

Welcome
to the great adventure
of Girl Scouting and
its network
of 1 million
volunteers.

When Juliette Gordon Low formed the first troop of 18 girls, in Savannah, Georgia, in 1912, she wanted those girls to be leaders—in their own lives and in the world.

Thanks to volunteers like you, generations of girls have lived Low's vision.

Now, the world is ready for a new kind of leader—one who understands and values the collaborations so necessary in a global society.

Through your efforts,
girls will . . .

Discover
(themselves
and their values),
Connect (with others),
and **Take Action**
(to improve their
communities
and the world).

So go ahead—
make it happen.
Light up the **leader**
in every girl.

THE GIRL SCOUT MISSION

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

THE GIRL SCOUT PROMISE

On my honor, I will try:

To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

THE GIRL SCOUT LAW

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong,
and responsible for
what I say and do,
and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place,
and be a sister to every Girl Scout.

Discover + Connect + Take Action = Leadership



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PHOTOGRAPHS: Pages 78 & 79, images of pins used with permission from *Read My Pins: Stories from a Diplomat's Jewel Box*, by Madeleine K. Albright, HarperCollins Publishers, photographs by John Bigelow Taylor; Page 81, Margaret Bourke-White/Time & Life Pictures/Getty Images

The women mentioned in this book are examples of how women have used their voice in the world. This doesn't mean that GSUSA (or you) will agree with everything they have ever done or said.



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STATEMENT OF TRUST

Girl Scouts of the USA creates national program materials to serve our vast and diverse community of girls. To help bring topics “off the page and into life,” we sometimes provide girls—and their volunteers—with suggestions about what people across the country and around the world are doing, as well as movies, books, music, web pages, and more that might spark girl interest.

At Girl Scouts of the USA, we know that not every example or suggestion we provide will work for every girl, family, volunteer, or community.

In partnership with those who assist you with your Girl Scout group, including parents, faith groups, schools, and community organizations, we trust you to choose “real life topic experts” from your community, as well as movies, books, music, websites and other opportunities that are most appropriate for the girls in your area and that will enrich their Girl Scout activities.

Thank you for all you do to bring the Girl Scout Leadership Experience to life with girls, so that they become leaders in their own lives—and the future leaders the world needs!

Session Plans Make the Most of Juniors' Skills

The Sample Session plans starting on page 28 offer opportunities for the girls to enhance their skills and develop new ones while taking into account the abilities and needs of Junior-age girls. When planning additional creative adventures, be aware that fourth- and fifth-graders:

want to make decisions and express their opinions.	<i>So allow them to do so frequently through guided discussions and active reflection activities.</i>
are social and enjoy doing things in groups.	<i>So allow them to team up in small or large groups for art projects, performances, and written activities.</i>
are sensitive to the expectations and judgments of others.	<i>So share your own mistakes and learnings, and create an environment where girls can be comfortable sharing theirs.</i>
are concerned about equity and fairness.	<i>So don't shy away from discussing why rules are made and laws are passed, and have them develop their own for their group.</i>
are increasingly capable of critical thinking and can consider the perspectives of others.	<i>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.</i>
have strong fine and gross motor skills and coordination.	<i>So engage them in moving their minds and their bodies! Allow them to express themselves through the written word and choreography.</i>
love to write plays, create music, and dance.	<i>So they might like to tell a story through playwriting, playing an instrument, or sharing a song or dance.</i>
may be starting puberty.	<i>So be sensitive to girls' needs to adjust to their changing bodies and create an environment that celebrates this transition.</i>

Promoting Well-Being Along the Journey

Girl Scouting is guided by a positive philosophy of inclusion that benefits all. On this journey, especially, it is hoped that girls will increase their feelings of being powerful, capable, and strong as they enhance their skills and develop new ones. So, as the Girl Scout Law says, "be a sister to every Girl Scout." Determine whether any girls are new to town, are differently abled, don't speak English as a first language, or have parents who are getting a divorce. What counts most is being open-minded and aware, staying flexible, and creatively varying your approach with the girls.

Girl Scout Traditions and Ceremonies

GIRL SCOUTS!

Girls Scouts celebrated its 100th anniversary in 2012, and this leadership journey is a reminder of the long-cherished Girl Scout tradition of girls creating change in their local and global communities. “It’s Your Story—Tell It” continues to tell the story of Girl Scouting—a story of leadership and making the world a better place.

GIRL SCOUT DAYS TO CELEBRATE

- **Founder’s Day**
October 31
Juliette “Daisy” Gordon Low’s birthday
- **World Thinking Day**
February 22
A day for Girl Scouts and Girl Guides throughout the world to think about one another
- **Girl Scout Birthday**
March 12
The day in 1912 when Juliette Gordon Low officially registered the organization’s first 18 girl members in Savannah, Georgia

Traditions and ceremonies have always been part of the fun of being a Girl Scout. They show girls they are part of a sisterhood: They connect girls to one another, to their sister Girl Scouts and Girl Guides around the world, and to the generations of girls who were Girl Scouts before them.

A few traditions are mentioned here; your council will have many more. Try incorporating them into Girl Scout gatherings and get-togethers. And be sure to involve the girls in creating and passing on new traditions.

THE GIRL SCOUT SIGN

The Girl Scout sign is made when saying the Girl Scout Promise. It is formed by holding down the thumb and little finger on the right hand and leaving the three middle fingers extended (these three fingers represent the three parts of the Promise).

THE GIRL SCOUT HANDSHAKE

The Girl Scout handshake is the way many Girl Guides and Girl Scouts greet each other. They shake their left hands while making the Girl Scout sign with their right hand. The left-handed handshake represents friendship because the left hand is closer to the heart than the right.

WIDENING THE FRIENDSHIP CIRCLE

The Friendship Circle and friendship squeeze are often used as a closing ceremony for meetings and campfires. Everyone gathers in a circle, crosses their right arm over their left, and holds hands with the people on either side. Once everyone is silent, one girl starts the friendship squeeze by squeezing the hand of the person to the left. One by one, each girl passes on the squeeze until it travels around the circle.

Since this journey emphasizes learning about and trying on new roles, encourage the girls to widen their circle from time to time by inviting teens or adults to their opening or closing ceremonies to share the many roles they play in their lives.

- And you'll have fun earning the awards because you'll develop more confidence, meet new people, and join with your sister Juniors to make a difference.

Artists' Presentations

If artists were invited to this gathering, ask the girls to visit the various "stations," so they can mingle with the artists, take in the art, and experiment with some of the art mediums.

Take the Stage

Get the girls moving with this role-play game about "active" roles for girls and women. Invite the Juniors, one at a time, to choose one of the slips of paper on which you wrote the active roles listed below. After each girl chooses a role, ask her to jump into the "spotlight" and act out the role quickly, in just 5 to 10 seconds, as the other girls try to guess what role she's playing. When her time is up, have the girl say who guessed her role correctly or call out what her role was. Then another girl takes the stage. Continue the game until all the girls have had two or more turns at playing a role.

ACTIVE ROLES TO USE (ADD YOUR OWN!)

Ballerina	Karate Teacher	Builder
Painter	Orchestra Conductor	Theater Usher
Traffic Officer	Baseball Coach	Referee
Drummer	Dog Walker	

Copy and cut along dotted lines.

SAMPLE SESSION 3

Callbacks

MAKE THE MOST OF THE GIRLS' BOOK

The activities and discussions in this session correspond to “All About Roles” and “The Callback,” pages 10–23 and 28–35 in the girls’ book.



Pages 14–15, girls’ book



Pages 28–29, girls’ book

AT A GLANCE

Goal: The Juniors reach out to women in their community to explore all the roles available to them.

- **Opening Ceremony:** I Can, I Am
- **Opening Ceremony:** *aMUSE-ing Snacks: Green Goddess Dip and Veggies*
- **Casting Call Check-in and “I Wonder . . .”**
- **Closing Ceremony:** Admire, Inspire
- **Reaching Out: Planning the Team “Callback”**

MATERIALS

- **Opening Ceremony:** Team Prop Box and props brought in by the girls
- **Reaching Out:** copies of planning sheet and invitations
- **Casting Call Check-in and “I Wonder . . .”:** photos of women in real-life roles
- **aMUSE-ing Snacks:** see Green Goddess Dip and Veggies recipe in girls’ book, page 55

PREPARE AHEAD

- Read “Keep a Casting Call Log” and “The Callback” in the girls’ book, pages 16–17 and 28–35.



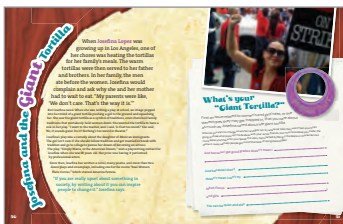
Creating stories about stereotypes gives girls confidence to bust them in real life!

SAMPLE SESSION 5

A Gathering of Storytellers

MAKE THE MOST OF THE GIRLS' BOOK

The activities and discussions in this session correspond with the “Turning Acting into Action” (pages 36–43) and “Getting in on the Action” sections (pages 44–55) of the girls’ book.



Pages 50–51, girls’ book



AT A GLANCE

Goal: The Juniors team up to create an educational and inspiring story about stereotypes that sends others a call to action—to stop stereotyping.

- **Opening Ceremony: A Good Yarn**
- **First, the Stereotype**
- **Next, the Story Line**
- **Choosing Our Audience**
- **Deciding How to Tell Our Story**
- **Closing Ceremony: Celebrating Our Decisions**

MATERIALS

- **Opening Ceremony:** ball of yarn
- **First, the Stereotype:** chart paper, whiteboard or chalkboard, markers or chalk
- **Next, the Story Line:** paper, pens, or pencils
- **Closing Ceremony:** ingredients for S’mores and an oven, toaster oven, or campfire

Prepare Ahead

- In the girls’ book, read “Storytelling with a Purpose,” pages 38–39, and review the “Your Heart, Your Art, Your Part” and “Project Toolbox” activities, pages 44–47.

A STEREOTYPE TO TAKE ACTION ON!

Next, guide the girls to select a stereotype to focus their Speak Out! story on. You might ask:

- *Which stereotype that we've talked about today gets you most upset?*
- *Which of the stereotypes that really bother you would also be the most exciting to create a story about?*
- *What can be done to bust this stereotype?*
- *What would you put in your story to show how to bust this stereotype? Remember, you want your story to educate and start some lasting effort toward change.*

If the girls have trouble making a decision, you might ask them to narrow their list of choices to just two or three, and vote on a final choice. The aim is for the girls to come to a decision that they can all be comfortable with and accept.

AGREE TO DISAGREE!

Some girls may find it uncomfortable to disagree openly with others for fear of hurting someone's feelings. Encourage the girls to stand up for their own ideas, even when their sister Juniors might disagree with them. Hearing everyone's informed opinions is important; it can lead to new ideas and better decisions. Let the girls know that even when they don't all agree, they can still be great friends and accomplish great things together.



SECRETS OF STORYTELLING

Seeing and listening to other storytellers is a great way for Juniors to pick up some techniques. The Kids' Storytelling Club Web site offers excellent tips on storytelling. The girls might also enjoy watching videos of young people telling stories on the National Youth Storytelling Showcase Web site. As the girls view the videos, ask them to notice how the storytellers use the following techniques, and to think about how they can use them, too:

- gestures and facial expressions
- pauses before important words and emphasis on those words
- pauses for audience reaction
- different voices for different characters

MORE STORYTELLING SECRETS

Check your local library, too. Many children's librarians are experienced storytellers, and they might recommend resources for you and the Juniors. A storytelling festival, if there's one in your area, might make a great field trip.

MUSICAL PERFORMANCE

If the girls are telling their story as a song, they might want to do it hip-hop style, which is rhythmic, rhyming poetry recited rapidly to a beat. Once the girls write their lyrics, they can perform their story in any way they choose, perhaps by taking turns singing or reciting the lyrics as the others mime the actions.

PICTURE BOOK OR GRAPHIC NOVEL

Whether they're making a picture book or a graphic novel (a comic book), the girls might start by creating a sequence of scenes drawn with stick figures and rough shapes, using the storyboard form on page 70.

Next, have the girls, working individually or in pairs, sketch the illustrations, write the text, and design the pages. After a run-through with the whole group, invite the girls to color in all the pages, decide on a title, and create a title page with all their names or the name of their Junior group as author.

If the girls want more than one copy of their book, photocopy the pages, and then fasten, staple, or sew them together to make the finished copies.

STORYTELLING OR PUPPET SHOW

For their storytelling presentation, the girls will want to plan out what they will say in advance. Suggest that they start by thinking of their story as a series of scenes involving the various characters. They might want to take notes as they create their "script" or use an audio recorder as they talk it out.

Once the girls have planned out what they will say, get them to brainstorm ideas about props, costumes, and staging, such as whether they want to stand or sit as they tell their story.

Let them know they'll have plenty of time to rehearse, and they can make changes to their "script" and other details as they go along.

Picture This!

Get started by letting the girls know that portraits show more than what a person looks like on the outside. The best portraits might even reveal how someone thinks and feels, what she believes in, and how she sees her role in the world.

Then share the portraits of women and girls you've brought in to show the Juniors, and the self-portrait of Margaret Bourke-White on this page (other self-portraits by Bourke-White, and many portraits of her, can be found by searching her name on the Internet). Then get a discussion going with some questions like these:

- *How would you describe the woman (or girl) shown in each of these pictures?*
- *What's the first thing you notice about them?*
- *What's different about each of these women (or girls)?*
- *For example, what's different about their facial expressions? About their clothes, hair, and the way they hold their body?*
- *What questions would you ask these women (or girls)?*



Self-Portrait of an Artist

Margaret Bourke-White made many famous photographs over the course of her career, which included work for *Life* and *Fortune* magazines, time as a war correspondent, and chronicling the Great Depression. In this 1943 self-portrait, she stands next to the bomber from which she took combat photos during World War II.

NATIONAL LEADERSHIP OUTCOMES

Every experience in this Junior *aMUSE!* journey is designed to help girls be confident leaders in their daily lives—and in the world!

Discover + Connect + Take Action = Leadership

DISCOVER

Girls understand themselves and their values and use their knowledge and skills to explore the world.

AT THE JUNIOR LEVEL, girls . . .

RELATED ACTIVITIES (by Session or girls' book chapter/activity)

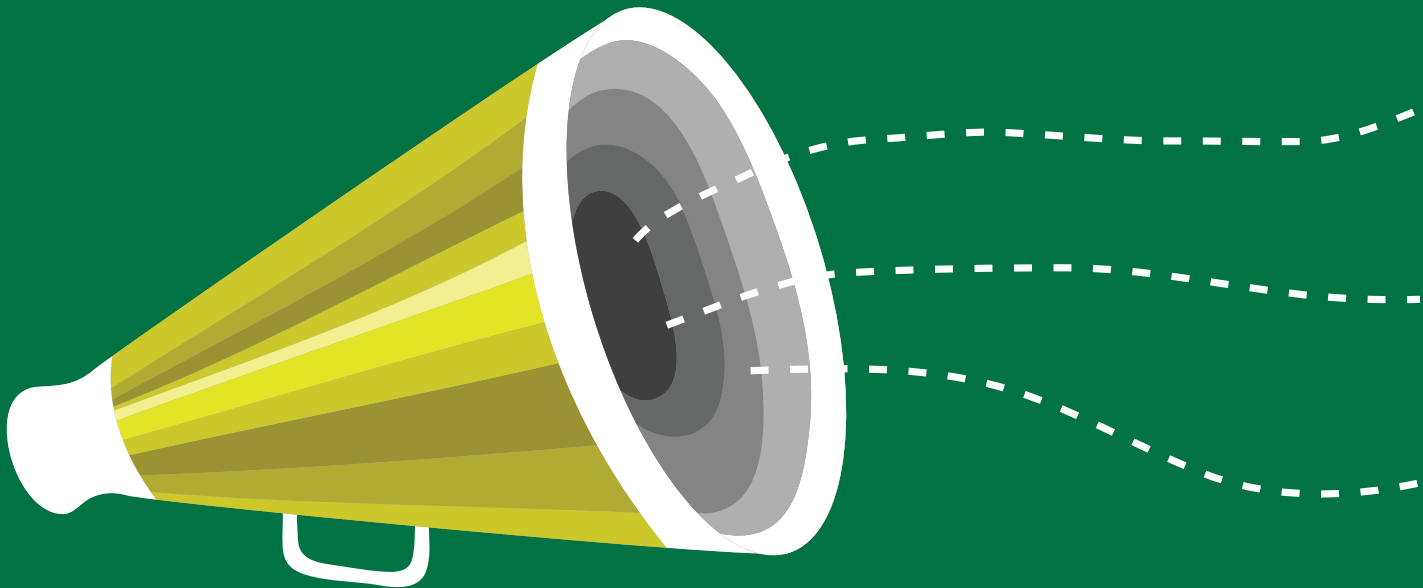
Girls develop a strong sense of self.	are better able to recognize how situations, attitudes, and the behaviors of others affect their sense of self.	S2: Opening Ceremony, In the Classroom; S5: First, the Stereotype; S9: Closing Ceremon; S10: Sharing Our Accessories; Act 3: Confident, Stylish and Goofy, Head First, Now Head Out in a Hat or Scarf or, Listening to Your Inner Critic
	gain a clearer sense of their individual identities in relation to and apart from outside influences.	S1: Opening Ceremony, Closing Ceremony; S2: Opening Ceremony; S4: Ads Assume; S9: Opening Ceremony, Picture This, Mirror, Mirror, Closing Ceremony; S10: Sharing Our Accessories; Final Celebration: Opening Ceremony, Earning the Try Out! Award; GB: Act 1: Your Favorite Roles, All-My-Roles Paper Dolls; Act 2: Your Art, Your Part; Act 3: My Favorite Costume, Now Head Out in a Hat or Scarf or, Your Pin, Your Symbol
Girls gain practical life skills—girls practice healthy living.	gain greater understanding of what it means to be emotionally and physically healthy.	S10: A Show of Hands; Dance Party, Closing Ceremony; GB Act1: Acting Tip-Breathe, Acting Tip-Go Loosey-Goosey; GB Act 2: Green Goddess Dip, Listening to Your Inner Critic
	are more aware of family, cultural, and media influences on making healthy choices.	S2: Opening Ceremony; S4: Ads Assume; S9: Defining Real Beauty, Mirror, Mirror
Girls seek challenges in the world.	increasingly recognize that positive risk-taking is important to personal growth and leadership.	S1: Closing Ceremony; S8: Showtime, Closing Ceremony; Final Celebration: Earning the Try Out! Award; GB: Act 1: New Roles, New Records; Act 2: Your Heart, Your Art, Your Part
	are better at exploring new skills and ideas.	S2: Closing Ceremony; S3: Opening Ceremony, Casting Call Check-In; GB: Act 1: Storytelling with a Purpose, Stories Circle the Globe; Act 2: Your Heart, Your Art, Your Part; Act 3: Trading Roles
Girls develop critical thinking.	show greater skill in gathering and evaluating information.	S2: Logs and Leaders; S4: Ads Assume; S9: Defining Real Beauty; S10: A Show of Hands; GB: Act 1: Your Favorite Roles, Keep a Casting Call Log, Stereotype Tracker, Talk About Roles; Act 3: My Role Call Log, Trading Roles
	are better able to consider multiple perspectives on issues.	S2: Quick Draw, Quick Draw Part II; S4: Ads Assume; S5: First, the Stereotype; S9: Defining Real Beauty; GB: Act 1: Think Again, Talk About Roles

S=Session, GB=Girls' Book

CONNECT

Girls care about, inspire, and team with others locally and globally.

	AT THE JUNIOR LEVEL, girls . . .	RELATED ACTIVITIES (by Session or girls' book chapter/activity)
Girls develop healthy relationships.	strengthen communication skills for maintaining healthy relationships.	S3: Closing Ceremony; S5: Agree to Disagree; GB Act 1: Talk About Roles, Keep a Casting Call Log
Girls promote cooperation and team building.	are better able to initiate and maintain cooperation on their teams.	S6&7: Opening Ceremony, What's My Role; S8: Showtime; S9: Opening Ceremony; S10: Planning the Final Celebration
Girls can resolve conflicts.	are better able to select conflict-resolution strategies to fit the situation.	S5: Agree to Disagree
Girls advance diversity in a multicultural world.	recognize the value of promoting diversity in the world.	S9: Defining Real Beauty; GB Act 1: Breaking the Mold
	develop a greater awareness of various forms of discrimination in the world.	S2: In the Classroom; S5: First, the Stereotype



NATIONAL LEADERSHIP OUTCOMES

TAKE ACTION

Girls act to make the world a better place.

	AT THE JUNIOR LEVEL, girls . . .	RELATED ACTIVITIES (by Session or girls' book chapter/activity)
Girls can identify community needs.	strengthen their ability to decide which community issue deserves action.	S5: First, the Stereotype; GB Act 1: Stereotype Tracker, Think Again; GB Act 3: Award Tracker
	begin to address deeper causes of issues in their communities.	GB Act3: Award Tracker
Girls are resourceful problem solvers.	are able to create and implement detailed action plans for their projects.	S3: Planning Our Panel Discussion; S5: First, the Stereotype, Next, the Story Line, Tips for Creating a Story Line, Choosing Our Audience, Capturing Our Audience, Deciding How to Tell Our Story; S6&7: What's My Role; GB: Act 2: Think Like a Storyteller, Choosing Your Audience; Act 3: Award Tracker
	increasingly seek out community support and resources to help achieve their goals.	S3: Reaching Out; GB Act 1: Talk About Roles; Act 2: Project Toolbox; Act 3: Award Tracker
Girls advocate for themselves and others.	strengthen their abilities to effectively speak out or act for themselves or others.	S5: Choosing Our Audience, Capturing Our Audience, Deciding How to Tell Our Story; S6&7: What's My Role; S8: Showtime; Final Celebration: Opening Ceremony, Earning the Try Out! Award; GB Act 2: Storytelling with a Purpose, Choosing Your Audience
Girls educate and inspire others to act.	learn various strategies to communicate and share Take Action Projects with others.	S5: Next, the Story Line, Tips for Creating a Story Line, Deciding How to Tell Our Story; GB Act 2: Storytelling with a Purpose, Your Heart, Your Art, Your Part, Think Like a Storyteller, Choosing Your Audience, Getting Your Audience on Its Feet
Girls feel empowered to make a difference.	are more confident in their power to effect positive change.	S8: Showtime, Closing Ceremony, Final Celebration: Earning the Try Out! Award; GB Act 2: Give a Picture a New Story; Act 3: Award Tracker

