



# Advisor Packet

## Girls 11-17

Training for adults who work with 11-17 year old girls.  
Girl Scouts of Middle Tennessee

Rev. 06/08 kf



# Girl Scout Program Goals in Their Own Words

## *The Four Bs*

- ❖ **BECOME** (Develop to their full potential.)  
Celebrate yourself today and become your best self for the future
  
- ❖ **BELONG** (Relate to others.)  
Explore new things with other girls and make friends
  
- ❖ **BELIEVE** (Develop meaningful set of values)  
Share your thoughts and voice what's important to you
  
- ❖ **BUILD** (Contribute to society)  
Develop your skills and take action on what you are about, and have fun doing it!

## Three Distinct Age Levels

Developmentally, physically, emotionally and socially girls 11-17 represent three distinct age groups:

	11 - 13 BELONG	13 - 15 BELIEVE	15 - 17 BUILD
DEFINING MOMENTS	Transition to jr. high/ middle school	Rite of Passage- becoming a teenager	New independence- now can drive
SELF-IMAGE	Want to be liked by others and belong	"Me"- focused	Pressure to achieve success
WORRIES	Worry about fitting in	Worry about boys no liking me, how I look, eating disorders	Stressed out; worried about becoming somebody
PRESSURES	Teen pressures focused on new behavior such as smoking and dating set in	Pressures to act a certain way as a girl	Worried about getting into the right college, the right future, life after high school
ACTIVITY INTEREST	Talking about friendships, sports, improving the world around me, camping, improving self-confidence	Personalize my space, taking trips, music, express myself, developing image through clothes/fashion, dating	Career opportunities, self-defense, managing time, girls' leadership conferences

## **Working with 11-17 year old girls**

### **By Girls, For Girls**

Talk to girls about what they want, think, need, and feel. Real girl planning means that girls create and share their experiences. Do not plan anything that doesn't start with something girls said. Think, listen, plan, and do with a "by girls, for girls" approach.

### **Consider age Differences**

Preteens often enjoy being around teens but sometimes teens wish they could have more time to themselves. Do not always push the "older girls" to lead the "younger girls."

### **Provide flexibility and options**

Girls this age have many interests and commitments. They need more of a "menu" of ways to participate in Girl Scouting. Some of the girls in your troop may participate in meetings only once a quarter, work on an award, and belongs to Club Adventure. Others may go to every troop meeting and apply for a wider op. Others may come to some troop meetings and attends 2 to 3 Girl Scouts of Middle Tennessee programs. Do not assume that all of your troop, even ones that have been together for a while, will still want to participate in the same way. Some girls may wish to participate in PA, LIT, and CIT opportunities.

### **Bring in other teen-savvy adults**

The more positive adults in a teen woman's life, the better. Teen women are telling us they want all different kinds of adults in their life. They enjoy having their troop leaders involved, but would also like other adults to be involved. They need to discuss their feelings with a variety of adults and to explore interests and passions with adults who are experts. Teens are acutely aware of people just beyond their age who are "making it". To include more young adults in your troop activities, you can partner with some college women to come to troop meetings or activities or invite guest speakers or facilitators in an area of interest to the girls.

### **Promote Fun**

Girls are under an increasing amount of pressure at school and at home to be responsible, successful, and helpful. Girl Scouts can be an important outlet for fun. Girls say they like to help young girls with projects, but they also want things for themselves- just for fun.

### **Check the Pressure**

Working on awards is great for girls who want to earn awards. Not all girls are interested. Sometimes girls say they feel too much pressure to go after awards because adults want them too. They feel they are "not real Girl Scouts" if they don't work toward these awards. Let all girls know they are values members of Girl Scouts.

### **Explore Cutting Edge Leadership Projects**

Too often, leadership opportunities for girls are focused on the tried and true (clothing or book drives) or on helping younger girls who are in Girl Scouts. Encourage the girls you work with to get out of the box and explore community issues that they are interested in and could have an impact on. Many teens crave the chance to "save the world."

## **What Girls 11-17 Think About**

### **(11-12 year olds)**

- The transition from elementary to junior high school
- Being liked
- "Fitting in"
- Friendships
- Sports
- Improving the world
- Getting outside - camping
- Improving self-confidence

### **(13-14 year olds)**

- Becoming a teenage
- "Me"
- Boys
- How I look
- Eating disorders
- Pressure to act a certain way
- Developing my self-image - clothes, fashion, etc.
- Taking trips
- Personalizing my space
- Music – expressing myself

### **(15-17 year olds)**

- Driving
- Boys
- Jobs/Careers
- Choosing the "right" college
- Schedules/time management
- Becoming "somebody"
- Self Defense
- Leadership Conferences

## Characteristics of a teen savvy volunteer according to girls:

- ❑ Gives independence to girls
- ❑ Takes anybody into the troop
- ❑ An expert at something I want to do
- ❑ Someone close to your age you can relate to
- ❑ An unrelated leader, especially mom
- ❑ Someone who is in shape; who can do physical activities
- ❑ Someone who can listen; try to help us explore possibilities
- ❑ Not in it for themselves
- ❑ Understands when we make mistakes
- ❑ Lets girls grow up
- ❑ Not too authoritarian
- ❑ Not naggy
- ❑ Doesn't pressure you (such as earning the Silver Award)
- ❑ Lets us be, but watches over us
  
- ❑ Needs to be able to step back

Keep in mind that teen women want a variety of adults involved in their lives. They value their troop leaders and parents. They simply want more adults involved in their lives. So use these characteristics to help your girls get more young adult mentors involved in your troop and encourage them to be involved with a variety of Girl Scouting activities that expose them to different adults. Do not limit the troop activities to activities you are comfortable with - instead help the girls find young women who can help you all explore new possibilities.

## Girls Like It When You...

We like it when you...	We don't like it when you...	Girls suggest...
Understand that we need time to talk, unwind, and have fun together. This is a big part of why we are involved.	Assume that we always have to be accomplishing something big or being "productive."	Let us tell you when and if we are ready to do "something big."
Ask, "What do you hope to do in this group? How do you want to spend the time together?"	Say, "Okay, this is what we are going to do," or "You can do X, Y, or Z; choose one."	Recognize that you may have an agenda and you need to try to let go of it so that we have a chance to create our own agenda.
Help us with the logistical details, paperwork, and legwork for projects and trips.	Decide what the projects and trips are, set the agenda, or take over the vision, big picture planning, and decision making.	Ask us how you can be most helpful. Engage us in a discussion about who does what.
Provide some structure. We have a lot going on in our lives, and we do need some help pulling the group together.	Try to create too much structure or become rigid and inflexible about meetings and schedules.	Help us create many ways to stay connected by asking us how often we like to meet in person and when we prefer to communicate by phone or email.
Guide us by asking the right questions at the right times and help us act on our answers.	Do things your own way.	Remember we want to leave our own fingerprints on whatever we do. Recognize that your way may not be our way.
Let us speak our minds and feel free to say anything.	Make us feel we have to hold back our feelings because you might not be comfortable with the.	Respect our feelings. Even when you might not fully understand or agree, show us that you know our feelings are important.
Connect with us. Treat us like equal partners.	Forget about the girl/adult boundaries and try to be one of us.	Remember we know we still need someone looking out for our overall well-being. We want to feel safe.

## Girls Say/Adults Act Worksheet

Girls Say...	Something we can do to act on this in my troop is...
Don't plan "it" for us and then say we did "it."	
Don't assume we want to do <i>BIG</i> projects.	
Let us make our own mistakes and don't say I told you so.	
Don't volunteer us.	
Stop pretending to listen to us and then do what you want anyway.	
We want to do things because we enjoy doing them, not because we "have to."	
Let us take more control and make more decisions.	
Deal with our real issues.	

## Communication Fundamentals for Working with Teens

Listen when teens talk and ask questions.

- Teen women want to be heard. Girls in GSUSA research have said that listening to them is the first step in helping them take ownership of their program. Ask them what they think and allow time for them to talk. Your role can be in giving them "air time."

Be honest.

- Be honest in giving feedback to teen girls in conversations and discussions. Being honest could include telling girls that although their idea is great, the budget won't cover it. Or it could mean sharing with them that you are uncomfortable with a topic, activity, or community project. But do not just say this - get their feedback on alternative activities, or take this opportunity to seek out new volunteers or experts in an area.
- Tell them your stories. Admit mistakes. Let them know when you do not have the answer or solution.
- Don't try to be something you are not (e.g. talking in "teen" lingo, etc.). Teen women want you to be honest with them and to yourself and will see through any attempt to relate on "their level."

Discuss real issues.

- Girls want to deal with real issues. For them issues include relationships, school, money, peer pressure, drugs, smoking, and more. Giving girls a safe place to discuss what is on their minds is important. If you need to, consult a staff person about bringing in a volunteer who has an expertise in an area that you are not comfortable talking about.
- Do not make judgments on the issues girls talk about or discuss with each other.

Show respect.

- Teen women often recall that their best experiences were the ones where adults treated them as equal partners - with respect. Don't talk down to the girls - talk up. Teen women aspire up; they want to explore who they are going to be "next." Being spoken to as a young adult will help them grow. Even if you are already "talking up" to girls with respect, take a minute to assess yourself and turn it up a notch. Girls will notice your effort and respond positively.
- Stay objective. Respect their opinions and input - even if you do not agree. You can and should share your opinions and knowledge, but allow the teens ownership of their opinions and experiences as well.

Encourage girls to become advocates for themselves.

- Help girls speak up. Draw out girls in your group. Encourage all teens in your groups to ask questions or share.
- Most girls would like to feel more comfortable talking to a parent, employer, or teacher. Give them opportunities to develop assertiveness skills.

Offer options.

- Girls need parameters and guidance, but they also need lots of options. What they want today may not be what they want next week. Girls have many opportunities and often want to explore them all. A menu of options opens the door to their discovering new things and sharing new experiences. Talking to girls about what they want, and providing flexibility in meeting their needs shows them that you respect them and their busy lives.

Think about your feelings.

- How do you really feel about volunteering with teens? Are you savvy or just pretending to be? Using current teen talk or dressing in what you think is the latest fashion doesn't qualify you as teen savvy. Girls would rather you talk and dress like yourself and not like them. Be honest. If you don't know their slang expressions, ask them. Or if you are not sure if your jeans are in or how you would look in hip huggers, ask them. Find out what television shows girls are watching, what movies are popular, what music they are listening to, and what magazines and books they read. Teens will be surprised and encouraged that you have made an effort to explore their world instead of just scratching the surface.

Ask the girls.

- They will respect you much more if you let them in on your secret - adults do not know everything.

Enjoy humor.

- Laugh with them.
- It is ok to laugh with teens. Humor is also a valuable means of communication.

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### *The Pie of Life Activity*

The "Pie of Life" activity is an aid to taking inventory of one's life---to examine how one's time is actually spent. This knowledge will help a person to assess what she is currently getting out of live, and to help a person plan to get what she really wants out of life.

The circle represents a 24- hour clock. Divide your "day" into pie-shaped wedges that indicate the amounts of item you spend on activities during a typical day. These are estimates, but the total should add up to 24. Remember to include your job, travel time, socializing, hobbies, family, chores, etc.

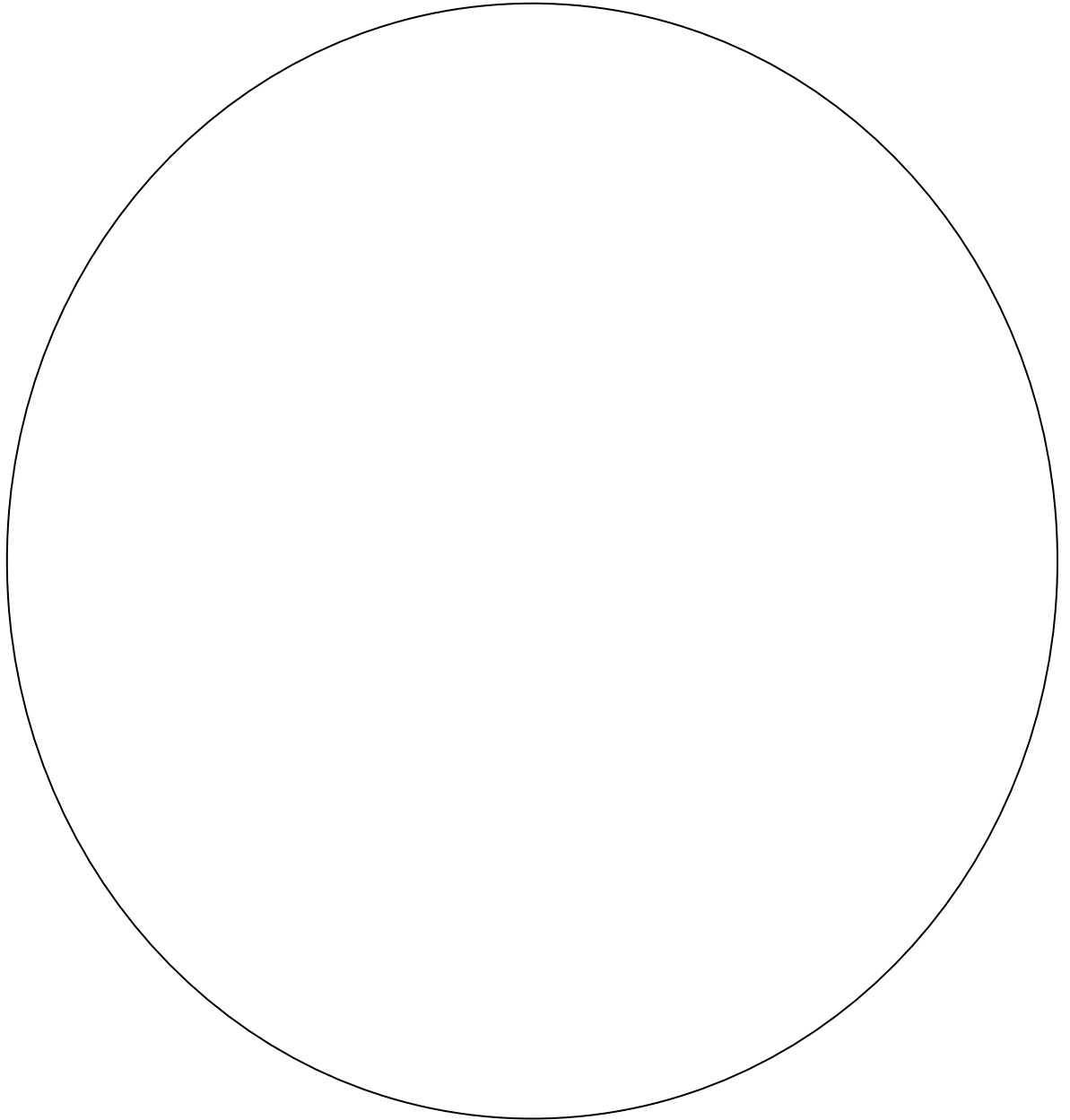
Did you include sleeping?

Are you surprised by the results?

This is a good activity to do with your girls. Then have them do a "Pie of Life" for their mother's typical day. This is usually an eye-opener.

Read the *Guide for Cadette and Senior Girl Scout Leaders*, pp. 54-58. Think of some ways that you can help girls include a wide range of *Girl Scout* activities in their lives.

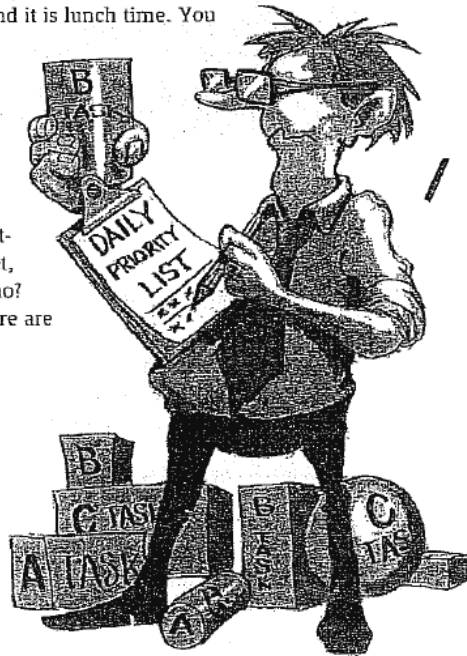
# My Pie of Life



# The Tyranny of the Urgent

"Tyranny of the Urgent" refers to the seemingly endless stream of little things that take up so much of your time. It is very tempting to respond to the urgent first, postponing the important. Urgent tasks are often "C" priority items which arrive attached to a memo with the word "Rush" or "Urgent" on it. It may be a person sticking their head in the door and saying, "Do you have a minute?" Urgent things tend to be quick, fairly obvious and can be taken care of with little time or effort. However, these little things also proliferate. You can spend an entire morning doing little things, look up and in surprise find it is lunch time. You then suddenly realize that you had not gotten to the important item you thought you were going to start first thing in the morning.

Priority "C" tasks can be seductive, but "A" and "B" priority tasks are critical to successful performance. Since "B" tasks can wait if necessary, it is easy to get trapped. Just because it can wait does not mean that it should wait. Why put off things you know you should do? "A" and "B" priority tasks are usually time consuming, complex or difficult. When you only have a few minutes before your next meeting or appointment, are you likely to start a big project like the budget, or are you going to return a voice mail message or write a quick memo? The fast and easy things will often crowd out the more important. Here are ways to get "A" and "B" priority tasks done more quickly:



**1. Put them in writing.**

Reduce the clutter in your head by keeping a list.

**2. Break them into smaller, easy-to-do steps.**

Make steps as easy to do as a "C" priority task.

**3. Schedule them on your calendar.**

Make a commitment to yourself to get them done.

**4. Set deadlines on each of the tasks.**

**5. Honor your priorities as you do those of others.**

## Keep Track of Your Priorities.

- |  |                              |                             |                                    |
|--|------------------------------|-----------------------------|------------------------------------|
| I set priorities on my list of things to do every day. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| I stick to my priority decisions.                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| I share my priorities with others.                     | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |
| I feel comfortable with the way I set priorities.      | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Sometimes |

**My priorities over the next month are:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**My priorities for the next week are:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 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.***

## Destinations

What is a Destination?

A STUDIO 2B destination is your chance to go somewhere new, do something different, and meet people from everywhere you can imagine.

### ***Things to know about Destinations?***

- Destinations is the new name of Wider Opportunities.
- All of the Destinations information is on line at [www.studio2b.org](http://www.studio2b.org).
- Destinations trips are for teen Girl Scouts only.
- Choose from many types of events. See what life is really like for an M.D., or camp in the green depths of the Costa Rican rainforest.
- You can travel around the corner or around the globe.
- Destinations are constantly being added. Check the site often!
- Don't be intimidated by the price. There may be funding from Girl Scouts of Middle Tennessee. This fall each destination will be reduced in price with special funding from Girl Scouts of the USA!

### **What else has changed besides the name?**

The costs of the trips are lower.

There is more of a variety of trips.

The application/ selection process has been simplified.

### **How do I get more information about Destinations?**

If you have web access, please visit [www.studio2b.org](http://www.studio2b.org). Click on 'ESCAPE' then click on 'DESTINATIONS.' On the website you can get the 411 on all of the Destinations. If you cannot access the web, please call Jenny Pack at (615) 383-0490, ext. 271 to receive the web information by mail.

How do I apply for a Destination?

An application packet can be downloaded from the STUDIO 2B website. You can access the application packet by going to [www.studio2b.org](http://www.studio2b.org). Click on 'ESCAPE' then click on 'DESTINATIONS.' You will be able to download a *.doc* or *.pdf* version of the application packet. If you do not have access to the web, then please call Megan Davis at (615) 383-0490, ext. 216 to receive an application packet by mail.

Questions?

Contact Megan Davis at [mdavis@gsmidtn.org](mailto:mdavis@gsmidtn.org) or (615) 383-0490, ext. 216.

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## ARE WE READY TO TRAVEL?

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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.

- She should want to go.
- 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.
- She can cope with visiting new places
- She is willing to share
- She can cope with night noises and darkness.
- She can function as a member of a group.
- She is willing to sleep and eat with ALL girls, not just her best friend.
- She can be flexible.
- She can manage with little privacy.
- She has shown she can be a follower as well as a leader.
- She understands and uses the Buddy System at all times.
- She actively participates in trip planning.
- She has practiced the skills required for the trip.
- She is responsible for her own belongings.
- She practices the Promise and Law in dealing with others.

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## TRIP PLANNING

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Whether it is a trip across town, across your state, across the country, or across an ocean, basic trip planning is an important skill for the girls to learn. Remember that the most memorable trips are those in which the girls are the major decision-makers for the trip. The current Junior Girl Scout Handbook has a good piece called T.A.P (Travel Action Plan) which can be utilized for any type of trip. The basic steps are outlined below:

Brainstorm where you would like to go

- Decide where you will go
- Find out more about the place that you would like to visit
- Prepare a trip budget
- Review Safety-Wise
- Develop a packing list for clothing and equipment needed
- Study maps of the area and develop a more detailed itinerary of how to get where and when
- Put your plans into action!

An important step: Evaluate your trip to help you on future trips!

The Girl Scouts of Middle Tennessee has guidelines of who can travel where. This reflects the fact that progression is also a part of travel. For example, the Girl Scouts of Middle Tennessee may allow a Junior Girl Scout troop to travel say, across the state, but if these girls have never even been away from home before for even a simple overnight, this would not be a good plan. A typical progression for troop trips might be as follows (note that program levels are indicated but girls new to travel should start at the beginning regardless of what program level they are in):

- A meeting time trip within your town
- An all day trip within your town
- A one night overnight trip within your town.
- A day trip to a location outside your town but within a couple of hours of home
- A local weekend camping trip
- A long weekend trip (3-4 days) within your state boundaries
- Extended trips (1-2 weeks) within the continental U.S.
- Extended length trips including International travel

Check Leader Essentials for restrictions before approaching the girls with any travel plans. The Girl Scouts of Middle Tennessee also has a process in place for approving travel for troops so make sure you know what forms, permissions, etc.

need to be obtained before attempting to travel. Submit the Intent to Travel form when appropriate.

To ensure a girl's readiness to participate in a long trip, some form of a signed commitment form by the parent and the girl can be used. This should detail your expectations regarding the trip, finances, cancellations, as well as the girl's behavior.

### **1. Brainstorm where you want to go:**

The first step in any trip is figuring out what the girls are interested in doing. The easiest means to do this, and one, in which everyone's ideas are included, is called brainstorming. It is a common technique to accumulate many ideas in a short amount of time. One person is chosen as recorder (to record the items on paper or a board). One person is chosen as moderator (this is often the leader for younger girls). Once the topic is chosen to brainstorm (such as ideas of places to go), the moderator asks for ideas. Following are some guidelines:

- One person speaks at a time
- All ideas are included and written down
- No judgmental statements are made about anyone's idea.
- Everyone has a chance to contribute one or more ideas.
- After all ideas have been offered, ideas are evaluated for their feasibility (such as, "We don't have enough money in our troop treasury at this time to go to Hawaii") but they are never judged ("That's a stupid idea!") This leaves reasonable ideas from which to choose.

### **2. Decide where you will go:**

Before deciding where to go, it is important to come up with a purpose for the trip. Is it just a fun day out? Are you working toward any awards that the trip would help you with? Are the girls interested in expanding their horizons with a new activity? Do they want to get a feeling for the Girl Scout roots? Any of these (and there are many more) would be appropriate purposes for going on a troop trip.

From the ideas arrived at through brainstorming, the girls are ready to make their decision. Sometimes it is helpful to list the pros and cons of each location to help the girls evaluate which they would like to do. Ask questions such as the following:

- How much will the trip cost?
- How far away is the destination?
- How long will it take to get there?
- What type of transportation is required?
- What activities are available at the destination?

This might require some extra research before the final decision is made. Try inviting someone who has been to the places you are contemplating to a troop meeting to tell about her trip. This is especially helpful if you are contemplating an extended trip to visit perhaps a World Center or even Juliette Low's Birthplace. There is nothing that builds enthusiasm like other girls who have done what it is you are thinking about doing. When all of the data is compiled, discuss the choices and then vote.

### **3. Find out more about the place that you would like to visit:**

Some research may be done in the decision making process but after a location is agreed upon it is important for the girls to learn about the place they will visit. Girls can write to the local visitor's bureau or a Chamber of Commerce if they are visiting a city. National and State parks many times will send brochures if requested. Commercial tour books may also prove useful. And again, don't forget the ever-important personal experience - if you haven't had someone in to talk yet, invite someone who knows about your destination! Obtain maps of the areas you would like to visit.

The advantage of this is twofold:

- Girls can learn valuable skills like navigation and map reading
- You are able to plan your itinerary better if you have a general idea of where things are located in relation to each other.

### **4. Review *Safety-Wise*:**

As early as Junior age, the girls can start researching *Safety-Wise* themselves. All levels should be aware that permission slips are required of everyone for any trip. Sections are also provided in *Safety-Wise* for extended travel including trip camping and international travel. These sections should be reviewed where appropriate.

### **5. Budget:**

Remember that budgeting is a very important part of your plans. Take everything into consideration when planning your budget.

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## TROOP # \_\_\_\_\_ ACTIVITY CONTRACT

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For the good of this activity, as well as, for fellow group members, and myself I agree to abide by the following:

1. I will remember at all times that I am a Girl Scout and my behavior should reflect the high values and expectations for conduct described in the Girl Scout Promise and Law.
2. I will observe all safety regulations established for program, recreational and personal activities. My registration information is correct, including all known allergies, dietary considerations, and routine medicines. I will immediately report any changes and all injuries or illness to the adult(s) in charge of the activity.
3. I will cooperate with the adult(s) in charge.
4. I will respect the people and places I encounter.
5. I will be sensitive to the needs of each participant and treat all members of the Troop, as I would wish to be treated.
6. I will be on time and participate in all scheduled activities. I will inform the adult(s) in charge of my whereabouts at all times, and return to and remain in my assigned area. I will always take a buddy with me wherever I go.
7. I will label and be responsible for my personal belongings/equipment.
8. I understand that my attitude and behavior are central to the success of this Girl Scout activity and I agree to abide by this Activity Contract.

Scout's Signature \_\_\_\_\_

Date \_\_\_\_\_

My daughter and I have discussed and agree to the principles outlined in this Activity Covenant.

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_

# Girl Scout Courtesy

As Girl Scouts, your girls and you are representatives of the largest voluntary organization for women and girls in the world. The name "Girl Scouts" and your uniform can open many doors for you. But it is the responsibility of you and your girls to maintain the good image of the organization and to learn and practice good manners.

- ❖ Call or write ahead to make reservations. Whenever you go, it is nice to let people know that a troop is coming, how many there will be and what you would like to accomplish.
- ❖ If you must cancel or arrive late, call and let your destination know.
- ❖ Be prompt. Arrive and depart on time.
- ❖ Pay attention. Keep noises to a minimum and don't touch without permission.
- ❖ Girl Scouts always leave a place cleaner than they found it.
- ❖ Be sensitive to other's needs habits and customs.
- ❖ When you see someone or something that looks different to you, don't point or giggle.
- ❖ Remember to say "Thank you"
- ❖ Remember T.I.P.S.

Review these with you girls and ask if they have other items to add to the list.

# A Word to Adults

Girl Scout adults should think of themselves as role models for their girls. Although most leaders are sensitive to this, there are some guidelines you may want to share with adult chaperones.

- ❖ Treat all girls the same. Do not do things for your daughter that you would or can not do for all the other girls.
- ❖ Use appropriate language. Cursing, foul or derogatory language should never be used around the girls.
- ❖ Be positive. Do not make the girls feel inferior, stupid, or bad if things don't go well.
- ❖ Do not drink alcohol in front of the Girls or while on a Girl Scout Trip.
- ❖ Smoking should not take place where girls can see you.
- ❖ Do not carry firearms or other weapons. If you feel that standard safety precautions are not sufficient---DO NOT GO!
- ❖ Troop discipline should follow the Girl Scout Law, do not yell or strike the girls.

It is a good idea for all adults going on a trip in a Girl Scout Troop sign an agreement form that states they understand and will follow the guidelines set by GSUSA, GIRL SCOUTS OF MIDDLE TENNESSEE and your troop.

## Tipping

Tipping (also called a gratuity) is very important when you are traveling. This is not only common courtesy, but most people who provide these services usually work for less than minimum wage and their tips make up the difference in salary.

Tipping is done in all areas. Not only do you need to tip your waitress but you also need to tip others who offer a service to you. Some of the areas that need to be considered for a tip and the proper amount have been listed for you. Remember that you are representing Girl Scouts when you travel and proper tipping is very important to that image. Plan tips into your budget so you will not be caught short.

### **WHO'S WHO IN TIPPING**

Listed below are some of the people who need to be tipped during your travels. The minimum amount to be tipped is listed beside the person.

- \$ Waitresses .....15% of your total bill. Sometimes this has been added if you are in a large group. In the case of the gratuity being added you do not need to add an additional 15%.
- \$ Sky Caps (person who takes your luggage at airports) ..... \$1.00 per bag
- \$ Cab driver .....5% of the fare
- \$ House keeping (at hotels)..... \$2.00 per day this can be left with a note. If no note is attached and you give the tip daily the housekeeper will not pick up the tip since they are not to remove anything from the rooms.
- \$ Bell Hop .....\$1.00 per bag or 15% of room service food.
- \$ Driver in private car .....\$3.00 - 5.00 depending on the length of the trip.

These are just a few of the most common people to tip. You can however tip any one who offers you a service. Just remember that a tip needs to be no less than \$1.00.

## SAFETY-WISE CASE STUDIES

### Case Study 1

Susan is the leader of troop of twelve girls ages 11-14. The girls are highly motivated and dedicated to their troop experience. The girls want to participate in some water fun activities. One of the families has offered use of their houseboat and Jet Ski. The girls become very excited and begin to plan details of the trip including a schedule of turns to ride the Jet Ski.

What should Susan do? Which standards of *Safety Wise* are you using to make this decision?

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### Case Study 2

Susan is the leader of a Senior troop of six girls. The girls are highly motivated and dedicated to their troop experience. In the midst of all their other activities, the girls are committed to meeting as a troop every week. The girls' parents work and cannot drive them back and forth to the meetings. Two of the girls have their own cars and drive themselves to the meetings. One of the girls has offered to pick up the other members and bring them to the meeting. Since the meeting is at Susan's house, this seems like a convenient answer.

What should Susan do? Which standards of *Safety Wise* are you using to make this decision?

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## **Awards for Cadette/Senior Girl Scouts**

### **Interest Projects**

The awards are designed to help the girls develop leadership skills, investigate career opportunities, give service and acquire in-depth knowledge of themselves and Girl Scouting. Earning awards is an individual choice and should be an opportunity for each girl to learn and grow. Please remember that a girl who chooses to never earn an award can still have a full and well-rounded Girl Scout experience.

### **Focus Book Charms**

Girls have an additional choice of working in focus books. Girls can choose their own focus topic and can complete the activities either individually or in a group. Girls set goals in the topic they want to explore in conversation with an adult. (There is not a set requirement for the number of activities to complete.) Once they have reached their goals, they are able to earn a charm representing their efforts and newly acquired skills.

### **Wearing of the Charm Holder.**

The charm holder is worn along with other earned age-level awards on the front of the sash or vest. Girls may also choose to wear the STUDIO 2B pin/pendant and charm holder on their street clothes or to wear the charms on a charm bracelet.

Many awards require the girls to give service hours and/or leadership hours. Leadership is about being in charge, being responsible and/or teaching. Service is any time given to others. Leadership is always service; service is not always leadership.

## **LEADERSHIP PROJECT DESCRIPTIONS**

Leadership projects should have three separate components: training, practical experience, and evaluation. Projects should be flexible enough to meet individual girl needs, such as schedules, girl readiness, transportation, personality, and cultural differences. A girl does not have to be a PA prior to becoming a CIT. Prior experience indicates a willingness to work with younger girls or gain leadership experience, but a girl should not be penalized for not participating in other activities.

***The Program Aid Project (PA)-Cadette Handbook pgs. 39-40, 131  
-Senior Handbook pgs. 72-73, 150***

A Program Aide combines leadership and skills training with service. Girls are trained in particular skill areas to work directly with a troop, group, or unit of younger girls in partnership with an adult leader. The Program Aide Project has two levels, based upon the age and program level of the girl. Cadette Girl Scouts are trained as Cadette Program Aides

Program Aide projects are expanded to include camp settings, so that an alternative to CIT (Counselor in Training) can be established to challenge girls who are interested in assisting in the day camp or resident camp environment.

Program Aid training is similar to training for service Training Bars in that girls are trained for specific expertise or activities and give service. However, the PA service is generally given within the context of the Girl Scout Troop or group, with a focus on leadership skills. Training for Service Bars may include leadership components, but service is given in the community outside of Girl Scouting, and is often very specific to the sponsoring organization's needs.

**Program Aide:** A girl must be a **Cadette or Senior Girl Scout** who has **completed grade six**. She may train to work with troops, special events or day camp. (Day camp specialty requires that girls have completed 7th grade.) Core training is approximately 6 hours, with specialization modules averaging 3 hours each. She is asked to specialize in one area initially. A PA pin is awarded after training. The Cadette PA patch is awarded after 25 hours of service. If additional hours of service are given a certificate may be given as recognition.

**Program Aide Award:**

- Only ONE (1) Program Aide Pin per age level can be earned and awarded (for attending PA Core Training). If a girl has completed PA Core training as a Cadette and would like to earn the Senior PA pin, she would need to complete additional specialty training of comparable length to the core training.
- Only ONE (1) Program Aide Patch per age level can be earned and awarded (after completing a specialty training and giving 25 hours of service in that particular area) if additional hours of service are given in that specialty area, recognition may be given by awarding a certificate.

**The Leader in Training Project (LIT)**

Another way girls may serve in a leadership capacity is through the Leader In Training Project. Girls must have completed grade 9 to participate. She will take the Leader in Training class, observe a troop, take the age level training that corresponds to the group she wishes to work with and work with the troop as part of the leadership team for a total of 25 hours.

**Leader in Training Award:**

Girls earn the L.I.T. pin upon completion of the class and then earn the L.I.T. patch upon completion of the hours.

**Counselor in Training:**

Counselor in Training is offered through the summer camp program. This gives the girls the training and hands-on experience of being a camp counselor.

**Community Service Bars:** The Community Service Bar and the Community Service Bar for Contributions to Girl Scouting (Green) may be earned. Girls select the organization in which they would like to work and receive training from that organization. A service bar is awarded after the girl completes 25 hours of service to that particular organization. As a Cadette, girls can only earn one (1) Community Service Bar (light blue). As a Senior, girls may earn an additional bar which is burgundy.

Girls may choose to volunteer for the Girl Scout organization and receive Community Service Bar in Girl Scouting. She must receive training, and then give her 25 hours of service. Girl giving service to Girl Scout organization can only earn one (1) Community Service bar for Contribution to Girl Scouting (green) whether it is as a Cadette or Senior Girl Scout.

**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 x256 or e-mail: [kkendall@gsmidtn.org](mailto:kkendall@gsmidtn.org).

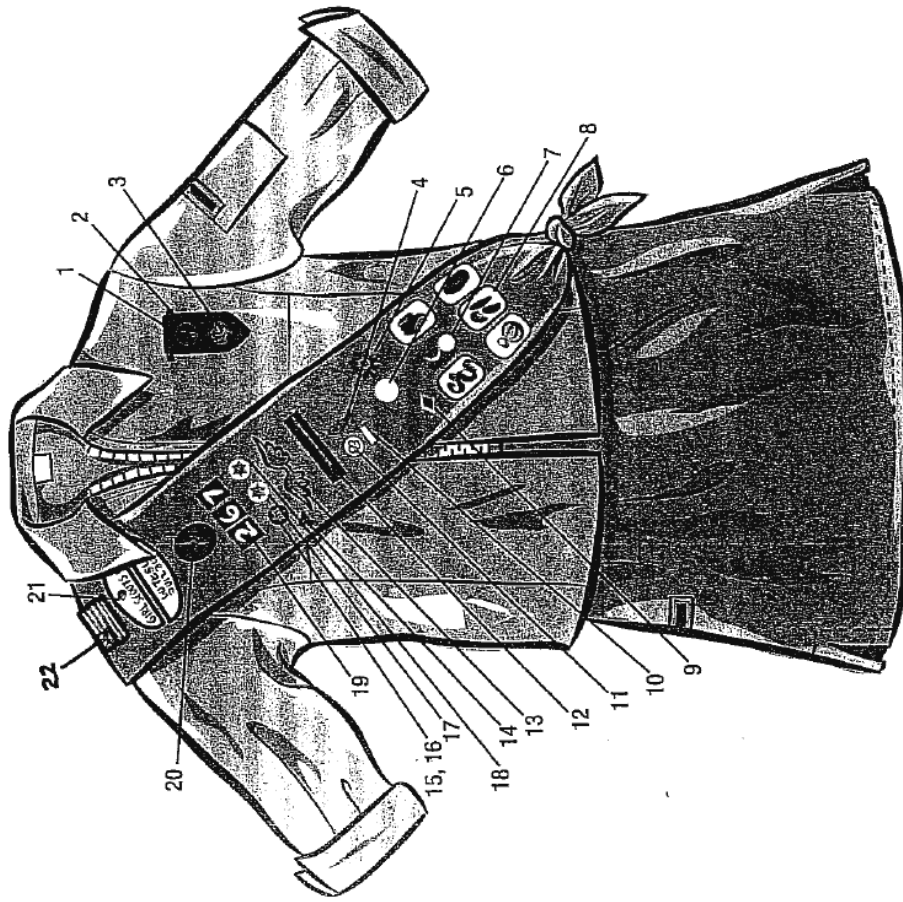
**Safety Wise Award:**

Bring Safety Awards to the participants attention by asking them to turn to pp. 11-13 in Safety Wise. Quickly encourage them to earn these awards with their troop.

**A Few Basic Guidelines For Awards**

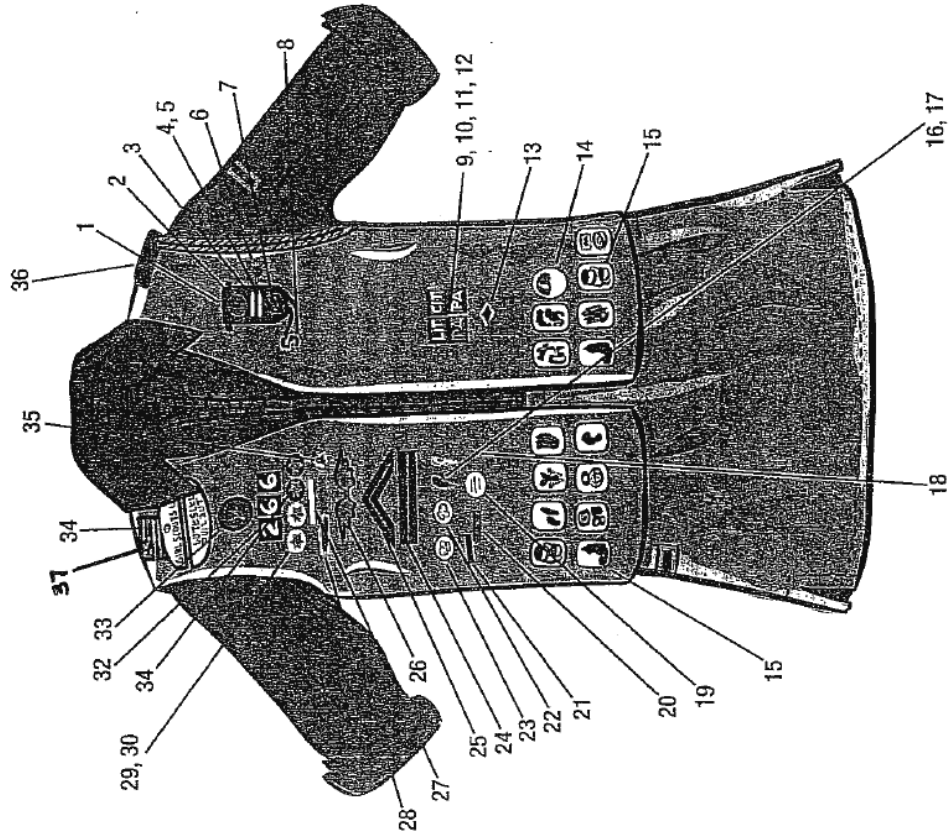
- Girls cannot apply activities done in training or required volunteer time while in a specific leadership project to another award. Once they have fulfilled their time obligations, they may elect to apply what they do to additional awards or recognitions. (i.e. after a girl fulfills her 25 hours volunteer time for Program Aide, she can then apply planning and activity leadership to other awards.)
- PA, leadership project time is never applicable to service bars.
- A girl cannot earn multiple leadership project awards for additional number of hours spent in service beyond the requirements. (i.e. She does not receive more than one PA pin, service bar or patch for the same service.) Councils may elect to design awards for Program Aide areas of concentration, but girls should not receive more than one award for additional hours volunteered. A council can elect to give additional written recognition or certificates for her commitment.
- We encouraged the fostering of a feeling of service for service's sake, rather than an emphasis on awards earned for hours served.
- Many of the activities that girls will lead as Program Aides (beyond the 25 hours required for PA) will fulfill requirements in the following interest projects: Leadership, Camping, Music, Games.
- Troop government and rules are found in the teen program resources, Leadership Interest Project, Cadette Leadership Award, and Senior Leadership Award.
- Age level characteristics and problem solving are found in the following interest projects: Leadership, Childcare, and Understanding Yourself and Others.
- Communication and leadership skills are found in the following interest projects: Leadership, Understanding Yourself and Others, and Family Living.

# Cadette Girl Scouts®



1. Cadette/Senior Insignia Tab
2. World Trefoil Pin
3. Girl Scout Pin (traditional or contemporary)
4. Cadette Girl Scout Leadership Pin
5. Girl Scout Silver Award
6. Career Exploration Pin
7. From Dreams to Reality Award
8. Interest Project Awards
9. Cookie Sale Activity Pin
10. Community Service Bar
11. Cadette Girl Scout Challenge Pin
12. Bridge to Cadette Girl Scouts Award
13. Brownie Wings
14. Safety Award
15. Membership Star
16. Disc for Membership Star-green
17. Disc for Membership Star-yellow
18. Disc for Membership Star-white
19. Troop Numerals
20. Troop Crest
21. Girl Scout Identification Set
22. Flag Patch

# Senior Girl Scouts®



1. Cadette/Senior Insignia Tab
2. World Trefoil Pin
3. Leader in Training Pin
4. Counselor in Training Pin
5. Counselor in Training II Pin
6. Girl Scout Gold Award
7. Girl Scout Pin (contemporary or traditional)
8. Membership Numeral Guards
9. Leader in Training Award
10. Counselor in Training Award
11. Senior Girl Scout Program Aide Award
12. Cadette Girl Scout Program Aide Award
13. Cookie Sale Activity Pin
14. From Dreams to Reality Award
15. Interest Project Awards
16. Cadette Girl Scout Leadership Pin
17. Senior Girl Scout Leadership Pin
18. Girl Scout Silver Award
19. Career Exploration Pin
20. Senior Girl Scout Troop Assistant Pin
21. Community Service Bar
22. Senior Girl Scout Challenge Pin
23. Cadette Girl Scout Challenge Pin
24. Bridge to Cadette Girl Scouts Award
25. Bridge to Senior Girl Scouts Award
26. Brownie Wings
27. Senior Girl Scout Program Aide Pin
28. Cadette Girl Scout Program Aide Pin
29. Membership Star
30. Disc for Membership Star-white
31. Disc for Membership Star-red
32. Troop Numerals
33. Troop Crest
34. Girl Scout Council Identification Set
35. Safety Award
36. Patrol Leader's Cord
- 37. Flag Patch**

## CADETTE AND SENIOR INTEREST PROJECT PATCHES AND STUDIO 2B FOCUS BOOKS RECORD

Fill in the name of the interest project patch that you are working on. As you complete an activity, check off the number in the appropriate category.

You must complete at least: two skill builders activities, one technology activity, one service project activity, one career exploration activity and two additional activities from any category.

Girl's name: \_\_\_\_\_ Troop #: \_\_\_\_\_

### INTEREST PROJECT PATCHES

Interest project: \_\_\_\_\_ Date completed: \_\_\_\_\_

Skill builders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Technology	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Service project	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Career exploration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

Interest project: \_\_\_\_\_ Date completed: \_\_\_\_\_

Skill builders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Technology	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Service project	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Career exploration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

Interest project: \_\_\_\_\_ Date completed: \_\_\_\_\_

Skill builders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Technology	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Service project	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Career exploration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

Interest project: \_\_\_\_\_ Date completed: \_\_\_\_\_

Skill builders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Technology	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Service project	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Career exploration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

Interest project: \_\_\_\_\_ Date completed: \_\_\_\_\_

Skill builders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Technology	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Service project	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
Career exploration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

## INTEREST PROJECT PATCHES CONTINUED

Interest project: \_\_\_\_\_ Date completed: \_\_\_\_\_

Skill builders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interest project: \_\_\_\_\_ Date completed: \_\_\_\_\_

Skill builders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interest project: \_\_\_\_\_ Date completed: \_\_\_\_\_

Skill builders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interest project: \_\_\_\_\_ Date completed: \_\_\_\_\_

Skill builders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interest project: \_\_\_\_\_ Date completed: \_\_\_\_\_

Skill builders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interest project: \_\_\_\_\_ Date completed: \_\_\_\_\_

Skill builders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>