

# Age Level - Brownie Girl Scout

## Leader Handouts



**Girl Scouts®**

Where Girls Grow Strong<sup>SM</sup>

Training for Adults Who Work With Girls

Revised April 2008

## **LEARNING OBJECTIVES**

By the end of this session, the leadership team member will be able to:

- Explain characteristics of girls ages 6-8 so the troop/group can become a place for girl/adult partnership in decision-making.
- Meet the special needs of the troop/group, being flexible to meet the changing needs and interests of the members.
- Plan the troop/group activities with confidence.
- Utilize leadership skills and progression levels.
- Maintain troop/group financial records, and utilize product sales in troop/group planning.
- Assist girls in receiving and displaying awards for Brownie Girl Scouts.

## **Developmental Characteristics of Brownie Girl Scouts**

Remember that each girl has developed in different ways and at different rates. The child/children you are around most often may not be the norm in every area.

### **Cognitive Skills**

Children are developing vocabulary at a high rate.

Children start to read.

Children are interested in make-believe and fantasy stories.

Children often have vivid imaginations.

### **Gross Motor Skills**

Children can throw a ball.

Children can skip.

Children can roller-skate.

Children can jump rope.

### **Fine Motor Skills**

Children can trace around their hand.

Children can draw rectangles, circles, squares, and triangles.

Children can mold clay objects.

Children can reproduce letters and words.

### **Social Skills**

Children enjoy playing in groups.

Children start to demonstrate independence from their families.

Children want to have lots of friends, but may also select one "best friend."

Children begin social telephoning to friends.

Children like to help others.

### **Emotional Skills**

Children's moods may change from minute to minute.

Children need lots of praise and encouragement.

Children react negatively to too much direction.

Children are interested in the difference between good and bad.

## Multiple Intelligences for Children

<b>Children who are highly:</b>	<b>THINK</b>	<b>LOVE</b>	<b>NEED</b>
Language	in words	reading, writing, telling stories, playing word games	books, tapes, writing tools, diaries, discussions, debates, stories
Numbers	by reasoning	Experimenting, puzzles, calculating, questioning, figuring out mysteries	Science materials, manipulatives, trips to science museums and planetariums, puzzles
Visual	in images and pictures	Designing, drawing, visualizing, doodling	Art projects, LEGOS, mazes, imagination games
Physical	through somatic sensations	Dancing, running, jumping, building, touching, gesturing	Role play, drama, movement, things to build, sports, hands-on activities
Musical	via rhythms and melodies	Singing, whistling, humming, tapping feet	Sing-a-long time, musical instruments
People Person	by bouncing ideas off other people	Leading, organizing, relating, partying	Friends, group games, social gatherings, community events
Reflective (Quiet and Introverted)	in relation to their needs, feelings, and goals	Setting goals, dreaming, planning, reflecting	Secret places, time alone, self-paced projects, choices
Nature	through nature and natural forms	Playing with pets, gardening, investigating nature	Access to nature, interactions with nature, binoculars, magnifying glasses

## The Girl Scout Promise and Law

### The Girl Scout Promise

On my honor, I will try:  
To serve God and my country,  
To help people at all times,  
And to live by the Girl Scout Law.



### The Girl Scout Law

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

## **Girl Scout Program Goals**

The Girl Scout program has four goals for girls. These goals express the ways girls may benefit from their Girl Scout experiences.

### **Become - Developing to her full individual potential:**

- foster feelings of self-acceptance and unique self-worth
- promote her perception as competent, responsible and open to new experiences and challenges
- offer opportunities to learn new skills
- encourage personal growth
- allow girls to utilize and practice talent and abilities

### **Belong - Relating to others** with increasing understanding, skill and respect:

- help each girl develop sensitivity to others and respect for their needs, feelings and rights
- promote an understanding and appreciation of individual, cultural, religious and racial differences
- foster the ability to build friendships and working relationships

### **Believe - Developing values** to guide her actions and to provide the foundation for sound decision-making:

- help her develop a meaningful set of values and ethics that will guide her actions
- foster an ability to make decisions that are consistent with her values and that reflect respect for the rights and needs of others
- empower her to act upon her values and convictions
- encourage her to reexamine her ideals as she matures

### **Build - Contributing to the improvement of society** through the use of her abilities and leadership skills, working in cooperation with others:

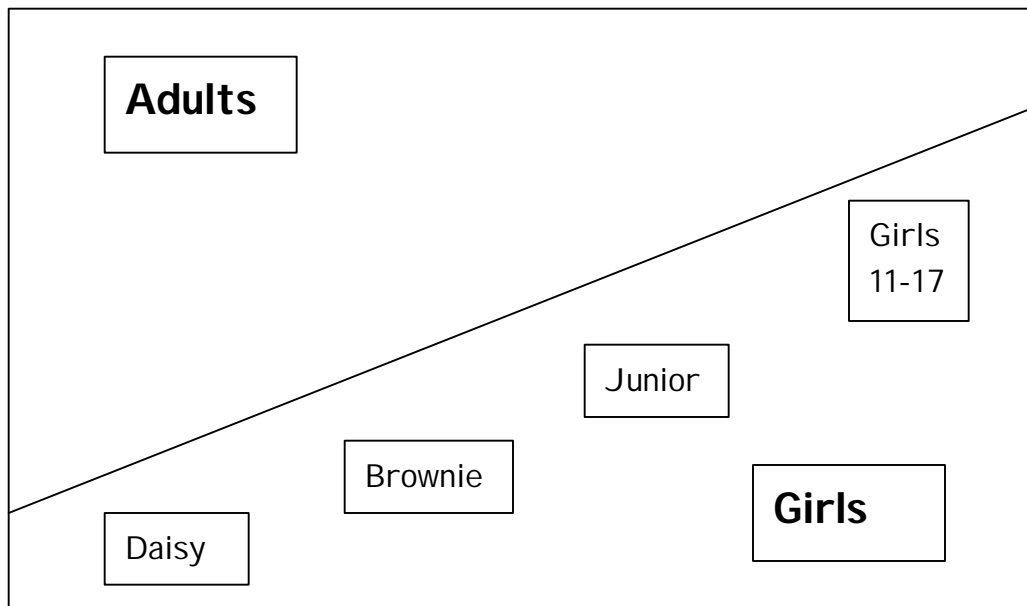
- help her develop concern for the well-being of her community and its people
- promote an understanding of how the quality of community life affects her own life and the whole society
- encourage her to use her skills to work with others for the benefit of all.

## Girl Scout Program Benefits

- Designed to meet the needs of all girls
- Program activities designed to prepare girls to handle difficult situations in the future
- Learn guidelines for staying safe and when and how to say no
- Learn to express feelings
- Learn to make choices
- Practice decision making skills

## Girl Scout Progression

As girls progress through Girl Scouts, they should be taking more responsibility for decision making in the troop. The chart below reflects the intentions of partnering girls and adults.



## Uniforms



Girl Scout badges, patches, awards, and other insignia that are earned for the accomplishment of skill-building activities or any set requirements should be presented, worn, or displayed only after Girl Scouts have completed the requirements outlined in the appropriate program materials.

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## Basic Meeting Plan

	<b>What will we do?</b>	<b>Who will do it?</b>	<b>What we need?</b>	<b>Notes</b>
<b>Start Up</b>				
<b>Opening</b>				
<b>Activities</b> (quiet, movement, learning)				
<b>Clean Up</b>				
<b>Business</b> (information)				
<b>Closing</b>				

## Group Behavior Management - Girl Scout Style

**Brownie Ring** - This is the primary means of governing a Brownie Girl Scout troop. All the girls come together to discuss ideas with the troop leader as the facilitator. A cute poem often used to bring the girls together is:

Round and Round and Round about,  
Take the hand of a Brownie Scout,  
Here we are in a Brownie Ring,  
Ready for almost anything.

**Quiet Sign** - Call the Brownie Girl Scout Ring to order using the Girl Scout quiet sign.

- Raising your right hand forms the quiet sign. Everyone else in the room should also raise their right hand and stop talking.
- **Hint:** If there are adults staying for the troop/group meeting, they should also learn this sign and be asked to observe this practice during the meetings so that they are supporting the leadership team and not distracting the girls.

**Talking Stick** - Any designated object which can be passed from girl to girls in the Brownie ring. When a girl is holding the "talking stick," it's her turn to talk.

**Take Turn Bag** - Have a simple bag with an outside pocket. Each girls name is in the bag. As their name is drawn out, it is put in the outside pocket and they are chosen to be a special helper. Once all the girls' names are in the outside pocket, they all go back in and you start over.

**Kaper Chart** - Kaper is another word for chore or short term job. A kaper chart is a handy tool used for Girl Scout meetings and activities. In troop activities, it can be used to clarify which individual, pair, small group, or patrol is responsible for completing a specific job.

To choose jobs you can:

- Make an 'I spin the wheel'
- If there needs to be multiple girls for an activity, they may draw names from a bag or hat.
- Draw a tree on a piece of paper. Cut leaves from another piece of paper. Write each job on a leaf and pin to the tree, writing side down.

However the jobs are chosen, write them on a chart so no one forgets what they need to do. It is best to have jobs rotate among the girls so no one feels they always get the "yucky" jobs.

Some possible kapers (jobs) for your troop meeting chart might be:

- Hold the flag
- Lead the pledge
- Lead the Girl Scout Promise
- Set up activities
- Clean up
- Snacks

Expand this list as you need to for your troop meetings

## **BRAINSTORMING GUIDELINES**

*The object of brainstorming is to gather as many ideas as possible on a subject. First select the topic to brainstorm. Give the participants a few minutes to collect their thoughts. Next, allow the members of the group to call out any ideas that come to mind. There is no specific order - just list ideas on a flip chart until no one has another suggestion.*

- Encourage everyone to contribute any idea no matter how ridiculous it sounds.
- Do not discuss the items contributed during the brainstorming session.
- Do not judge any ideas.
- Feel free to piggy-back the ideas of others.
- Write all ideas on newsprint for easy reference.

One idea that may be used with girls is a Dream Box. Girls may draw pictures or write ideas on a piece of paper and place it in the box. This works well if you have girls that are intimidated by speaking out in the group.

## Tips for Working with Brownie Girl Scouts

These 18 tips can help with the situations that arise whenever there is a group of girls.

- Focus on the talents and skills of each girl.
- Offer help in small doses.
- Use the "buddy system".
- Brownie Girl Scouts may need some extra help in sharing and taking turns. Encourage respect for differing religious, racial, ethnic, and cultural background.
- Help improve problem-solving skills.
- Encourage the girls to solve their own problems, to go to each other for support and assistance, and to take turns being leader of the group.
  
- Intervene only if you are really needed. However, intercede immediately if a child's safety is at risk.
- Girls learn best by doing.
- Girls need to feel positive about themselves.
- Accept each girl as she is.
- Use her name when speaking to her.
- Praise often; criticize never.
  
- Be supportive of and interested in the girls' ideas and interests.
- Vary the amount of help and support given in a situation according to a girl's physical, intellectual and emotional status.
- Keep directions simple and direct.
- Be reasonable about time with the girls.
- Involve each girl's family members as much as possible.
- Be certain that any discussion you need to have with another adult about a girl is not within her hearing or that of any of the other leaders or girls.
- Share resources and ideas.

Helpful Tool for troop business:

Many troops have found it helpful to have a mailbox (expanding file) for each girl in the troop. Important information such as permission slips can be placed in the file and each parent can empty the girl's file as they pick up their child.

## Conflict Resolution

The following techniques are some ideas for resolving conflicts. You may use different techniques for different situations and different girls.

**Mediation:** Each girl has a chance to tell her side of the story without interruption. The girl tells you what the problem was and what happened. Each girl tries to develop some possible solutions. The girls try to choose one.

**Active Listening:** you or one of the girls restates or paraphrases what each of the people involved in the conflict has said. You could use phrases such as "It sounds like you said..." or "You are saying..." or "Do you mean...?" Or whatever sounds most natural. Often these phrases are used to discover the main reason for the conflict so that you can then go on to resolve it quickly.

**Time Out:** This can be used when you know the girls are capable of solving the problem themselves. You ask the girls to go off by themselves for a set period of time and return to you with their solution. They do not need to leave your sight.

**Role Reversal:** This can help girls see another person's viewpoint. Ask each to state the point of view of another person.

**Skillful Listening:** The way you and the girls listen and speak to each other is also important for resolving conflict. Listening is a skill.

- Do you look at a girl when she is speaking to you?
- Do you listen actively so that a girl knows you have heard what she has said?
- Do you wait to give a girl a chance to answer you?
- Do you avoid interrupting her?
- Do your body language and facial expressions agree with what you are saying?
- Do the girls understand that put-downs are not allowed in the troop/group meeting?

If the communication among the girls and between you and the girls is positive, then you have already taken a large step toward avoiding conflicts in your Brownie Girl Scout troop/group.

## TIPS FOR HELPING GIRLS COPE

Girl Scouting can and does make a difference in the lives of girls. The skills a girl learns in her Girl Scout troop/group and the support she receives can often help her deal with difficult situations.

### Do

- Provide an atmosphere of openness, freedom, and trust so that girls will feel comfortable when expressing themselves and when seeking advice from you.
- Listen seriously to what girls have to say.
- Be sensitive to the girls' ethnic and cultural backgrounds, religious beliefs, family traditions, and social customs.
- Be in touch with your own attitudes and behavior. Recognize when your own beliefs may affect your judgment.
- Help girls become assertive and let them know it is OK to say no.
- Provide factual information in terms girls can understand.
- Help girls develop healthy ways to deal with stress.
- Take a preventative approach. Use creative methods like role-playing and games to discover what they are experiencing in their lives.
- Inform girls that they should always tell a trusted adult if they or someone they know is in distress. Know your GSMT's guidelines and resources for girls who need special help.
- Be a positive role model of behaviors and attitudes.

### Don't

- Impose your own values and opinions on girls.
- Promise to keep information confidential if it might affect the girl's safety to do so.
- Leave a girl alone if the situation is life threatening.
- Act judgmental, regardless of what you are told.
- Be afraid to seek help from others when you feel uncomfortable discussing certain topics.
- Provide information the girls do not want or need to know.

## Five-Step Worksheet

1. Girls Idea List

*For example:*

Roller skating,

Coloring,

Soccer,

Pizza party,

Go to the pool,

Sleepover,

Picking apples,

Hiking,

Movies,

Ride horses,

Play games,

Other

2. Match 2-3 ideas to Girl Scout Activities, Try-Its, Girl Scouts of Middle Tennessee-sponsored program events or Girl Scout special days.
3. Which of the Four Program Goals best supports the activities you have identified:
4. Using the Girl Scouts of Middle Tennessee calendar, place the activities in the troop year.
5. Decide what you will propose at the next Brownie Ring for the girls' vote.

## BROWNIE GIRL SCOUT INVESTITURE CEREMONY

**Opening:** Flag ceremony (troop in horseshoe formation).

New Brownie Girl Scouts go outside or join the rest of the troop with the leader. The rest of the troop forms a ring around the Brownie Girl Scout pool (mirror edged with greenery).

Leader with new Brownie Girl Scouts knocks on the door.

**Leader at Pool:** "Who comes to the Brownie woods?"

**New Brownie Girl Scouts:** "We do!"

**Leader at Pool:** "What do you want?"

**New Brownie Girl Scouts:** "We want to be Brownie Girl Scouts."

Leader asks why and as each girl enters, she gives her own special reasons. (Help the girls prepare their short responses before the ceremony.) Girls enter and sit by the Brownie Girl Scout pool.

**Leader:** Takes each girl in turn.

**Girl:** Says the Promise.

**Leader:** After hearing Promise, takes girl to pool and turns her around in a circle. "Twist me and turn me, and show me the elf. I looked in the pool and saw."

**Girl:** "Myself!" (Followed by her name)

**Leader:** Pins on Brownie Girl Scout pin and welcomes girl into troop.

## **General Information on Courts of Awards**

### **What is a Court of Awards?**

At a Court of Awards, Girl Scouts receive recognition for their accomplishments in the form of patches, badges, pins and certificates. Court of Awards ceremonies are held several times during the year and even more frequently for very young girls. A Court of Awards may be used as a closing ceremony for a project the whole troop has worked on, with each girl receiving the patch or badge that symbolizes her effort. Or, recognitions individual girls have earned over a period of time may be distributed at the Court of Awards.

### **What's in a Court of Awards?**

Presentation of awards is the main activity of a Court of Awards ceremony. There are many creative ways to present girls with recognitions. Demonstrations or displays of what was done to earn the awards can add interest to the ceremony. Girls may wish to include a candle lighting in the ceremony. Many of the Promise and Law candle lightings used for investitures are also appropriate for Court of Awards ceremonies. A Court of Awards can be a formal kind of ceremony with invited guests: parents, troop support committee, program consultants and sponsors. Or, it can be a simple ceremony with the troop leader presenting the girls with recognitions at the end of a regular troop meeting. Whatever form the Court of Awards takes, it should be an opportunity for girls to feel proud of their accomplishments.

### **Things to Think About**

- ✓ Prepare recognition items ahead of time; packaging each girl's awards together.
- ✓ Emphasize the effort each girl made to earn whatever awards she is receiving, rather than the number earned.
- ✓ Hold award ceremonies frequently, especially for younger girls. Daisy, Brownie and young Junior Girl Scouts should receive recognitions as soon as they have earned them to help them understand that the award is a symbol of their work. These can be very simple ceremonies with just the troop present.
- ✓ Recognize each girl individually by name. If possible, comment on what was done to earn the recognition. To save time, pin the awards to ribbons and then pin ribbons on the girls.

## ARE WE READY TO TRAVEL?

Every girl is not ready to overnight or travel. Age will be a factor and so will her maturity level. Here is a checklist to use to help you know when a girl is ready for troop travel.

- ÿ She should want to go.
- ÿ She should not be afraid to be away from family and family should be prepared to let her go. Sometimes parent fears are the greatest to overcome.
- ÿ She can cope with visiting new places.
- ÿ She is willing to share.
- ÿ She can cope with night noises and darkness.
- ÿ She can function as a member of a group.
- ÿ She is willing to sleep and eat with ALL girls, not just her best friend.
- ÿ She can be flexible.
- ÿ She can manage with little privacy.
- ÿ She has shown she can be a follower as well as a leader.
- ÿ She understands and uses the Buddy System at all times.
- ÿ She actively participates in trip planning.
- ÿ She has practiced the skills required for the trip.
- ÿ She is responsible for her own belongings. This includes packing them. **If the girl doesn't pack her own belongings, she may not know where her mother/father put them in her back pack.**
- ÿ She practices the Promise and Law in dealing with others.

## THE PROGRESSION OF TRIPS FOR BROWNIE GIRL SCOUTS

**MEETINGTIME TRIPS** are trips of interest in the neighborhood. For example, consider a walk to see a nearby garden. Perhaps just a short ride by car or public transportation to visit a civic building, such as the firehouse or courthouse might be considered. These are the simplest and start the progression.

**DAYTRIPS** are the next step. These are daytime excursions away from the troop meeting place and outside the regular meeting time. Girls might plan a day visit to a point of historical or natural interest, bringing their own lunches. After doing this, they might go to a nearby city, scheduling time for a meal in a restaurant. Day trips are appropriate for new and returning Brownie Girl Scouts.

**SIMPLE OVERNIGHT TRIPS** involve one to two nights away to a *nearby* destination. Simple overnights are appropriate for Brownie Girl Scouts once the leaders have met with the girls for several meetings and have taken training appropriate for the type of lodging accommodations. Additional insurance is required for any overnight trip lasting more than 2 nights.

### PROGRESSION BY AGE LEVEL

Troop members vary in their abilities according to the experiences they have had in family or group travel. However, it is still possible to make some generalizations about trips and travel preparations appropriate to each age level.

*Safety- Wise* describes a Girl Scout trip as "an opportunity for girls to have fun, to experience adventure, and to enrich on-going program." It goes on to say that "learning how to plan a trip should be a progressive experience for a Girl Scout, one that starts with an outing she is ready to handle." There is a progression in the type and length of trips troops may go on as girls' progress through Girl Scout program levels.

*Reminder:* Check the Leader Guide, *Leader Essentials* and *Safety-Wise*, for guidelines for travel in Girl Scouts.

**BROWNIE GIRL SCOUTS** - Brownie Girl Scouts go on discovery trips and one to two night camp outs in the neighborhood or nearby places. *The Guide for Brownie Girl Scout Leaders* ('Trips Appropriate for Brownie Girl Scouts') says, "Brownie Girl Scouts can go on discovery trips in the neighborhood or in nearby places, traveling by car, by public transportation or on foot." (P.30)

What is 'nearby'? *Webster's Collegiate Dictionary* defines it as 'close at hand.' For travel purposes, keep this in mind to determine which trips girls can plan and go on as Brownie Girl Scouts and which must wait until they are Junior Girl Scouts or older.

The idea for taking a trip may come from the girls or a leader or an older Girl Scout may stimulate discussion. In the Brownie Girl Scout ring, the girls talk about what they would like to do; the leader helps them narrow down their ideas to those that are within their abilities and budget. The girls can then vote on the trip they want and on alternate plans.

In preparation, the Brownie Girl Scouts and their leader talk about what they will see and do on the trip. What they need to bring with them? How much the trip will cost? What is expected of them, particularly in regard to courtesy and safety?

After the trip, the girls should have the opportunity to discuss and reflect on their trip. They should send thank-you notes to anyone who helped make the trip possible or memorable, and perhaps include a painting or poem they have written. They make plans for future trips based on what they have learned, enjoyed, or need to practice. They participate in completing the Trip Evaluation Form.

*Note:* A parent permission form must be completed for ANY activity that takes place away from the regularly scheduled troop meeting time or location. The service unit manager must be informed of all trips. Girl Scouts of Middle Tennessee approval may also be required based on the criteria listed in *Leader Essentials*.

Helpful hint: If the girls will be sleeping in one large open room, have them make "headboards" from cardboard that will be against the wall above their sleeping bag. All the girls stuff should stay at her "bed."

## **Information Sheet for GIRL SCOUTS OF MIDDLE TENNESSEE Money-Earning Opportunities**

### **Fall Product Program**

Guidelines for participation in the Fall Product Sale are available each August from the Service Unit Fall Product Sales Manager who will attend training at the Girl Scouts of Middle Tennessee. This sale enables families and friends to help their Girl Scout Troops earn money by renewing or subscribing to their favorite magazines, purchasing books, music selections, or purchasing candy, nut, candles, and cookbooks.

Every year, QSP provides Troops with the *Be a Reader* activities booklet. Girls can earn a patch from this booklet.

While participating in the Candy/Nut Product Sale, girls will: Learn about setting and achieving goals; Learn about business concepts; Learn about products, selling, distribution and promotion; and Learn the value of team work.

All girls participating will receive a Participation Patch, which is provided by the Girl Scouts of Middle Tennessee.

### **Cookie Program**

The Service Unit Cookie Sale Manager conducts training for the Troop Cookie Managers in November and December. Troops must be registered with GSUSA by November 30 to participate in the cookie program. Troops receive some money per package at the time of the sale and additional money per package if all paperwork and deadlines are met at the end of the sale.

After paying for direct costs of cookies, proceeds are used for development and maintenance of the Girl Scouts of Middle Tennessee 's campsites. In addition, it represents approximately 50% of the operation budget which provides program supplies; equipment and training for volunteers; program scholarships for girls; and expansion of Girl Scouting into areas where girls are not being served.

GSUSA membership is a requirement of the Troop Cookie Manager. This person should not be the troop leader. Before the troop and service unit cookie orders can be accepted, a signed Troop Cookie Manager's Agreement Form must be on file in the Product Sales office at the Nashville Service Center.

All troop leaders are encouraged to attend the SU cookie training along with the Troop Cookie Manager. The troop leader will need to work closely with the troop cookie manager to ensure a smooth sale. Allocate troop time to train the girls and any needed follow-up activity.

***Note: Each year Little Brownie Bakery provides excellent program materials for use by the troops. Please encourage their use and display if possible.***

## **Faith Based Initiative**

The Faith Based program is designed to create Partnerships between Girl Scouts and local faith-based organizations. The aim of the program is to have faith based organizations develop Girl Scouts as a Ministry of their institution; no longer just a meeting place. The program is organized to benefit both organizations: Outreach (reaching more families) for the organizations and more girls benefiting from the Girl Scout experience. As a Ministry, the faith based organization develops a service team to administer the program in conjunction with the church's spiritual emphasis.

Religious Awards, programs created by the various religious and faith based groups, have been created to encourage girls to grow stronger in their faith. These programs have been created by the religious groups themselves, not by the Girl Scouts. The programs are recognized by the GSUSA and the recognitions may be worn on the official uniform. Each faith based organization develops and administers its own program.

For more information contact: Faith Partnership Manager, at 615.383.0490

## BROWNIE TRY-ITS, PATCHES AND OTHER AWARDS RECORD

Please shade in the numbered squares to indicate completion of requirements. Fill in the date after each.

Girl's name: \_\_\_\_\_

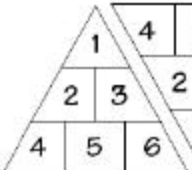
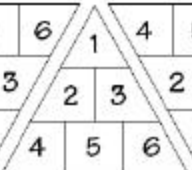
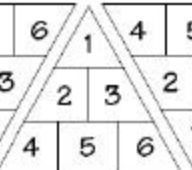
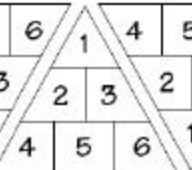
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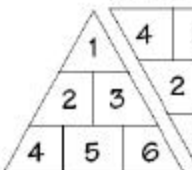
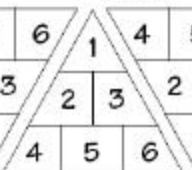
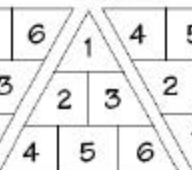

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BROWNIE GIRL SCOUTS AROUND THE WORLD Completed _____ Awarded _____		BROWNIE GIRL SCOUTS THROUGH THE YEARS Completed _____ Awarded _____		BUILDING ART Completed _____ Awarded _____		CAREERS Completed _____ Awarded _____	
CARING & SHARING Completed _____ Awarded _____		CREATIVE COMPOSING Completed _____ Awarded _____		DANCERCIZE Completed _____ Awarded _____		EARTH & SKY Completed _____ Awarded _____	

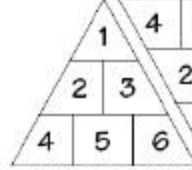
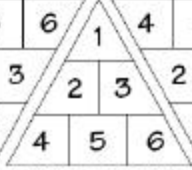
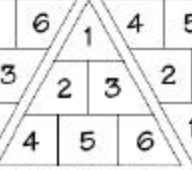
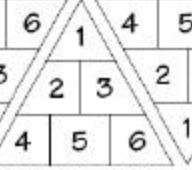
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EARTH IS OUR HOME Completed _____ Awarded _____		EAT RIGHT, STAY HEALTHY Completed _____ Awarded _____					
ECO-EXPLORER Completed _____ Awarded _____		FRIENDS ARE FUN Completed _____ Awarded _____		GIRL SCOUT WAYS Completed _____ Awarded _____		GIRLSPORTS Completed _____ Awarded _____	
HEALTHY HABITS Completed _____ Awarded _____		HER STORY Completed _____ Awarded _____		HOBBIES Completed _____ Awarded _____		LET'S PRETEND Completed _____ Awarded _____	
LISTENING TO THE PAST Completed _____ Awarded _____							

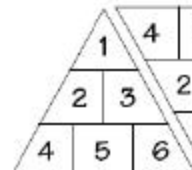
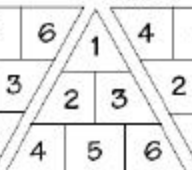
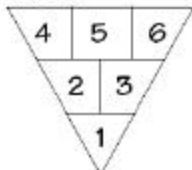
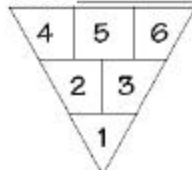
Revised August 2005

Revised April 2008

<b>MAKE IT, EAT IT</b> Completed _____ Awarded _____		<b>MAKING MUSIC</b> Completed _____ Awarded _____		<b>MANNERS</b> Completed _____ Awarded _____		<b>MATH FUN</b> Completed _____ Awarded _____	
							
<b>ME AND MY SHADOW</b> Completed _____ Awarded _____		<b>MOVERS</b> Completed _____ Awarded _____		<b>MY BODY</b> Completed _____ Awarded _____		<b>NUMBERS &amp; SHAPES</b> Completed _____ Awarded _____	

<b>OUTDOOR ADVENTURER</b> Completed _____ Awarded _____		<b>PENNY POWER</b> Completed _____ Awarded _____		<b>PEOPLE ARE TALKING</b> Completed _____ Awarded _____		<b>PEOPLE OF THE WORLD</b> Completed _____ Awarded _____	
							
<b>PLANTS</b> Completed _____ Awarded _____		<b>PLAYING AROUND THE WORLD</b> Completed _____ Awarded _____		<b>POINT, CLICK, AND GO</b> Completed _____ Awarded _____		<b>PUPPETS, DOLLS, AND PLAYS</b> Completed _____ Awarded _____	

<b>SAFETY SENSE</b> Completed _____ Awarded _____		<b>SCIENCE IN ACTION</b> Completed _____ Awarded _____		<b>SCIENCE WONDERS</b> Completed _____ Awarded _____		<b>SENSES</b> Completed _____ Awarded _____	
							
<b>SMART COOKIE</b> Completed _____ Awarded _____		<b>SOUNDS OF MUSIC</b> Completed _____ Awarded _____		<b>SPACE EXPLORER</b> Completed _____ Awarded _____		<b>SPORTS &amp; GAMES</b> Completed _____ Awarded _____	

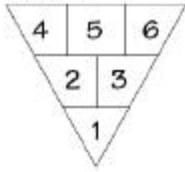
<b>TRAVEL RIGHT</b> Completed _____ Awarded _____		<b>WATCHING WILDLIFE</b> Completed _____ Awarded _____		<b>WATER EVERYWHERE</b> Completed _____ Awarded _____		<b>WAVE THE FLAG</b> Completed _____ Awarded _____	
							
<b>WORKING IT OUT</b> Completed _____ Awarded _____		<b>WRITE AWAY</b> Completed _____ Awarded _____					

Revised August 2005

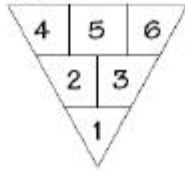
Revised April 2008

**COUNCIL TRY-ITS**

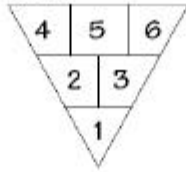
**BALLERINA**  
Completed \_\_\_\_\_  
Awarded \_\_\_\_\_



**NATIVE AMERICAN**  
Completed \_\_\_\_\_  
Awarded \_\_\_\_\_



**ROCK ON**  
Completed \_\_\_\_\_  
Awarded \_\_\_\_\_



**PATCHES**

Patch \_\_\_\_\_ Date awarded \_\_\_\_\_  
Patch \_\_\_\_\_ Date awarded \_\_\_\_\_  
Patch \_\_\_\_\_ Date awarded \_\_\_\_\_  
Patch \_\_\_\_\_ Date awarded \_\_\_\_\_  
Patch \_\_\_\_\_ Date awarded \_\_\_\_\_  
Patch \_\_\_\_\_ Date awarded \_\_\_\_\_  
Patch \_\_\_\_\_ Date awarded \_\_\_\_\_  
Patch \_\_\_\_\_ Date awarded \_\_\_\_\_  
Patch \_\_\_\_\_ Date awarded \_\_\_\_\_

**BROWNIE SAFETY AWARD**

Must complete six activities to earn award.

Date awarded \_\_\_\_\_



**BRIDGE TO JUNIORS**

Please check off seven Bridging Steps to indicate completion.



Revised August 2005

Revised April 2008

## TROOP FINANCIAL RECORD

This form is due to your service unit manager by May 28th. You must retain all records for a period of no less than 3 years. Use this form to keep a record of all cash received or paid out of the troop treasury.

Year: \_\_\_\_\_ Troop #: \_\_\_\_\_ Service unit #: \_\_\_\_\_ Age level:  Daisy  Brownie  Junior  Cadette/Studio 2B  Senior/Studio 2B  
 Leader's name: \_\_\_\_\_ Service unit manager: \_\_\_\_\_ Date of first meeting: \_\_\_\_\_  
 Troop funds are deposited in \_\_\_\_\_ bank. Account name: \_\_\_\_\_ Account #: \_\_\_\_\_  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

	June	July	August	September	October	November	December	January	February	March	April	May	Totals
Cash Beginning Balance*	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Income</b>													
<i>*Your beginning cash balance will be the ending cash balance from the prior month.</i>													
National Membership dues	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Troop dues													
Cookie sale													
Cookie sale bonus													
QSP (magazine sale)													
Family Contributions													
FRP (candy, nuts, candle)													
Sponsorships													
Extra parental support													
Other													
<b>Total Income</b>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Expenses</b>													
National Membership dues	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Program supplies													
Council events													
Troop trips													
Service projects													
Family Contributions													
Juliette Low World Fund													
Insignia (badges, patches, pins)													
Cookies (payment to Council)													
Magazines (payment to Council)													
Candy & Nuts (payment to Council)													
Other													
<b>Total Expenses</b>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>*Ending Cash Balance</b>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

\*Subtract your total expenses from your total income to get your ending cash balance.

