Working With Girl Scout Teens
Table of Contents

Section 1: Working with Girl Scout Older Girl/Teens

Your Role as an Adult Advisor
Understanding Teens
Behavior Management
Girl Scout Leadership Experience with Teens

Sections 2: Girl Scout Older Girl/Teen Program

Girl/Adult Planning and Partnership
Giving Girls Responsibility Exercise
Troop Government
Girl Scout CDT/SR/AMB Resources, Uniform, Insignia and Earned Awards
The Silver and Gold Award
Scholarships

Sections 3: Meetings for Girl Scout Teens

Creating a Quality Experience
Girl Scout Meeting Tips
Sample Meeting Structure and First Meeting

Section 4: Appendix

Activity Planning Worksheet
Autograph Hunt
Get Acquainted Bingo
Girl Scout Teen Award Tracking Sheets
Welcome

Welcome and congratulations on becoming a member of the unique and wonderful world of Girl Scouts!

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

The Girl Scout program is girl-driven reflecting the ever-changing needs and interests of today’s girls. In Girl Scouts, girls discover the fun, friendship and the power of girls together. As a Girl Scout volunteer you will help girls develop their full potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision-making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with others.
Section 1: Working With Girl Scout Teens

Your Role as an Adult Advisor

Your role as leader has now changed to that of Advisor. You will be doing less of the planning as the girls will begin to do more with your guidance. Working with girls can bring many joys, including developing a personal relationship with each girl in your troop, building new adult friendships through the sisterhood of Girl Scouts, receiving appreciation and thanks from parents and, most importantly, knowing that you are shaping the future by working with a girl today.

Leadership

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

🔹 Leadership is Knowing
  Leadership is knowing that you cannot, and should not, know everything that the girls might want to learn. Leadership is knowing that you can explore and learn many things along with girls. Leadership is knowing where to go to find resources. Leadership is knowing that it is okay not to know and to seek assistance.

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

🔹 Leadership is Coaching
  Your role is not to perform for the girls, or to be a teacher. Leadership is guiding and instructing. Leadership is advising and discussing. Leadership is working so that each girl can carry out responsibilities within the troop. Leadership is building the girls up and giving more and more responsibilities to the girls as they grow and develop.

🔹 Leadership is Belonging
  Leadership is recognizing that you are a part of a troop/group and a team. Leadership is listening, providing suggestions, and contributing ideas. Leadership is sticking with the girls through good times and bad. Leadership is recognizing that you belong to a larger organization beyond the troop/group that will provide support and resources.
# Understanding Teens

Each girl is an individual and will develop at their own pace. The chart below can give you guidance in the development of girls ages 11 – 17. Keep in mind that the activities that girls plan should be age-appropriate and based on their needs, interests and abilities.

<table>
<thead>
<tr>
<th>Developmental Issues</th>
<th>Girls Grades 6 – 8</th>
<th>Girls Grades 9 – 10</th>
<th>Girls Grades 11 – 12</th>
</tr>
</thead>
</table>
| **Physical Changes** | • Onset of menstruation  
                      • Begin secondary growth development | • Growth in height  
                      • Voice lowering | • Features are developing adult characteristics |
| **Social Changes**   | • Accepting changing bodies  
                      • Seek influences outside family | • Greater body and hormonal changes  
                      • Gaining peer support  
                      • Explore independent values | • Self-expression  
                      • Greater Autonomy/less parental support |
| **Defining Moments** | • Transition to junior high/middle school | • Rite of passage – becoming a teenager | • New independence – now can drive |
| **Worries**          | • Grades  
                      • Fitting in  
                      • Appearance | • Grades  
                      • Will boys like me?  
                      • Appearance/eating disorders  
                      • Too much to do! | • Grades, Success  
                      • Too much to do! |
| **Pressures**        | • Peer pressures for testing boundaries include dating and smoking issues | • Pressure to act a certain way | • Worried about getting into the right college |
| **Activity Interest**| • Improving the world  
                        • Outdoor activities  
                        • Hang out with friends  
                        • Improving self-confidence  
                        • Playing sports | • Personalize their own space  
                        • Taking trips  
                        • Music to express self  
                        • Developing image through clothes and fashion  
                        • Dating | • Career opportunities  
                        • Self-defense  
                        • Managing time  
                        • Dealing with emotions  
                        • Leadership Events |
| **You can Help By...**| • Creating a safe supportive environment  
                          • Give them opportunities and connections | • Model how to explore and affirm emotions and reactions to new experiences | • Empower them  
                          • Encourage their individual interest |
Behavior Management

Adolescence is a time of rapid physical, cognitive, social and emotional change. Girls will exhibit behaviors that can be challenging and bewildering to not only you, their families and their friends, but even to the girls themselves. These changes do not necessarily constitute behavior problems, but are very often a normal part of development. Being aware of these changes can make your troop run more smoothly and prevent unnecessary power struggles.

- Adolescents are often very authoritarian. As they are able to consider ideals like justice and broad social issues, they begin to understand that there is such a thing as a social contract, and that rules and laws are necessary for the greater social good. However, they are just learning to see the gray areas between right and wrong.
- When adolescents begin to show signs of physical growth, adults tend to expect both mature social and emotional behavior, and the rebelliousness and emotional unpredictability that our society has come to associate with adolescence.
- Although news media reports, public opinion, and popular songs, movies and books give the impression that adolescence is a period of stress and rebellion, research shows that the social and emotional problems associated with adolescence have been overemphasized and are misleading.
- In deciding whether a young person needs professional help, it is critical for adults to distinguish between behavior that is annoying (loud music, messy rooms) and behavior that is disturbed and harmful (substance abuse, depression).
- It is through the peer group that young people begin to learn how to develop and maintain close, supportive relationships with others their own age. Friendships are laboratories for learning appropriate adolescent and adult behavior.
- Adults who work with young people can have an influence on peer groups through the expectations they set, the relationships they build and the options they provide for adolescent peer groups to function in a constructive, healthy way.

Tips for Effective Behavior Management

The key to behavior management is prevention. If we understand the changes that girls face as they go through adolescence, and if you try to be preventive in your reactions to their behaviors, you will be successful in leading Girl Scout Cadettes, Seniors, and Ambassadors.

It is not normal for a child to behave all of the time.

There is positive discipline and negative discipline. Positive discipline is a productive form of correction that supports the Girl Scout Leadership Experience, while negative discipline undermines a girl’s sense of security and well-being. The goal of discipline in a Girl Scout group is to help the advisor and the girls to manage behavior in a way that
facilitates the accomplishment of the goals of the group and the goals of the Girl Scout Leadership Experience. Approaching behavioral problems with an understanding of positive discipline and negative discipline will help you make better decisions and will help you to work with the girls rather than against them.

<table>
<thead>
<tr>
<th>In positive discipline...</th>
<th>In negative discipline...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The outlook is for the girl: to help her to learn to control herself.</td>
<td>The outlook is to the girl: an eye for an eye.</td>
</tr>
<tr>
<td>The purpose is the correction, maturity, and growth of the girl.</td>
<td>The purpose is inflicting a penalty for offenses committed.</td>
</tr>
<tr>
<td>The focus is to the future and correction of behavior.</td>
<td>The focus is on past misdeeds.</td>
</tr>
<tr>
<td>The attitude is love and concern.</td>
<td>The attitude is hostility and frustration.</td>
</tr>
<tr>
<td>The resulting emotion for the girl is a sense of security.</td>
<td>The resulting emotions for the girl are fear and guilt.</td>
</tr>
</tbody>
</table>

There are many reasons why a girl misbehaves. Remember that she brings a lot with her to troop/group meetings and Girl Scout activities (family situations, worries about school, feelings and emotions, etc....).
**Girl Scout Leadership Experience with Teens**

The Girl Scout Leadership Experience is what makes Girl Scouts unique compared to any other youth serving organization. There are three program processes. These program processes are the key to achieving the outcomes, Girl Scout Mission and the Girl Scout Promise and Law. The three program processes are:

- Girl-Led – By the Girls, For the Girls
- Learning by Doing – Experiential Learning
- Cooperative Learning

**Girl-Led**

“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 coach the girls to lead the planning, decision-making, learning, and to have as much fun as possible. This ensures that girls are engaged in their learning and experience leadership opportunities as they prepare to become active participants in their local and global communities.

- Engage the girls in scheduling how often, when and where the team meets.
- Encourage them to add on trips and other activities that spark their imaginations.
- Have them identify topics that matter to them.
- Have them drive most of the planning, organizing and implementation of their projects with your guidance.

**Learning by Doing**

Learning by Doing 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. As they participate in meaningful activities and then reflect on them, girls get to explore their own questions, discover answers, gain new skills, and share ideas and observations with others. Throughout the process, it is important for girls to be able to connect their experiences to their lives and apply what they have learned.

So, for every experience girls have, encourage time for talking, sharing, reflecting, and applying their insights to new experiences in their lives. As girls lead each other in activities, they will have a chance to practice this approach themselves. Articulating their thoughts and feelings will consolidate what they are discovering about themselves and leadership.

**Cooperative Learning**

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. Working together in all-girl environments also encourages girls to feel powerful and emotionally and physically safe, and it allows them to experience a sense of belonging even in the most diverse groups.

While building their relationship skills, the girls will especially value having a team atmosphere that makes them feel safe and supported.
Section 2: Girl Scout Older Girl/Teen Program

Girl/Adult Planning and Partnership

In Girl Scouting, girls and adults work together to accomplish troop goals. Girl/adult planning or partnership is unique, because the girls take the lead in deciding what activities they will do, making the plans for the activities and evaluating the activities.

By the time Girl Scouts have reached the Cadette level, they should be taking on a great deal of the responsibility for planning the activities they do. At the Senior and Ambassador level, the troop Advisor basically only steps in to ensure that safety and other such important considerations are factored into the planning process. The Girl Scout Seniors and Ambassadors themselves should be doing all of the planning.

Role of Girls in Partnership

- Patrol system, representative government, council planning boards
- Leadership Projects – Program Aides (PA), Counselor in Training (CIT I and II), Volunteer in Training (VIT)
- Girls’ involvement in girl/adult planning teams
- Girls serving as girl members of the council board of directors or as delegates to national events
- Girls planning entire events, if experienced
- Girls working individually, as well as in committees
- Group review and self-evaluation
- Apprenticeship
- Networking
- Experiences providing specific tools for full girl/adult partnership (leading meetings, attending board training workshops, annual meetings)

Role of Adults in Partnership

Your role during the course of the planning process is to guide the girls. Help the girls prioritize; you do not prioritize activities. Help the girls review and adjust the plans; you do not change the plans.

Your time spent planning should be minimal. You can think about opportunities of which your girls might not be aware, analyze what their needs and interests are, and what kinds of experiences might suit those needs. Think of your role in the girl/adult planning as being one of questioning rather than telling. Ask questions to push the girls to come up with solutions and ideas, rather than offering them yourself.

The girls will possibly make mistakes, but be aware that mistakes are a part of the learning process. As long as the safety of the girls is not compromised, there is nothing wrong with letting the girls create problems for themselves. Girl Scouting is one of the only opportunities girls have to make mistakes without any serious or lasting
consequences. If girls take risks in school, their grades may suffer. If they fail in their social lives, they risk ridicule. If they make mistakes in judgment at home, they may be grounded.

In Girl Scouts, failure may mean that the girls have buns but no hot dogs for dinner, or they do not get a project done on time. So what? Such mistakes are wonderful opportunities for learning and help girls think about what they learned.

- Let girls make mistakes and learn from them
- Mentor girls
- Be a facilitator and partner

**How do you know Girl/Adult partnership is working?**

- Girls are enthusiastic about their meetings, attendance is high, and girls are eager to be involved in different activities.
- As the Girl Scout year progresses, the advisor is spending less time planning and setting up activities and more time facilitating the flow of activities and problem-solving.
- Girls are familiar with the range of Girl Scout program resources available for their grade level and choose activities from more than one source.
- Girls work on activities in a variety of ways. They work individually, in pairs, in small groups as a whole group, or with other troops/groups, depending upon the activity and their own needs and interests.
- As the Girl Scout year progresses, girls are able to make decisions more smoothly and effectively. As they continue to practice active decision-making, they complete a larger number of activities or choose more sophisticated and complex ones to do.
- Girls show more respect for each other. Individual strengths and talents are more visible when girls are active, and girls learn to value these in one another.
- Girls show pride in being members of Girl Scouting. They tell girls outside of Girl Scouting about their experiences, and are eager to share their accomplishments with friends and family members.

**Girl-Led Planning**

It is important to accept that you may have to allow the group to take risks that might lead to failure. However, this should not be a sink or swim proposition. Remember, that the concept of progression should lead you to help the girls to progress gradually, taking on new challenges, after success with easier tasks.

New opportunities for growth are coupled with the possibility of failure and it is important to help the girls establish group expectations and consider the consequences of not completing their assignments.

The key is **coaching** and **preparing** the girls so that they have the tools necessary to plan and execute the activity themselves. Then their performance is up to them. Most
importantly, think carefully about what preparation is required to ensure that the girls have all the tools (including the confidence) necessary to complete the job.

1. **Identify the separate tasks needed to complete a project.** This involves listing the logical and basic steps or components of completing the project. For example, if you needed to plan a game for a troop/group meeting, you would have to:
   - Research a game to play, which might involve looking through books or getting on the Internet.
   - Identify any props needed to play the game (chairs, balls, scarves, etc.)
   - Obtain the props (borrowing or budgeting for a purchase)
   - Bring all needed materials to the meeting
   - Prepare to lead the game

2. Identify ways to prepare the girls to do the job. In this step your focus is on the girls’ readiness. For example, if an adult needed to make a phone call to do some research, they would probably just pick up the phone and begin talking. But the troop/group can help prepare a girl to make a phone call effectively. They can help her identify what information is needed and how to approach the call. It may be helpful to write a script so that she knows what to say. Finally, they might want to role-play the call with the advisor or one of the other troop/group members so they can practice making the call in a secure environment.

This step can also include helping the girls understand that if they fail to complete their assignment such as forgetting to bring the props for a game, that the troop/group will not have a game to play or will need to plan a backup.
Giving the Girls Responsibility: Exercise

Scenario: Your troop/group has decided to go on a camping trip. Use the two-step prep work to brainstorm ways to change the budgeting for the trip from a job for the advisor to one that the girls could do.

Budget for Trip

1. **Steps to complete the project:**

2. **Steps to prepare the girls to do the job:**

*These should be the steps an adult would take to complete the budget. If setting the trip budget were your job, what tasks would you complete?

**These should be the tasks a girl would need to complete, so that she is prepared to set up a budget.
Giving the Girls Responsibility: Sample Answers

1. Steps to complete the job
   - Estimate the costs of the trip, including food, housing, transportation, etc.
   - Check the amount of money currently in the troop/group bank account.
   - Estimate how much more money (if any) is needed to pay for the trip.
   - Plan troop/group money-earning activities and product sales to earn this amount of money.
   - Revisit costs and income as things change.

2. Steps to prepare the girls to do the job
   - Research the costs of all aspects of the trip (internet, library, etc.). If phone calls need to be made to do this research, the girls will need to write scripts and practice them. Role-playing might be useful.
   - Get together to discuss the findings, comparing costs versus opportunities. Use some democratic process to decide what activities to participate in, where to stay, where to eat, etc.
   - Using all of the information the girls have come up with in their research and the decisions they have made, help them to estimate the total cost of the trip. Be sure the girls are capable of doing the necessary math to accurately figure credits and debits. If they have trouble, a practical math lesson may be necessary.
   - Check troop/group funds, which might include a lesson on using a checkbook. Allow time for them to practice these skills.
   - Help the girls to subtract from the total cost estimate any funds in the troop/group account that are not already designated for a troop/group activity. The remaining amount is what must be earned.
   - Brainstorm for troop/group money-earning activities. Use some democratic process to decide what money-earning activities the troop will use to pay for the trip. (These money-earning activities will also need to be planned by the girls and permission sought from the council.)
   - Discuss with the girls the need to revise the budget and plans if the cost is more than the troop is able or willing to raise.

When reflecting on the exercise, consider these questions:

1. What did you notice as you completed this exercise?
2. What surprised you about this exercise?
3. What did you learn?
4. How will you apply what you learned from this activity to your troop?

Hopefully, now you will feel prepared to use girl-led, learning by doing, and cooperative learning with your troop. These are among the most powerful tools we have for helping girls to grow up to become women of courage, confidence and character.
**Troop Government**

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

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

**Patrol System**

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

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

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

**Steps in Forming/Implementing Patrols**

1. **Form Patrols**
   - Interpret purpose for girls.
   - Give girls a voice in the patrol make-up; also consider balancing ages, interest, skills, schools, etc.
   - Determine the method of division in patrols – you can choose randomly, or ask the girls to name three other girls she would like in her patrol, and then make sure you match at least one of her choices.

2. **Elect Patrol Leaders**
   - Decide with girls the length of terms of office.
   - Discuss qualifications and responsibilities of the patrol leader, and give the girls time to consider these criteria.
   - Hold elections in each patrol.

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

4. **Train Officers**
   - Determine how the Court of Honor will be conducted. Show girls how to lead patrol meetings, form good questions, take notes, resolve problems, follow democratic procedures, etc.
   - Model these skills and train the girls in these skills, so they can model them for the troop/group.
5. Put it to Work
- Ensure that patrols are making real decisions. Have active Court of Honor meetings.
- Hold periodic troop business meetings to discuss, plan, learn, delegate, review and evaluate long term plans, finances, and activities.
- Once or twice a year, open Court of Honor meetings to the entire troop, followed by discussion with the troop.

Town Meeting System

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

Steps in Forming/Implementing a Town Meeting System

1. Educate girls about the Town Meeting System
   - Include the rotation of the moderator’s role. This will help build leadership and communication skills.

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

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

4. Have girls select moderators
   - Establish a balanced system that allows each girl to moderate.

5. Elect a secretary and treasurer
   - With adult guidance, these girls will need to keep track of discussion and troop/group funds.
   - The position may rotate or have permanent responsibility, dependent on the interest and abilities of the girls.

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

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

Steps in Forming/Implementing an Executive Board System

1. **Explain how the executive board works**
   - Include the fact that the officers will be attending extra meetings and have additional responsibilities.

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

3. **Discuss the qualifications and responsibilities**
   - Have the girls design job descriptions for each position, insure participation of all girls, and facilitate the negotiation of the final responsibilities.

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

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

6. **Put it to work**
   - Ensure that the officers understand their jobs, have active Executive Board meetings, have the board report the outcomes and decisions made at their meetings to the whole troop on a regular and seek feedback and input from the entire troop/group as decisions are made.
Girl Scout Teen Resources

The Girl’s Guide to Girl Scouting

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

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

Inside *The Girl’s Guide to Girl Scouting* binder, you will discover three tabs: Handbook, Badges, and My Girl Scouts. The Handbook section consists of the Girl Scout Promise and Law, Journey Map, Girl Scout history and traditions, Girls of the World, Girl Scout Special Days, insignia and awards, bridging requirements, and Silver and Gold Award Guidelines. Under the Badges section you will discover the Awards Log, which lists all of the awards that can be earned by a Girl Scout along with the requirement booklets for the Legacy Badges. My Girl Scouts section contains a journal, community service log and a place where the girls can write a letter to themselves to be read in the future.

Leadership Journeys

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

Girl Scout Journey Resources:

- Are the primary program resources. The Skill-Building badges compliment and support the Journey experience.
- Are engaging and relevant and offer a broad range of activities, challenging the girls to reflect, write and discuss.
Have a common theme for each series.
Include a community service project as a part of the three keys to leadership.
Incorporate Girl Scout traditions.
Include earned recognitions throughout each Journey.
Allow each troop to adapt to the length of their Journey.

**Using the Journey How To Guide Resources**

Each *How to Guide* includes the following:

- **A Girl Book** – This will allow you to coordinate activities between the two books.
- **Recognition Information** – The books show each award that the girls can earn and a brief overview of what they must accomplish to earn the recognition.
- **Girl Scout Traditions** – Each guide offers different information on traditions, from the friendship circle to ceremonies.
- **Age-Level Characteristics** – This incorporates the girls’ needs based on their development, fostering self-esteem and communicating with the girls.
- **Program Processes** – Learn about how the processes of Girl-Led, Learning by Doing, and Cooperative Learning are used throughout the Journey.
- **Safety and Well Being** – This section includes tips for welcoming girls with disabilities, using *Safety Activity Checkpoints* and incorporating healthy eating into the troop.
- **National Leadership Outcomes** – A handy chart gives you indicators that your girls are achieving the desired outcomes of Discover, Connect and Take Action.
- **Your Perspective on Leadership** – This section allows you to think about your own experiences with Girl Scouting and leadership and how you will use those experiences to enhance the girls’ leadership.
- **Sample Sessions** – The sample sessions give you tips on formatting your meetings and activity ideas that work with the girl book and work toward awards. A sample session is not necessarily equal to one meeting. While one troop may complete a sample session in one meeting, another troop may take three meetings to complete it. The Journey should be completed at the right pace for your girls.

**It’s Your World – Change It!**

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

- Understand how to recognize stereotypes and cliques and receive ideas on dealing with peer pressure.
- Understand bullying and ways to combat it as well and how to have safe and respectful cyber relationships.
- Complete an action project focused on relationship problems in their community in order to promote peaceful relationships.
Girl Scout Senior—Girltopia helps the girls have the opportunity to imagine and begin to create a Girltopia...a perfect world for girls! To earn the Senior Visionary Award the girls complete the following steps:

- **Create It** – An artistic representation of an ideal world to share with others.
- **Guide It** – Lead a discussion or group activity that engages other girls in thinking about visionary leadership.
- **Change It** – Complete a Take Action Project that moves the world or a community one step closer to ideal.

Girl Scout Ambassador—your Voice your World: The Power of Advocacy is a way for girls to raise their voices for a cause they believe in. Girls will create their own “butterfly effect” and learn new, beneficial skills such as problem-solving, research, networking, persuasive speaking, and consensus-building.

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

**It’s Your Planet–Love It!**

Girl Scout Cadette—Breathe! is all about the air – our own and that around us. Cadette girls will learn to assess air quality inside and out, enjoy science experiments, and create some “breathing room” in their lives.

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

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

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

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

- **Identify** and dig into a food or land issue, tapping community experts as they go.
- **Capture** their vision for a change in a Harvest Plan that includes their own “So What?” goal, why it matters, and how it will benefit both the planet and people.
- **Create change!** Execute your plan by advocating to influence a food policy or land-use effort by educating and inspiring others to act on a solution you identify.
**Girl Scout Ambassador – Justice** tackles the difficult question of why justice is so hard to achieve. The girls will create and present their own thoughts of what it takes from each of us to achieve justice for all while being inspired by stories from around the globe. Along the way, they will acquire networking skills and possibly career ideas.

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

**It’s Your Story – Tell It!**

**Girl Scout Cadette – Media** offers a fun, comprehensive and multi-disciplinary approach to building girls’ leadership. Through storytelling and creative expression, girls gain a better understanding of themselves and their potential, develop confidence to become leaders, and boost their self-esteem. Activities are designed to get the girls moving and thinking in physically challenging ways, role-play activities and recipes to help develop well-rounded, healthy lifestyles the girls will carry with them into their futures.

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

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

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

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

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

Ambassadors earn **The Dream Maker Award** by learning to dream big, now and in their future, and understand the bliss they can achieve by helping others with their dreams. They see that members of their communities have diverse needs, expand their networks, learn to research and make a step-by-step plan and use their talents and skills in new ways.
Since the early days, Girl Scouts has been a uniformed organization. Today, that tradition continues, with the uniform representing Girl Scouting’s trusted relationship between outward appearance and inward strengths and ideals.

Girls usually wear their Girl Scout uniform for the first time at the Investiture Ceremony. Girl Scouts may choose to wear uniforms at meetings or Girl Scout events to:

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

**Wearing a uniform is not a requirement to being a Girl Scout, but uniform pieces provide girls a place to display their Girl Scout pins and the insignia that they have earned.**

The official Girl Scout uniform is a white shirt, khaki pants, and the vest or sash.
Girl Scout Teen Insignia and Earned Awards

Girl Scout Membership Pin
This pin is worn by Girl Scout Cadettes, Seniors, Ambassadors and Adults and is presented during the Girl Scout Investiture Ceremony. It is worn on the Girl Scout Insignia tab (on the bottom of the tab) on the left side of the uniform. Either pin can be worn according to the preference of the girls.

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

Membership Stars
Every Girl Scout receives a gold membership star at the end of each troop year to signify the completion of one year of Girl Scouting. Additionally, the girls receive a colored disc that fits behind the star. Each grade level has a specific color disc. The Girl Scout Cadette disc is white, Girl Scout Senior is red, and Girl Scout Ambassador is navy blue.

National Proficiency Badges
There are 4 kinds of Girl Scout National Proficiency Badges: Legacy Badges, Financial Literacy Badges, Cookie Business Badges, and Skill-Building Badges. There is also a ‘Make Your Own Badge’ if the girls want to learn more about a certain topic or particular skill.

Legacy
The Legacy badges are based on activities that Girl Scouts have been doing since 1912. There are seven groups of Legacy badges: Artist, Athlete, Citizen, Cook, First Aid, Girl Scout Way, and Naturalist.
Financial Literacy

These badges help the girls learn about money – how to make it, how to spend it, how to save it, and how share it with others

Skill Building

More badges can be added depending on the topics of interest to the girls. The additional badges come packaged in Skill-Building badge activity sets. Each set tells how to earn five different badges and are coordinated with the National Leadership Journeys. Only Cadettes and Seniors have the opportunity to earn additional Skill-Building badges.

Cookie Business

Each year the girls can take the skills learned from doing the Financial Literacy badges and use them during the cookie sale to earn their Cookie Business badge.

Safety Award

The Safety Award is earned when Girl Scouts learn how they and their friends can stay safe during their adventures/outings.

My Promise, My Faith

Girl Scout Cadettes Seniors and Ambassadors can earn these awards (one for each year) by exploring how Girl Scouting and their faith offer similar ideas about how to act and live.
**Journey Summit Award**

Upon completion of all three Girl Scout Leadership Journeys, the girls will earn this very special award.

![Journey Summit Award](image)

**National Leadership Awards**

<table>
<thead>
<tr>
<th>Award Description</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>The <strong>Silver Torch Award</strong> recognizes Cadettes who act as leaders in their communities.</td>
<td><img src="image" alt="Silver Torch" /></td>
</tr>
<tr>
<td>The <strong>Silver and Gold Torch Award</strong> recognizes Seniors who act as leaders in their communities.</td>
<td><img src="image" alt="Silver and Gold Torch" /></td>
</tr>
<tr>
<td>The <strong>Gold Torch Award</strong> recognizes Cadettes who act as leaders in their communities.</td>
<td><img src="image" alt="Gold Torch" /></td>
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</table>

<table>
<thead>
<tr>
<th>Award Description</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>The <strong>Community Service Bar</strong> is earned when volunteering with another organization and completing at least 20 hours of service.</td>
<td><img src="image" alt="Community Service Bar" /></td>
</tr>
<tr>
<td>The <strong>Service to Girl Scouting Bar</strong> is earned by volunteering at least 20 hours to the Girl Scout organization.</td>
<td><img src="image" alt="Service to Girl Scouting Bar" /></td>
</tr>
</tbody>
</table>

**Participation Patches**

Girl Scouts often receive patches for participating in an activity, event, or special program (also called fun patches). These events are usually one day programs that the council or service area sponsors. Participation patches are placed on the back of the vest or sash.
**Mentoring Awards for Cadettes**

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

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

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**Mentoring Awards for Seniors**

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

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

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**Mentoring Awards for Ambassadors**

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

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

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

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**Bridging Awards**

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

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

**Bridge to Girl Scout Seniors**

**Bridge to Girl Scout Ambassadors**

**Bridge to Girl Scout Adult**

For more information regarding Girl Scout insignia and awards, refer to the Handbook section in the Girls Guide to Girl Scouting.

All Girl Scout insignia and awards may be purchased at Girl Scouts of Central Illinois Service Centers or at [www.girlscouts-ssc.org](http://www.girlscouts-ssc.org)
Awards and Scholarships

Girl Scouts of Silver Sage are contributing to their communities in outstanding ways as they work to make the world a better place. Some examples include: promoting literacy by establishing a library for a children's organization; caring for the less fortunate by building and stocking food pantries; supporting students by establishing mentor programs; providing tools for children with disabilities; and hosting workshops to promote healthy habits.

These achievements are recognized through the Girl Scout Silver and Gold Awards.

In 1980, Girls Scouts introduced the Girl Scout Gold Award (Seniors and Ambassadors, grades 9-12) as its highest honor, along with the Girl Scout Silver Award (Cadettes, grades 6-8). To receive these awards, girls must meet requirements that help them prepare for, and complete, a special project benefiting their communities. Today these two awards are a highlight of the Girl Scout experience. The Gold and Silver Awards represent the very best in Girl Scouting. To receive these awards, Girl Scouts must plan and complete a project that benefits their communities.

Girl Scout Silver Award

History

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

- Golden Eagle of Merit (1916 – 1919)
- Golden Eaglet (1919 – 1938)
- First Class (1938 – 1940)
- Curved Bar (1940 – 1962)
- First Class (1962 – 1980)

Benefits

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

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

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

The Guidelines for the Girl Scout Silver Award can be found in the handbook section of the Cadette Girl’s Guide to Girl Scouting or the website at www.girlscouts-ssc.org

**Girl Scout Gold Award**

**History**

The Girl Scout Gold Award, the highest award in Girl Scouting, recognizes the leadership, effort, and impact of girls in grades 9 – 12. Only about 5 percent of eligible girls take the rigorous path towards earning this prestigious award, but those who complete the journey change the lives of others and their own in amazing and significant ways.

The roots of the Girl Scout Gold Award are in the history of the organization, whose tradition of the highest leadership awards for Girl Scouts have included:

- Golden Eagle of Merit (1916 – 1919)
- Golden Eaglet (1919 – 1938)
- First Class (1938 – 1940)
- Curved Bar (1940 – 1962)
- First Class (1962 – 1980)

**Benefits**

- A national award with national standards, it represents girls’ time, leadership, creativity and effort contributed to making their community better.
- An increasing number of colleges and universities have recognized the achievements and leadership abilities of Girl Scout Gold Award recipients by establishing scholarship programs for them. [http://www.girlscouts.org/who_we_are/facts/scholarships/](http://www.girlscouts.org/who_we_are/facts/scholarships/)
- Girls who have earned the Girl Scout Gold Award often enter the four branches of the United States Armed Services at an advanced level and salary, having been recognized for their level of leadership shown in earning the Girl Scout Gold Award.
- The Girl Scout Gold Award projects themselves solve community issues and improve lives and the process creates assets for the community and the future.
To earn the award, your girls will pick a project that they care about and that will make a lasting difference in the world. As they complete the project, they will meet new people who can offer them information and advice. This is called networking and it is a great skill to have as a leader. It can also help the girls as they start thinking about life after high school. Staying in touch with people they meet as they earn their Girl Scout Gold Award may help they decide on a career they want to pursue or a college they want to attend.

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

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

The Guidelines for the Girl Scout Gold Award can be found in the handbook section of the Senior and Ambassador Girl’s Guide to Girl Scouting or the website at www.girlscouts-ssc.org.

**Girl Scout Scholarships**

Girl Scouts of the USA has compiled a list of universities/colleges, foundations, and Girl Scout councils that offer scholarships, awards, and grants to Girl Scouts. Though the list is updated periodically, be sure to check with our council for the most recent information.

For additional information on college scholarships, girls may want to contact their high school guidance counselor, reach out to the financial-aid office of the school they wish to attend, and/or check the following websites:

- [http://www.girlscouts.org/who_we_are/facts/scholarships/Default.asp](http://www.girlscouts.org/who_we_are/facts/scholarships/Default.asp)
- [http://www.finaid.org/](http://www.finaid.org/)

With some targeted research, the girls can uncover all sorts of helpful information on securing grants and scholarships. As with any online application, encourage the girls to always be careful of the information they share. Before the girls begin their search, it is a good idea for the girls to take the Girl Scouts internet safety pledge - [http://www.girlscouts.org/help/internet_safety_pledge.asp](http://www.girlscouts.org/help/internet_safety_pledge.asp).
Creating a Quality Experience

Girl Scouting’s promise to girls is stated in the mission: Girl Scouting builds girls of courage, confidence, and character, who make the world a better place. Girls engage in activities that help them Discover themselves and their values, Connect with others, and Take Action to make the world a better place.

A quality Girl Scout Leadership Experience includes going on a Leadership Journey, earning badges, taking field trips, selling Cookies and Fall Products, and enjoying Girl Scout traditions. Together with the girls and families in your troop, you will take part in activities and challenges where girls play an active part in planning and doing, learn by doing, and work together toward shared goals.

Girl Scout Meeting Tips

First-time Girl Scouts

If girls are meeting each other for the first time, advisors may need to plan and structure the first and possibly the second gathering. Most often, the first gathering will be focused on activities that are FUN to the girls and include team-building and getting to know one another activities. The next meeting will often involve idea sharing and planning and kick-off how the girls themselves see their meetings and what will work for the girls, advisors and parents.

Girl Scouts who have already been in a troop

If the girls have been a troop/group for a long time, the first meeting for them will be the discussing how the girls see themselves in their new role as a Girl Scout Cadette, Senior or Ambassador and what type of meetings/gatherings will work for the girls, advisor, and parents.

Whether first-time or long-time Girl Scouts, the girls are encouraged to “think outside of the box” regarding their meetings. Deciding on the formats themselves is an essential activity for a girl that encourages cooperative learning and learning by doing.

Advisors – guide the planning by asking the girls:

- How often can we truly get together?
- What format and places will work best – bi-weekly evenings? Meeting at a coffee shop? Saturday mornings? Monthly sleepovers?
- What do the girls want to accomplish when gathering?
- How can the Girl Scout program support the girls in their lives and other activities?
As stated before, the Leadership Journey “How to Guide” offers sample schedules of 10 sessions, each lasting about 90 minutes. Each sample session provides more activities and examples than you and the girls can or will want to cover. The length and content of the gathering are determined by the girls’ interests.

**What You Will Find in Each Session**

- **At a Glance** - The session’s goals, activities and a list of simple materials you will need.
- **What to Say** – Examples of what to say and ask the girls. You do not have to read from the “script.” The girls and you will have far more fun if you take the main ideas from the examples provided and then just be yourself.
- **Activity Instructions** – Tips for guiding the girls through activities and experiences. There are plenty of “tools” (charts and suggestions) to correspond to the experiences on the journey.
- **Coaching to Create a Quality Experience** – The quality of the Girl Scout Leadership Experience depends greatly on three processes – **Girl Led, Learning by Doing, and Cooperative Learning**. By following the prompts in the guide for activities, reflections, girl choice-making, and discussions, you will be using the processes.
- **Tying Activities to Impact** – The How to Guide notes the purpose of the journey’s activities and discussions, so you will always understand the intended benefit to girls. You will be able to see the benefits by observing the “signs” that the girls are achieving the national Girl Scout Leadership Outcomes.

**Running the Meetings**

1. **Go with the flow.**
   - Expecting Girl Scout Cadettes, Seniors, and Ambassadors to meet weekly for an hour is unusually unrealistic given girls’ schedules and activities.
   - Meeting with girls once a month is not only acceptable, it may be the only way to get all the girls together.
   - Be open to possibilities that make the meetings feasible for everyone.
   - Priorities shift as girls get older. Girls who choose a babysitting job or a sports tournament over a Girl Scout activity are not necessarily telling you that the troop is not important to them. They are learning to prioritize among several options during their adolescent years. Be accepting and positive when they are unable to attend a troop event.
   - Have a meeting plan and agenda.
   - Allow girls time to socialize.
   - Have an opening, a symbolic gesture that the meeting has started.
   - Help the girls conduct and record the business of the meeting.
   - Have a meeting closing – again, a symbolic gesture that the meeting is over.

2. **Get the word out.**
   - Be sure that girls and parents know when and where the meetings will be held.
   - Keep the lines of communication moving between meetings. Reminder cards, email, text messages, newsletters or a phone chain are all effective ways to communicate with girls and their families. Try using a social networking site, such as Facebook, to set up a private group where the girls can communicate with each other.
3. **Be aware.**
   - Get copies of schedules from the girls’ schools and plan around sports events, band and chorus activities, exam schedules, etc. Try to attend some of their games and/or performances – the girls will appreciate your involvement.
   - Know which of the girls have extracurricular activities, jobs, etc. Plan around those calendars, too.
   - Talk with girls’ parents and find out their plans for family vacations, church meetings, etc., that the girls might forget to mention.

4. **Be pro-active.**
   - Plan troop activities well in advance. The girls and their families will know what is happening and can make plans accordingly.
   - Get troop reservations in early for scheduled events. By doing this you will increase the likelihood of the girls being able to participate, and girls have time to put them on their calendars and work other schedules into troop activities.

**Sample Meeting Structure**

The following is a structure that the girls may use to create their gatherings:

- **Starting Point** – While girls may not want an official “ceremony” to open the meeting, be sure to have some way of indicating that the meeting has started.
- **Business/Discussion** – Take care of the troop business now. One of the girls should be responsible for taking attendance. Collect any forms such as permission slips or other items that the girls may be bringing back. Discuss or brainstorm future plans and projects such as field trips or service projects.
- **Activity** – This is the main part of the meeting for the girls. Activities will vary: speakers, presentations, service projects, etc. Make sure that the girls are taking a primary role in the selection, planning, and facilitation and that all activities align with the Leadership experience.
- **Cleanup** – Everyone should pitch in or use a kaper chart if your group is large enough.
- **Ending** – A time to wind down and wrap up the meeting. You need to have some way to wrap up and review, and to indicate the meeting is over and it is time to leave.

**A Sample First Meeting**

**Name tags** – Let each girl decorate a name tag and print her name on it.

Try to visit and talk with the girls as they arrive so you will feel more comfortable with each other. Encourage the girls to get to know each other also. During the first meeting, if the girls are communicating well, you may want to let them continue for a while.

**Snack** (if preferred at this time) – This should take 10 – 15 minutes.

**Business/Discussion** – Make the Girl Scout Quiet Sign by holding up the right hand, palm open. If the girls do not recognize the quiet sign, then explain. This is a respectful way to get their attention and bring the group together. Nobody likes to be yelled at, or shushed!
Introduce yourself to the girls and ask each girl to introduce herself. A circle works well for this activity. Another adult (and later a girl) can take attendance as the girls introduce themselves. Provide a short “check in” – each girl can provide a “weather report” on her day or tell a “little-known” fact.

Note: Now that the girls are beginning to know each other’s names, you could try the ‘Autograph Hunt’ or the ‘Bingo’ game (Appendix). When the activity slows down, have the girls report out what names they have on their sheets.

Activity – Give each girl, pair of girls or small group of girls a Journey book or Girl’s Guide to Girl Scouting. Allow 15 minutes or so for them to look through the resources and find an activity or badge that looks like it would be interesting to do. Explain that not all girls will want to do the same things. It may be that small groups will do different things and that many activities can be done on their own with you (or another adult) advising them. When time is up have the girls share what they have found.

Clean-up – Use the Kaper Chart

Closing – The Quiet Sign can be used as needed. Finalize any business, such as announcements/questions, distribute any papers they need to take home, remind them of the next meeting/gathering, etc. The final activity should be meaningful – another check-in, Friendship Circle, or short inspirational moment. Girls will enjoy planning this and going home with a sense of completion and inspiration.

Note: Most of these meeting/gathering activities can be planned and led by the girls, once they have established structure and a leadership rotation.
Section 4: Trips and Travel

Places to Go, Things to Do, People to See

To ensure that any travel you do with the girls infuses the Girl Scout Leadership Experience at every opportunity, limit your role to facilitating the girls’ brainstorming and planning –but never doing the work for them. Allow the girls to lead, learn collaboratively, and learn by doing (and by making mistakes). All the while, however, provide ideas and insight, ask tough questions when you have to, and support all their decisions with enthusiasm and encouragement!

Suggestions:

- Festivals
- Restaurant Dinners
- Sporting events
- Ice Skating/Roller Skating
- Musicals and plays
- Pottery Studio
- Challenge Courses
- Radio/TV Stations
- Spa days
- Camping
- Council-sponsored events
- Cahokia Mounds
- Caving
- Lighthouse explorations

destinations: Your Passport to Travel

Girl Scout destinations — travel experiences that range from two days to three weeks — can whisk girls around the country and to the far corners of the world where they will meet other remarkable girls, develop leadership skills, gain confidence, and enjoy valuable learning opportunities to take action. This year’s destinations are open to girls ages 11-17.

A Girl Scout destinations experience is your chance to go somewhere new, do something different, and meet people from everywhere you can imagine. What’s stopping you from applying? Nothing! So apply today and travel the world as a Girl Scout!

Seeking Council Permission

Before most trips, you and the girls will need to obtain council permission, although GSSSC does not require this information for trips of one day within GSSSC boundaries. Be sure to use the Parent Permission Form for all activities away from the normal meeting place. Be sure to check the Volunteer Essentials and Safety Activity Checkpoints for more details regarding trips and travel.
Section 4: Appendix

Activity Planning Worksheet

What? What are we doing?
A trip to: ____________________________________________________________
A community service project: ____________________________________________

When? When are we doing the activity?
Date: ____________________
Time: ____________________

Where? Where do we do the activity?
Location: ____________________

Do we need reservations? ____________________
If so, how do we make them?

Who? Who do we need to contact?

Who else needs to be notified?

How? How much will this cost?
Troop Account?________ Out of pocket?________ Other? ________________

Transportation:
How will we get there? ____________________________________________
Who is driving? __________________________________________________
How long does it take to get there? _________________________________
What are the transportation costs? _________________________________

What forms do we need?

Review the Safety Activity Checkpoints for the activity. Ensure that all checkpoints are met.
### Activity Planning Worksheet (cont.)

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Person Responsible</th>
<th>Deadline</th>
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</tbody>
</table>
Autograph Hunt

Change the statement to fit your group. Girls get signatures for each blank. Nobody can sign a paper more than one time.

- Someone who has planned an overnight trip
- Someone who has a Facebook profile
- Someone who reads the daily newspaper
- Someone who did volunteer service during the summer
- Someone who has visited a politician’s office
- Someone who has opened a bank account
- Someone who has filed or helped file a tax return
- Someone who has decided on a particular college they would like to attend
- Someone who would like to travel in their future career
- Someone who has a driver’s license
- Someone who is on a sports team
- Someone who plays in a band or orchestra
**Get Acquainted Bingo**

Change the statements to fit your group. Girls get signatures for each blank. Nobody can sign a paper more than one time. Entire card can be filled, or lines, or rows. This can be done by individuals or teams.

<table>
<thead>
<tr>
<th>Served as a Counselor-In-Training at a Girl Scout Camp</th>
<th>Has been to a Girl Scout site outside of their city or town</th>
<th>Is in the school band or orchestra</th>
<th>Has made dinner for their family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has run a 5K (or longer) race</td>
<td>Has a current CPR certification</td>
<td>Has already decided on their major for college</td>
<td>Has a dream vacation plan outside the USA</td>
</tr>
<tr>
<td>Serves as a class, school, or club officer</td>
<td>Has volunteered on a regular basis with a non-profit agency</td>
<td>Is on a school sports team</td>
<td>Has organized a camping trip</td>
</tr>
<tr>
<td>Has made a speech in front of 30 or more people</td>
<td>Has visited another state</td>
<td>Has set up a website</td>
<td>Has earned the Girl Scout Bronze Award</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>BADGE</th>
<th>STEPS</th>
<th>DATE COMPLETED</th>
<th>DATE RECEIVED</th>
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<tbody>
<tr>
<td><strong>Legacy Badges</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comic Artist</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Sportsmanship</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding Common Ground</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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**Leader in Action (LiA) Award**

**Journey Awards – Breathe**
- Aware Award
- Alert Award
- Affirm Award
- Leader in Action (LiA) Award

**Journey Awards – Media**
- Monitor Award
- Influence Award
- Cultivate Award
- Leader in Action (LiA) Award

**Silver Award**: The Silver Award is the highest award that a Girl Scout Cadette can earn.

**Date Awarded**

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### BRIDGE TO SENIOR GIRL SCOUT

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### BEYOND THE BADGES EARNED RECOGNITION

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Record each year
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**Journey Award – Girltopia**

**Visionary Award**

**Journey Awards – Sow What?**

**Harvest Award**

**Journey Award – Mission Sisterhood**

**Sisterhood Award**

---

**Gold Award:** The Gold Award is the highest award that a Girl Scout Senior or Ambassador can earn.  

**Date Awarded**

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**BRIDGE TO AMBASSADOR GIRL SCOUT**

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<tr>
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**BEYOND THE BADGES EARNED RECOGNITION**

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## Girl Scout Ambassador Earned Recognitions

**Name** ____________________________

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| **Journey Award –Your Voice**         |       |                |               |
| Advocate                              |       |                |               |
| **Journey Awards – Justice**          |       |                |               |
| Dream Maker                           |       |                |               |
| **Journey Award –Bliss-Live It!**     |       |                |               |
| Dream Maker                           |       |                |               |

**Gold Award:** The Gold Award is the highest award that a Girl Scout Senior or Ambassador can earn.  

**Date Awarded** __________

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