting starts or ends—or when an energy boost is needed! Offer a quick explanation of why it’s good!

While on the Quest, the Brownies will be Discovering, Connecting and Taking Action (shhh...don’t tell them those are the names of the keys they are finding!). Think about how you are Discovering, Connecting and Taking Action along with them and take time to reflect on your experience. Think about what you’ve learned and then answer these questions:

I discovered that a value that really matters to me is:

I discovered that a special skill or quality I enjoy using with others is:

I find it challenging to “connect” with younger girls because they:

I enjoy connecting with the adults involved with the Quest because:

When the Brownies were choosing and doing their Take Action Project I felt

because _____

I am glad I took action to assist in leading the Brownie Quest because:

Talk to the adults guiding the Quest. Find out one thing you did during the Brownie Quest that was really, really great (a perfect 10!) Then find out one thing that you can keep in mind to practice for the next time you team up with younger girls in Girl Scouts.

One thing I did that was a perfect 10:

One thing I will keep practicing:

Congratulations! You have shown that you are a true leader!

Dear Girl Scout Cadette,

Just as you are *Breathe*-ing your way through a journey about air—your own and everyone else’s—you’ve got some (actually around 800,000) little sisters who are on a journey about water—theirs and everyone else’s!

You’ve got air and the Brownies have water! And, of course, both are essential to life, and both are quite wondrous and awe-inspiring when you stop and appreciate them!

So, earn yourself the LiA (Leader in Actions) badge by sharing some of your savvy of Earth (not to mention all of your other flairs) with a team of Brownies in your community.

Here’s how:

- 1. Find a team of Girl Scout Brownies** on (or about to begin) their *WOW! Wonders of Water* journey. Ask the adults who volunteer with your group or ask your Girl Scout council for tips on how to locate a Brownie team.
- 2. From their volunteer, find out what the Brownie team is doing.** Talk with her about what the Brownies enjoy and what she herself finds challenging. Read the Brownies’ *WOW!* book and take a look at the adult guide, too.
- 3. Arrange to be at some of the Brownies’ gatherings.** Coordinate with the volunteer so you’ll have time to do each of these:
 - Guide the Brownies through a fun activity that teaches them something about Earth’s air or water or both! You can adapt an activity from your journey for younger girls, check out some of the options in the *WOW!* girls’ book and volunteer books, or create an activity of your own. A magical science experiment? Making rainbows? Making and Flying a kite? Enjoy the sounds of



nature? Scenty stuff? A game you invent about animals that inhabit water and sky? Or perhaps you and some friends can act out a scene from “A Very Wet ELF Adventure” or even make a short puppet show based on the story. Better yet, guide the Brownies to do their own!
Date accomplished:_____

- Inspire the girls to try a healthy habit—a watery treat (check out the ideas in the *WOW!* book), some fun cardio or yoga exercises or a fruit or veggie grown with local water (and air!). Check with the Brownie volunteer about food allergies before you plan any snacks. Your goal is to get the Brownies thinking about how what is good for us is often good for the Earth, too!
Date accomplished:_____

- Engage the Brownies in a short activity that gets them thinking about what great teamwork looks like. Maybe you know a game or maybe you can invent one that gets the Brownies cooperating? If not, get some ideas from other Girl Scouts in your area. Teach the game as an opening or closing or an energizing break. While the Brownies are exploring the Wonders of Water, they are also practicing other WOW—Ways of Working. Your goal is to get the Brownies practicing some really great WOWs!
Date accomplished:_____

- Tell the Brownies a line from the Girl Scout Law that you are trying to live out in your life right now. Tell them what you are doing to bring that line to life. Then ask them to tell you about a line they are living out!
Date accomplished:_____

4. After you’ve completed your activities with the Brownies, ask their volunteer for feedback on what you did. What worked well? What might you change next time?

5. Now that you’ve shared stories with the Brownies and learned some of their stories, think about and answer these questions:

- In what way did you **CONNECT** with the younger girls and why is it important to do so?

- What did you accomplish on behalf of the Earth by **TAKING ACTION** to educate and inspire Brownies?

- What did you **DISCOVER** about yourself as you guided the Brownies?

Congratulations! Wear your LiA Award with pride!

Dear Girl Scout Cadette,

You know how captivating stories can be. Right now, your Brownie sisters are exploring stories about girls—their own and stories about girls around the world. The amazing world of girls—that’s a page-turner!

You have wonderful stories to tell, too! And if you are now enjoying the Media journey, you can share another aspect of stories: how media influences girls’ stories and how girls can influence the media. So get set to earn the LiA (Leader in Action) Award by using your leadership skills and sharing your media savvy (not to mention your own unique stories) with a team of Brownies in your community.



Here’s how:

- 1. Find a team of Girl Scout Brownies** on (or about to begin) their *A World of Girls* journey. Ask the adults who volunteer with your group or ask your Girl Scout Council for tips on how to locate a Brownie team.
- 2. From their volunteer, find out what the Brownie team is doing.** Talk with her about what the Brownies enjoy and what she herself finds challenging. Read the Brownies’ *A World of Girls* book and take a look at the adult guide, too.
- 3. Arrange to be at some of the Brownies’ gatherings.** Coordinate with the volunteer so you’ll have time to do each of these:
 - Inspire the Brownies to look and listen for stories in their everyday lives. With your knowledge of media, talk about the stories the media creates about girls and how they make girls feel. Together, decide whether media portrayals of girls seem true. Share other stories, too, such as stories of real girls and women you have met or learned about on your Cadette journey. Date accomplished: _____
 - Guide the Brownies in an activity to develop their teamwork skills. The girls are planning to tell a story together to an audience and create a change in their community. They’ll need to work together to make this happen. Maybe you’ve participated in team-building activities with Cadettes or with other girls in your world. If so, share some tips with the Brownies. If not, get ideas from other Girl Scouts in your area. You might use a team-building activity to open or

close a session or introduce it when it fits for the Brownie team and its journey.
Date accomplished:_____

- Inspire the girls to try a healthy new activity, such as a physically active game from another country or culture, or ask the Brownies for some of their favorites. By showing the Brownies the benefits—and fun—of exercise and movement, you'll create a story that features healthy girls of the future.

Date accomplished:_____

- Encourage the Brownies to use a variety of media and various art forms as they explore storytelling. You might share types of media new to you or demonstrate a medium in which you have some expertise. Share your interest and knowledge with Brownies as they tell their own stories of who they are and how they are connected to a world of girls.

Date accomplished:_____

4. **After you've completed your activities with the Brownies**, ask their volunteer for feedback on what you did. What worked well? What might you change next time?

5. **Now that you've shared stories with the Brownies** and learned some of their stories, think about and answer these questions:

- In what way did you **CONNECT** with the younger girls?

- How did your leadership encourage the Brownies to **TAKE ACTION** to create a change in their community?

- What did you **DISCOVER** about yourself as you guided the Brownies?

Congratulations! Wear your LiA Award with pride!

friendship obstacles

Ever Feel pressured to do one thing when your gut (which is usually in tune with your values) tells you to do another? That's a pretty common obstacle in the maze of Friendships. In Fact, you'll probably encounter it in one form or another all your life.

Do this. Don't do that. Fit in. Stand out. Be different. Not so different. Be strong. Not too strong. Get good grades. Why are you carrying all your books around? You've got a flair for style. You're wearing that?!

So take a stand—right now! Pressure isn't just what others do to you. It's also what you might be doing to others. Build up your courage! Make decisions that represent your true self and maybe even inspire others to do the same.

under pressure

Peer pressure can be negative or positive. It can also be silent. Here's an example of silent peer pressure from Melinda, who's 15:

Once when we had a substitute teacher, a couple of the class clowns pranked her by screeching "oy" every time her back was turned. It got really annoying after a while, and the teacher got very upset, but no one told her who was doing it. Telling on a classmate is pretty much social suicide.

Are there rules about where to sit at lunchtime or on the bus? About the kinds of clothing that are "in"? These are also examples of "silent" peer pressure. Can you think of others?

have you ever . . .

- changed your appearance or clothing style to please others?
- done something wrong because you thought it would make you fit in (shoplifting, drinking, smoking . . .)?
- not done something you really wanted to do because kids you want to be friends with weren't doing it?
- pushed your friend to do something she really did not feel comfortable doing?
- made fun of someone who said "no" to something everyone else was doing?
- gone along with the crowd to the mall or the movies even though there were other activities you really would have enjoyed more?
- decided something was "too corny" for you because you saw other kids rolling their eyes, even though you thought it was nice?
- given away answers to a test or a tough homework assignment just to please other kids? (That's different from teaching someone something they don't know!)
- done something against important beliefs of your family?
- silently gone along with something that you knew was just mean?
- dropped friends because other "friends" didn't like them—even though you really did?
- done something else you think was a form of peer pressure?

CONFLICT RESOLUTION:

I CAN DO IT!

Talking about Friendship dramas can be tough. But when conflicts arise—From gossip, cliques, or other Friendship issues—it's always best to talk about them.

The problem is that when people are upset, they tend to speak in "you-statements" ("You're a liar!" or "You are so stupid!"). "You-statements" immediately put the other person on the defensive. She'll feel attacked and will likely toss some "you-statements" right back at you. Then the conflict might escalate and you'll miss the opportunity to help each other understand what's wrong and how you might fix it.

So instead of a "you-statement," offer an "I-statement." Focus on one specific behavior or action of the other person and how it affected you.

An "I-statement" ("I feel hurt" or "I feel sad") lets you communicate your feelings in a strong way because you're making it about you, not the other person, and your feelings are communicated openly and honestly. It allows the other person to really hear you—without feeling threatened. Check out this formula for expressing yourself with "I-statements":

I feel

(say your feeling)

when you

(describe one specific action)

because

(say why the action connects to your feeling)

Computer/Online Use: Safety Activity Checkpoints

Using the Internet in Girl Scouting isn't solely for girls participating in a virtual manner; girls use the Web to communicate with other girls, research travel plans and activities, and create Web sites for events and series opportunities. In addition, a Girl Scout group working with an adult may wish to do such things as:

- Earn a technology award or other award found online
- Promote the Girl Scout Cookie sale using the online
- marketing tools offered on Girl Scout product vendor
- Web sites
- Search for other Girl Scout council or group Web sites
- Research a badge or community resource
- Visit the World Association of Girl Guides and Girl Scouts' (WAGGGS) Web site or member countries' Web sites
- Create a static Web page on the Internet (a static Web page is one that looks the same each time users view it
- and does not allow guests to post to it)
- Set up a secure, password-protected Web site with a calendar and information for girls and families
- Use Girl Scout vendor Web sites to learn more about product activities
- Set up a social networking page (ages 13 and older)

Monitor Web sites that girls view, ensuring that they are safe and actively controlled. For online and product sales, refer to the Safety Activity Checkpoints called "Girl Scout Cookie/Council-Sponsored Product Sales." No girl or adult acting on behalf of girl members can collect money online for Girl Scout products or a money-earning activity online. The only exception to this is GSUA-approved magazine vendor programs.

Know where to use computers and go online. Connect with your Girl Scout council for site suggestions.

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations. Learn more about the resources and information that Independent Living Institute provides to people with disabilities.

Prepare for Computer/Online Use

- **Communicate with council and parents.** Inform your Girl Scout council and girls' parents/guardians about the activity, including details about safety precautions and any appropriate clothing or supplies that may be necessary. Follow council procedures for activity approval, certificates of insurance, and council guidelines about girls' general health examinations. Make arrangements in advance for all transportation and confirm plans before departure.
- **Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- **Arrange for transportation and adult supervision.** The adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:
 - 12 Girl Scout Daisies

- 20 Girl Scout Brownies
- 25 Girl Scout Juniors
- 25 Girl Scout Cadettes
- 30 Girl Scout Seniors
- 30 Girl Scout Ambassadors

Plus one adult to each additional:

- 6 Girl Scout Daisies
 - 8 Girl Scout Brownies
 - 10 Girl Scout Juniors
 - 12 Girl Scout Cadettes
 - 15 Girl Scout Seniors
 - 15 Girl Scout Ambassadors
- **Verify instructor knowledge and experience.** Recruit a consultant with knowledge of computers if adults or girls need assistance with activities related to computers or the Internet.
 - **Select a safe location to use computers and the Web.** Identify a location that provides group members with opportunities to use computers and access the Internet. Look for computers available for group use at a library, Girl Scout program center, school or college computer lab, computer rental store with training facility, or museum. Make sure that there are enough computers for each girl to learn by doing, even if there is some sharing (cooperative learning) taking place.
 - **Understand the Girl Scout Internet Safety Pledge.** Before girls use the Internet, copy and distribute the safety pledge, which is available at the end of this document and in the footer of www.girlscouts.org. Discuss online safety issues with girls, so they know how to conduct themselves safely on the Internet. All girls must read, agree to, and sign the Girl Scout Internet Safety Pledge before going online; a parent/guardian also must sign.

On the Day of the Computer/Online Activity

- **Ensure girls' safety in Web site design.** A group that wants to design a Web site must understand that the Web is an open medium for anyone. An open site will attract more than the intended users. Documented instances of cyberstalkers make it imperative that any information that could jeopardize the safety and security of girls and adults is not disclosed on a Web site. The following measures ensure girls' safety:
 - Use only girls' first names online.
 - Never post girls' last names, addresses, phone numbers, or e-mail addresses.
 - Always have a parent's or guardian's permission when using pictures of girls on a Web site.
 - Do not post addresses of group meeting places or dates and times of meetings, events, or trips.
 - Do not allow automatic posting of messages to a Web site; all postings (such as message boards or guestbooks) should have adult oversight and be screened prior to posting live; ensure that the site does not show personal e-mail addresses (use a troop or group e-mail, or use an adult's e-mail).

- An adult who wishes to communicate upcoming events with families of girls should use e-mail instead of posting details on a Web site, unless that site is password-protected.
- **Take care in posting links.** Be careful when selecting links to other Web sites that show on your site. The contents of potential links should be in keeping with Girl Scout principles and activities. Avoid linking to commercial sites selling merchandise to avoid implied Girl Scout endorsement of the products they offer. Seek out sites that enhance girls' participation in Girl Scouting; are tasteful; are grade-level-appropriate; show diversity; are beneficial for girls, adults, and families; and are in keeping with the Girl Scout organization's purpose. Fully explore each Web site link to determine that its content is appropriate to a Girl Scout audience. As a courtesy, e-mail the site's Webmaster, requesting permission to link to the site. Use similar criteria to determine what sites link to your group's Web site.
- **Respect copyrighted material.** A group Web site may not use copyrighted designs, text, graphics, or trademarked symbols without specific permission from the copyright or trademark holder. The basic principle is that, if it is not yours, don't use it. Girls may use trademarks owned by GSUSA, which include the trefoil shape; Girl Scout Daisy Pin and Girl Scout Brownie Pin; contemporary and traditional Girl Scout pins; the words Girl Scout Daisy, Girl Scout Brownie, Girl Scout Junior, Girl Scout Cadette, Girl Scout Senior, Girl Scout Ambassador, Girl Scouting, Girl Scouts, and Girl Scout Cookies; Girl Scout Brownie Try-its, Girl Scout Junior Badges, and all Girl Scout Cadette-Ambassador Interest Project awards, their names and symbols, as well as all Girl Scout journey insignia. Information on use of GSUSA graphics and trademarks can be found at www.girlscouts.org under Girl Scout Central: Graphics Gallery, and under the link for Terms and Conditions on each www.girlscouts.org footer. Girl Scout trademarks can be used only in accordance with guidelines for their use. The Girl Scout trefoil, for example, may not be animated or used as wallpaper for a Web site. Check with your council's Web site for complete graphics guidelines and approvals. Some names (such as commercial products and cartoon characters) are also trademarked and cannot be incorporated into Web site addresses. Permission is also required from the author or publisher for Web use of videos and music. Do not post words to copyrighted songs, poems, or book content, as permission must be granted from the record label, publisher, artist, poet, or author, and is nearly impossible to obtain.
- **Choose social-networking sites with care.** Groups whose girls are at least 13 years old and obtain parental permission may set up a troop or group social-networking site. This site must be approved by the council. Any Girl Scout use of a social networking site (such as Facebook, Twitter, and MySpace) for communication must have parental permission and must meet age limits set by the provider, which is 13 and older in most cases, as per the United States Child Online Privacy and Protection Act (COPPA) and the Child Online Protection Act (COPA). Reference www.lmk.girlscouts.org for guidance around social network safety. Any online marketing using social networking tools must follow guidelines outlined in the "Managing Group Finances" chapter of *Volunteer Essentials*. Any appearance in a Girl Scout-related video or picture online must have permission from each girl's parent or guardian, using the GSUSA girl/adult permission form. These forms should be held by the adult and/or council.

Computer and Online Safety Links

- **Girl Scouts of the USA:** www.girlscouts.org
- **Let Me Know or LMK** (about Internet safety for teens; girls can earn an online award for completing activities on this site): www.lmk.girlscouts.org
- **The Juliette Gordon Low Birthplace** in Savannah, Georgia: www.juliettegordonlowbirthplace.org
- **Girl Scout Cookies** (for information on Girl Scout Cookies): www.girlscoutcookies.org
- **Girl Scout council Finder:** www.girlscouts.org/councilfinder

Computer and Online Safety Know-How for Girls

- **Blog about Girl Scouting.** Planning a take-action project, road trip, or camping adventure? Consider documenting your plans and experiences on a council or national blog and divvy up the documentation duties (photography, writing, editing, and so on) among the group.

Computer and Internet Jargon

- **HTML:** The acronym for HyperText Markup Language, the language or code used to create Web pages; learn HTML basics at www.htmlgoodies.com
- **Search engine optimization (SEO):** The practice of designing Web pages so that they rank as high as possible in search results from search engines, such as Google and Yahoo!; this process often involves incorporating commonly searched keywords into static text, headlines, and body text

Girl Scout Internet Safety Pledge* for All Girl Scouts

- I will not give out personal information such as my address, telephone number(s), parent's or guardians' work address/telephone number(s), and the name and location of my school without the permission of my parent or guardian.
- I will tell an adult right away if I come across or receive any information that makes me feel uncomfortable.

- I will always follow the rules of Internet sites, including those rules that are based on age of use, parental approval and knowledge, and public laws.
- I will never agree to get together with someone I "meet" online without first checking with my parents or guardians. If my parents or guardian agree to a meeting, I will arrange it in a public place and bring a parent or guardian along.
- I will never send a person my picture or anything else without first checking with my parent or guardian.
- I will talk with my parent or guardian so that we can set up rules for going online. We will decide on the time of day that I can be online, the length of time that I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.
- I will not use the Internet to collect money for Girl Scout products, and I will follow all safety guidelines related to Girl Scout product sales.
- I will practice online "netiquette" (good manners) at all times when online.
 - I won't spam others.
 - I will not bully nor will I tolerate bullying (and I will always tell a trusted adult if this is a problem).
 - I won't use bad language.
- I will be guided by the Girl Scout Promise and Law in all that I do online.

Signed,

Girl Name _____ Date _____

Parent or Guardian _____ Date _____

*The GSUSA Online Safety Pledge is based upon the Online Safety Pledge developed by the [National Center for Missing and Exploited Children](#). (Revised 2010)

Arts and Crafts: Safety Activity Checkpoints

Whether girls are painting, knitting, bookbinding, sculpting, making origami or jewelry, or doing any one of a number of arts-and-crafts projects, the options for artistic and self-expression are endless. Girls are encouraged to plan details of arts-and-crafts activities, and it's important that activities are appropriate to each girl's age, experience with tools, attention span, and the complexity of the project. Also keep environmentalism in mind; for instance, when doing arts and crafts outdoors, don't use materials such as glitter that will pollute campgrounds.

Know where to do arts and crafts. Connect with your Girl Scout council for site suggestions. Ensure that the location is

well-ventilated.

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations. Learn more about the resources and information that The National Institute of Art and Disabilities and National Arts and Disability Center provide to people with disabilities.

Arts and Crafts Gear

Basic Gear

- Age-appropriate materials (for example, with younger girls, use water-based paints and products that are easily removed from clothes, and scissors with blunt ends)
- Clothing appropriate for the activity, such as gloves for handling hot objects
- Long hair is tied back; girls do not wear loose clothing or jewelry when using machinery or tools with moving parts

Specialized Gear

- Protective face- and eye-safety equipment, such as masks, shatterproof lenses, eyeglass guards, or goggles are worn when appropriate, for protection against sparks, dust, fumes, and debris.
- Due to a potential for extreme allergic reactions to latex, Girl Scouts recommends the use of vinyl or nitrile gloves when such gloves are necessary for an arts-and-crafts project.

Prepare for Arts and Crafts

- **Communicate with council and parents.** Inform your Girl Scout council and girls' parents/guardians about the activity, including details about safety precautions and any appropriate clothing or supplies that may be necessary. Follow council procedures for activity approval, certificates of insurance, and council guidelines about girls' general health examinations. Make arrangements in advance for all transportation and confirm plans before departure.
- **Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- **Arrange for transportation and adult supervision.** The adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:
 - 12 Girl Scout Daisies
 - 20 Girl Scout Brownies
 - 25 Girl Scout Juniors
 - 25 Girl Scout Cadettes
 - 30 Girl Scout Seniors
 - 30 Girl Scout Ambassadors

Plus one adult to each additional:

- 6 Girl Scout Daisies

- 8 Girl Scout Brownies
- 10 Girl Scout Juniors
- 12 Girl Scout Cadettes
- 15 Girl Scout Seniors
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-

Supervision is increased when advanced equipment, such as soldering irons, burners, or power saws, is used. Use of cutting tools, hammers, and spray paints is carefully supervised.

- **Verify instructor knowledge and experience.** For activities beyond those described in Girl Scout publications, the instructor must have documented experience and skill in teaching arts and crafts according to your council's guidelines, as outlined in *Volunteer Essentials*. The instructor teaches girls the basic skills and demonstrates the safe use and care of equipment—for example, cutting tools are used with the blade away from the body.
- **Compile key contacts.** Give an itinerary to a contact person at home; call the contact person upon departure and return. Create a list of girls' parents/guardian contact information, telephone numbers for emergency services and police, and council contacts—keep on hand or post in an easily accessible location.
- **Select a safe arts-and-craft site.** Ensure that girls have sufficient space to move around while working; there is space for table work for each girl, when appropriate. Work sites are well ventilated for activities involving hazardous materials and spray paints (for example, turpentine, spray fixatives, varnishes) or ceramic dust. Flammable material is used only in work spaces away from ignition sources such as open flames, heaters, and candles. Provision is made for proper and safe disposal of all waste materials. Fire exits are clearly marked, and fire safety equipment is on hand. Food and beverages are not consumed in activity areas.
- **Prepare for emergencies.** When specialized equipment, power machinery, or chemicals are being used, ensure the presence of a first-aider with a current certificate in First Aid, including Adult and Child CPR or CPR/AED; also ensure a first-aid kit is available. Emergency procedures are clearly posted for swallowing a chemical, getting a chemical in the eyes, skin contact with a chemical, and so on. See *Volunteer Essentials* for information about first-aid standards and training.
- **Use safe equipment and materials.** Art materials are purchased from reputable sources, such as school-supply houses. Product labels clearly indicate what the material is and how to write or call the manufacturer. Girls never use donated or discarded material whose ingredients are not known; very old or unlabeled materials may be toxic and are not used. Care is taken to protect children from dyes, pigments, preservatives, and other chemicals that may provoke allergies. Children who are physically or psychologically disabled, or who are on medication, may be at greater risk from toxic materials. Kilns are ventilated, and children using them are directly supervised.
- **Educate about potentially hazardous materials.** The following materials may be used only after girls have received adequate safety instruction:
 - Dusts or powders that can be inhaled or that can get in the eyes

- Organic solvents, volatile glues, or solvent-containing products such as aerosol sprays
- Anything that stains the skin or clothing (or that cannot be washed out of clothing)
- Acids, alkalis, bleaches, or other irritating or corrosive chemicals

Also be sure that girls wash their hands after using supplies that are labeled as hazardous. If transferring hazardous materials to another container, ensure this container is labeled "hazardous."

On the Day of the Arts-and-Crafts Activity

- **Get a weather report.** If the arts-and-crafts activity takes place outdoors, on the morning of the activity, check weather.com or other reliable weather sources to determine if conditions are appropriate. If weather conditions prevent the activity, be prepared with a backup plan or alternate activity, or postpone the activity. Write, review, and practice evacuation and emergency plans for severe weather with girls. In the event of a storm, take shelter away from tall objects (including trees, buildings, and electrical poles). Find the lowest point in an open flat area. Squat low to the ground on the balls of the feet, and place hands on knees with head between them.
- **Use the buddy system.** Girls are divided into teams of two. Each girl chooses a buddy and is responsible for staying with her buddy at all times, warning her buddy of danger, giving her buddy immediate assistance if safe to do so, and seeking help when the situation warrants it. If someone in the group is injured, one person cares for the patient while two others seek help.
- **Safeguard valuables.** Secure equipment in a dry, locked storage area.
- **Exercise caution when handling and storing equipment and supplies.** Equipment and supplies are locked in a storage area whenever possible. Safety and operating instructions for dangerous equipment (for example, power tools and kilns) are reviewed and posted. Scissors, knives, and other cutting tools are cleaned, oiled, and sharpened, as needed. Flammable materials, such as paints and solvents, are labeled and stored in a dry, well-ventilated area out of the reach of young children. Equipment and supplies are used for their intended purpose only. Turpentine or paint thinner may be used as a paint solvent with adequate ventilation. Gasoline is never used as a paint solvent. Solvent- or oil-soaked rags are kept in waste cans that meet fire safety codes and are emptied daily. Containers of solvents are covered. They evaporate quickly, and inhalation can be hazardous. Manufacturers' labels on paints, chemicals, and aerosol cans are read before product use; use these substances in well-ventilated areas only and do not expose to a flame. When transferring substances into other containers, label each container as to content and procedures for use and disposal. When girls gather natural materials (such as leaves), conservation principles are taught and practiced.

Arts-and-Crafts Links

- **National Safety Council:** www.usc.org

Arts-and-Crafts Know-How for Girls

- **Select cool craft projects.** What kinds of projects have you never participated in, but have always wanted to try? After discussing themes, available supplies, and techniques, create a list of potential projects and begin researching how to create the project. Perform keyword searches for the craft projects. These sites (among others) provide arts-and-craft projects: Girl Scout council of the Catawba Valley Area (www.cvgirlscouts.org/adults/crafts/index.htm), <http://familyfun.go.com/crafts>, and www.enchantedlearning.com/crafts.

Arts-and-Crafts Jargon

- **Assemblage:** An artistic process in which a three-dimensional piece of art is made from assembling found objects
- **Mosaic:** Artistic images and designs created by putting together small pieces of glass, stone, and other materials

Safety Activity Checkpoints

When preparing for a Girl Scout activity, always begin with the [Safety Activity Checkpoints](http://gscnc.org/activity_checkpoints.html) to see the nationally required standards and guidelines. Please visit gscnc.org/activity_checkpoints.html

- | | | |
|------------------------------------|---|--|
| • Archery | • Fencing | • Kayaking |
| • Arts and Crafts | • Fishing | • Orienteering |
| • Backpacking | • Geocaching | • Other Land Sports |
| • Bicycling | • Girl Scout Cookies/Council-Sponsored Product Sale | • Outdoor Cooking |
| • Canoeing | • Group Camping | • Parades and Other Large Group Gatherings |
| • Caving | • Hayrides | • Rowboating |
| • Challenge Courses | • Hiking | • Sailing |
| • Climbing and Rappelling | • Horseback Riding | • Scuba Diving |
| • Computer/Online Use | • Ice Fishing | • Segway |
| • Cross-Country Skiing | • Ice Skating | • Skateboarding |
| • Downhill Skiing and Snowboarding | • Indoor Skydiving | |

- Sledding, Tobogganing, and Snow Tubing
- Snorkeling
- Snowshoeing
- STEM (Science, Engineering, Technology, and Math)
- Surfing
- Swimming
- Theme Parks
- Trip/Travel Camping
- Tubing
- Waterskiing and Wakeboarding
- White-Water Rafting
- Windsurfing

Water Sports

- Canoeing
- Fishing
- Ice Fishing
- Kayaking
- Sailing
- Scuba Diving
- Snorkeling
- Surfing
- Swimming
- Tubing
- Waterskiing and Wakeboarding
- White-Water Rafting
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Land Sports

- Archery
- Caving
- Challenge Courses
- Climbing and Rappelling
- Cross-Country Skiing
- Downhill Skiing and Snowboarding
- Fencing
- Geocaching
- Horseback Riding
- Ice Skating

- In-Line Skating and Roller Skating
- Other Land Sports
- Segway
- Skateboarding
- Sledding, Tobogganing, and Snow Tubing
- Snowshoeing

Camping Activities

- Backpacking
- Group Camping
- Hiking
- Orienteering
- Outdoor Cooking
- Trip/Travel Camping

Other Activities

- Arts and Crafts
- Computer/Online Use
- Girl Scout Cookies/Council-Sponsored Product Sale
- Hayrides
- Indoor Skydiving
- Parades and Other Large Group Gatherings
- Theme Parks

Thank you!

