

Handout for Girl Scout Daisy Program Training



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Girl Scout Daisy Program Training Overview

TIME FRAME: 3 HOURS

Objectives

At the end of this session, participants will be able to:

- Identify developmental characteristics of five and six year olds
- Utilize age-appropriate group and individual behavior management techniques
- Utilize resources to select appropriate program activities that meet the needs and interests of girls and meet the program goals
- Apply concept of girl/adult partnership to the planning of troop activities
- Adapt program activities to meet girls' needs
- Implement the program for Girl Scout Daisy awards
- Identify ways to finance troop activities
- Carryout Welcome Ceremony, Flag Ceremony, Investiture Ceremony, Court of Awards Ceremony, and Bridging Ceremony
- Identify appropriate travel and outdoor activities

Required Resources

Volunteer Essentials (available for download at gscnc.org or sold in the Girl Scout Shop)
Online Safety Activity Checkpoints (available at gscnc.org)

Recommended Resources

Daisy Girl's Guide to Girl Scouting (purchase in the Girl Scout Shop)
Adult Facilitators Guide for Daisy Journeys (3 choices available in the Girl Scout Shop)

- Daisy Flower Garden
- Between Earth and Sky
- 3 Cheers for Animals



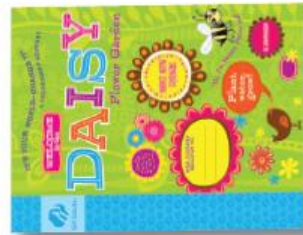
Table of Contents

What Girl Scout Daisies Do	4
Welcome to Girl Scout Daisies!	5
Troop Management	6
Girl Scout Daisy Insignia.....	7
Four Samples of Successful Meetings.....	9
Meeting Planner	10
Just For Fun Activities: Games & Crafts	11
Just For Fun Activities: Songs & Outdoor Activities	12
Girl Scout Daisy Ceremonies.....	14
Behavior Contract	17

What Daisies Do*

Choose a Journey

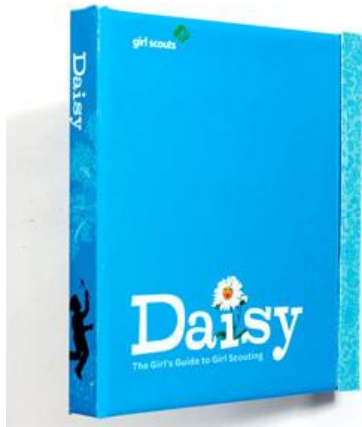
Use The Girl's Guide to Girl Scouting



* Remember to add in trips, outdoor adventures, the cookie sale and more! See ideas in all the girls' books.

Welcome to Girl Scout Daisies!

For many of you, this may be your first adult volunteer role in Girl Scouting. We want to make this experience as positive as possible. This supplemental handout will help you get started by providing sample meetings and activities; as your comfort level grows, you will develop many wonderful ideas on your own! This handout will also point you toward resources for further activities, as well as safety checkpoints, financial issues, and awards.



Daisy Girl's Guide to Girl Scouting:

Girls and volunteers love this fun, eye-opening all-in-one badge book and handbook resource. Beautifully designed, the Daisy Girl's Guide for Girl Scouting is a binder divided into three sections: handbook, badge and my Girl Scouts. The Girl's Guide to Girl Scouting complements the Girl Scout Journeys by helping girls build skills to become successful and gain the confidence to do amazing things!

Toolkit (VTK)

The Volunteer Toolkit makes it easier for leaders to manage their troops, prepare for and lead meetings, and connect with other volunteers. Leaders will have access to important resources to deliver the Girl Scout Leadership Experience including three years of meeting plans for Daisy, Brownie and Junior Troops. Log in to "MY GS" on gscnc.org to access the Toolkit.

Adult Facilitator's Guide to Daisy Journeys (3 choices):

Each companion guide for adult volunteers offers key information about the journey, its awards, and its leadership benefits, along with step-by-step sample plans for sessions with the girls. The adult guides also feature Girl Scout history, tips for getting out in the great outdoors, details about how to add your own "bells and whistles" to the journeys in partnership with girls, and unique activity sheets



Troop Management

Troop Government

Remember these key words:

- Girl Ownership
- Girl Planning
- Girl Scout Daisy Circle

Girl Scout Daisy Circle	
What	Total troop makes plans and decisions
Who	Leader/co-leader leads discussions. Troop does not have officers
How	Everyone in troop shares in making decisions, <u>choosing from two or three options</u>
Decision Making	Decisions about specific activities made and carried out by all members, based on tentative year plan made by troop adults

Girl-Adult Partnership

Although young, Girl Scout Daisies can actively participate in troop decision-making. You just need to tailor the decision-making process. Girl Scout Daisies participate by making their interests and wishes known to the troop leader.

Talk with the girls about their interests. This might be a structured discussion in the Daisy Circle, or you might just listen to their conversations. Have them draw pictures of things they like to do, or go around the circle and have them name their favorite sport, or craft or activity. Ask them what they'd like to do! For certain activities, you might have discussions to choose between two or three options.

Using their ideas, you can plan troop activities and field trips you know the girls will enjoy!

Troop Financing

Good program practices at the Girl Scout Daisy age level require only a limited amount of funds because:

1. The troop is small, six to ten girls, and it should be possible to borrow equipment occasionally, if needed, for activities.
2. Commercially-produced kits for art projects are not necessary for effective troop program.
3. Girl Scout Daisies may not be involved in handling any money, including troop dues or money from product sales. If there are modest fees for a trip, or for earned awards, that money should pass directly from parent to leader.

How can you fund activities creatively?

- Ask parents to each contribute a needed item, such as scissors, construction paper, glue, etc.
- Link up with a Brownie troop to share supplies as well as bridging activities.
- Use your Service Unit meetings as an opportunity to brainstorm free activities.
- Look for a sponsor--perhaps a business in your community that would be willing to "adopt" your troop.
- Avoid asking for a check in the beginning of the year.
- Girls learn responsibility by bringing in dues
- Parents can be asked for money for a specific activity i.e. The Nutcracker.

Girl Scout Daisy Insignia

Earned Awards

Earned awards are insignia from the Girl Scout age-level books that are earned by completing the requirements indicated. Earned awards are worn on the front of the uniform sash or vest. (see diagram on next page)

This includes: Learning Petals
Promise Center
Financial Literacy Leaves
Cookie Business Leaves
Journey Awards Badges & Journey Summit Award Pins
Bridge to Girl Scout Brownies

The Promise Center and Learning Petals are designed to help your girls understand the Promise and the Law. A girl earns the Promise Center and Learning Petals when she demonstrates her understanding of these Girl Scout principles. The Promise Center and each Learning Petal are designed to be awarded separately, as the girl demonstrates her understanding. *The Daisy Girl's Guide to Girl Scouting* offers several concrete ways to discuss and implement the lessons of the Promise Center and each Learning Petal.

Participation Patches and Pins

Participation patches and pins are supplementary insignia whose focus is participation, not prescribed requirements. Participation patches and pins are worn on the back of the uniform sash or vest. A listing of patch programs can be found on the GSCNC website under Patches (http://www.gscnc.org/en/about-girl-scouts/our-program/kit_patches.html). Here requirements for each patch programs can be downloaded and printed for your convenience.

This includes: Honor Troop
My Promise, My Faith
Patch program activities (found on GSCNC website)
Souvenir patches for taking part in activities (Council or Service Unit events)

Emblems

Emblems are insignia that denote Girl Scout membership at the national, council, and troop levels. They are worn on the front of a Girl Scout uniform.

This includes: Council Identification strip
Troop crest
Membership Stars

GSUSA identification strip
Troop numerals
And the pins you see below



Girl Scout Daisy pin



World Trefoil pin

For proper placement of earned awards, participation patches and pins, and emblems on the Girl Scout uniform, view the next page and consult *The Daisy Girl's Guide to Girl Scouting*.



Four Samples of Successful Meetings

Week One

- **Pre-Meeting Activity:** "Daisy's Footsteps"
Pick 10-15 events from the life of Juliette Gordon Low (e.g., I was born in Savannah, GA; I started a club called "Helping Hands"). Print or type the events on paper "footprints." Hide the footprints around the meeting area. As the girls come into the meeting, ask them to find the footprints. As each girl finds a footprint, have her tape it to a blackboard or on a large piece of shelf paper or newsprint, with the footprints leading to a piece of construction paper with the words "Who am I?" printed on it. Under the construction paper, have a picture of Juliette Low or her name in large letters.
After all the footprints have been taped to the blackboard or paper, read them and have one of the girls uncover the mystery person.
- **Opening Activity:** After saying the Girl Scout Promise, discuss the meaning of the three parts of the Promise. Then practice the Girl Scout sign and handshake.
- **Troop Business/Planning Activity:**
Referring to the first activity, talk with the girls about following in Daisy Low's footsteps. Make a list of the girls' suggestions and place them along with the other "footprints" on the blackboard or paper. Incorporate their ideas into activities over the next several weeks.
- **Major Activity:** Have the girls draw or trace (and color) their body outline on butcher block paper. This is a good continuation of the "Who am I" theme started at the beginning.
- **Closing:** Try the Friendship Circle (see Ceremonies section of this handout & ask a Brownie troop to come and show the girls)

Week Two

- **Pre-Meeting Activity:** Play "Giggling Gertie": The girls form a circle and one girl stands in the center. The girl in the center laughs and tosses a rag in the air. The group starts to laugh and all players continue to laugh as long as the handkerchief is in the

air. The instant the handkerchief touches the floor, all faces become expressionless. The first person caught smiling or laughing is "it" and replaces the girl in the center.

- **Opening Activity:** Learn a part of the Girl Scout Law - "To make the world a better place." Discuss what this means and have the girls share their ideas.
- **Major Activity:** Make a simple bird feeder by cutting out the center portion of three sides of a milk or juice carton so there is a lip at the bottom to hold seed in and enough of an opening for a bird to get in. Fill with birdseed. Relate this activity to Daisy Low's first troop and how they did bird watching and kept bird books.
- **Closing:** Learn "Make New Friends."

Week Three

- **Pre-Meeting Activity:** Play "Freeze Tag."
- **Opening Activity:** Learn a part of the Girl Scout Law - "To respect myself and others." Have girls share ideas about what this means.
- **Major Activity:** Daisy loved sculpting. Have girls model clay or try other kinds of sculpture.

Week Four

- **Pre-Meeting Activity:** Have the girls play musical chairs. If music is not available, have one girl clap her hands to replace music.
- **Opening Activity:** Learning a part of the Girl Scout Law - "Use resources wisely." Discuss what this means and have girls share their ideas.
Major Activity: Read the story of Clover in the Awards section of the *Daisy Girl's Guide to Girl Scouting*. Clover stands for using resources wisely. Help the girls do the bee activity included on page 11 of this handout and talk with the girls about making honey.
- **Closing:** Learn "D-A-I-S-Y" song (in this handout).



Meeting Planner

Date: _____

	Activity	Supplies needed	Girls need to bring
Pre-Activity			
Opening			
Troop Business			
Major Activity			
Snack			
Closing			

Add'l Adults, Program Volunteers: _____

"Up Your Sleeve" Activities: _____

Permission slips, Flyers, etc. to be handed out: _____

Permission slips to be collected: _____

Just For Fun Activities

Games:

Cooperative Musical Hugs

1. Music is played while the girls skip around the room.
2. When the music stops, each girl gives someone else a big hug.
3. The music then continues and the girls skip around again (with partners if they desire)
4. When the music stops, three girls hug together.
5. As the game goes on, there are progressively more girls hugging, until all the children squish together in one big hug.

Nonelimination Musical Chairs

1. This game differs from the traditional version in that the object is to keep everyone in the game even though the chairs are systematically removed.
2. Music is played, and more and more chairs are removed each time the music stops.
3. More and more girls have to team up together, sitting on parts of chairs or on each other to keep everyone in the game.
4. If the game is played outside and no chairs are available, girls on their hands and knees can serve as singing chairs. They can decide when the music will stop, and as "human chairs" are removed, they will join the other group.

Parachute:

1. Place the girls around the edge of a blanket with girls holding the blanket at waist level.
2. Place a ball on the blanket.
3. See if the girls can bring the ball around the edge, across the blanket, or any other commands. See how long they can keep the ball on the blanket.
4. After they have mastered one ball, add more.

For more games consult books entitled *Games for Girl Scouts and Sidewalk Games Around the World*. Many games can also be found online.

Crafts:

Drinking Straw Necklace:

You need: drinking straws in various colors, string/yarn, safety scissors, safety pin, and needle

1. Take a number of different colored drinking straws and cut them up into different sizes.
2. Thread a needle with yarn, string or thread - single strand not knotted at the end. *Make sure the yarn is a little bit longer than the length needed for the finished necklace.*
3. Tie the end of yarn around the safety pin so that the safety pin can be removed later. *The safety pin prevents the straw pieces from falling off the other end of the yarn.*
4. Thread the straw pieces onto the yarn until the necklace is the desired length.
5. Remove the safety pin and tie the two ends of the yarn together. Cut off extra yarn.

Edible Finger Paint:

You need: light corn syrup, liquid food coloring, paper plates, newsprint or other paper

1. For each portion, pour 1 Tablespoon corn syrup onto paper plate.
2. Squirt food coloring into the puddle.
3. Mix and paint with fingers.

OR: try vanilla pudding with food coloring!

Salt Dough:

You need: 1 large bowl, 1 cookie sheet, 1 rolling pin, 1 c. salt, 1 1/4 c. warm water, 1 mixing spoon or mixer, 3 c. flour, 1 plastic bag, paints

To make:

1. Pour 1 cup salt into large bowl.
2. Add 1 1/4 c. warm water, mix well.
3. Add 3 cups flour, mix well some more.
4. Knead into ball, seal in plastic bag and refrigerate. Leave at least overnight

To use:

1. Mold into anything you want!
2. Set aside on cookie sheet. Leave one day.
3. Paint, if you wish. Leave one day.
4. TAH-DAH! A masterpiece!

For more ideas, check out craft resources available in your Service Unit, local library, bookstore and online.

GSCNC also occasionally offers classes where you can learn new crafts and songs. Check the website for upcoming trainings!

Just For Fun Activities

Songs:

Daisy Girl Scout

(to the tune of "Brother John")

Daisy Girl Scouts
Daisy Girl Scouts
In a row, watch us grow

Learning to discover
Helping one another
Every day,
On our way.



D-A-I-S-Y

(to the tune of BINGO)

There was a little
Girl Scout
And Daisy was
her name oh
D-A-I-S-Y, D-A-I-S-Y
D-A-I-S-Y and Daisy
Was her name oh

Clap then you sing
D-A-I-S-Y
Clap -A - I - S -Y clap, etc.

For more songs, check out the following
book and CD resources in the Girl Scout
Shop:

Sing Together
*Girl Scout Pocket Songbook**
Girl Scouts Sing and Dance Around the
*World**
*Still Singing After All These Years**

Don't forget Junior, Cadette, Senior &
Ambassador Girl Scouts—they know more
songs than most of the adults! Ask their
leaders if they would be willing to visit one or
two of your meetings to teach songs.

First Fun in the Out of Doors:

Get to know your city! Visit zoos, museums,
public gardens, food stores,
shops, and other points of
interest to acquaint the troop with
the wide world of nature.



1. **Doors** - Find three different doors each to human and animal homes.
2. **Alphabet Walk** - Assign one or more letters of the alphabet to the girls and let them find nature objects beginning with these letters.
3. **Color Walk** - Divide the group by choosing a color and let girls in each group list everything they see in that color.
4. **Blindfold Walk** - Divide girls into pair, have one blindfold the other and lead her to things that are interesting to feel. Trade places after 3-4 minutes. Afterwards, lead a discussion where girls describe the sensations they felt.
5. **Shape Hunt** - Find and identify the shapes of different things such as buildings, leaves, and rocks.
6. **Sound Identification** - Identify five city, suburban, or rural sounds and locate their direction and source. Let girls imitate the sounds and see if others can guess what they are.
7. **Stake a Claim** - Place a length of string on the ground in the shape of a square or circle and explore what is in inside. How many things can you find?

Buzzing Bee Activity (from Week Four - p. 7)

Like bees to honey, kids will love making these furry little flying insects.

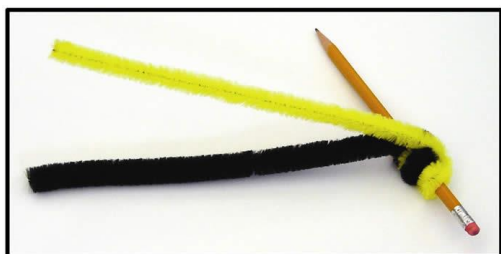


You need: giant caterpillar pipe cleaners yellow and black enough for each girl, extra black pipe cleaners for each girl, white construction paper, wiggly eyes, magnetic strip or nylon filament, pencil or 1/4 " dowel, glue or hot glue gun, scissors

1. Wrap one yellow and one black pipe cleaner around pencil or dowel three times



2. Next wrap both stems around pencil or dowel in the opposite direction 2 times, be sure to overlap.



3. Reversing direction again, overlap stems 2 more times and tuck ends inside of bee



4. Cut out 2 wings from white construction paper with glue or hot glue gun add wings to bees middle being sure to tuck them inside of the bees body.

5. Cut two - 2" pieces from the black pipe cleaners for the antennae. Add a dab of glue to the end of the antennae and insert them into the top of its head. Then cut one - 1" piece from the black pipe cleaners for the stinger, add a dab of glue and insert it in the back. Finish by adding wiggly eyes.

6. To make this bee a magnet, add 1/2" piece of self-adhesive magnetic strip or hang your bee by attaching nylon filament around the middle.

Girl Scout Daisy Ceremonies

Friendship circle

A circle formed by Girl Scouts standing and clasping hands (before they reach for each other's hands, girls cross their right hand over their left). The circle represents the unbroken chain of friendship among Girl Scouts and Girl Guides all over the world. A hand squeeze then travels around the friendship circle from one person to another after someone starts it. Then girls spin around to uncross their hands.

Girl Scout Daisy Investiture

An investiture is done when a girl or adult officially says the Promise for the first time. A large yellow circle is cut out to symbolize the core of Girl Scouting. The circle is presented and the Promise is said by the Girl Scout Daisies being invested.

The segments of the Law are written on large white daisy petals, with a clothespin glued on the inside edge. Depending on how many girls are in the troop, the ten segments of the Law are presented and the girl tells what it means to her. Then she can pin it to the center.

When the daisy is complete, the girls can form a daisy by making a circle and extending their right hands and touching fingers, saying:

Round and round our petals turn,
Begin our Girl Scout life to learn.
Daisy – Girl Scout Daisy are we
We will grow and serve - You'll see.

After this, the girls should raise their right hands and say their Girl Scout Promise in unison. Then the girls should form a straight line and receive the Daisy Pin, along with a beginning certificate and a Daisy flower (optional). When all the girls are pinned, the troop sings "Make New Friends" or other appropriate song.

The girls may need part of five meetings to learn their part in the ceremony. It is very appropriate to invite families to attend the ceremony and to serve refreshments.

Bridging - End of the Year

Helping girls through the transition from one age level to the next is very important in retaining them in Girl Scouting. The recognitions - Ending Certificates, Membership Stars, and Honor Troop Patch (if earned) - are designed to encourage girls to "bridge" to the next level.

Ahead of Time:

Meet with Girl Scout Brownies at least once (hopefully more times). Have Girl Scout Brownies teach Girl Scout Daisies the Brownie Smile Song; share some adventures and facts about what their troop has done, and learn the Girl Scout handshake (to be used at bridging ceremony). Invite your "sister" Girl Scout Brownie troop to your bridging.

At Bridging:

Make a symbolic bridge of paper or wood. The Girl Scout Daisies should stand with their leader on one side of the bridge. One by one, they should receive the Ending Certificate and the membership star. As she crosses the bridge she is greeted by a Girl Scout Brownie, who presents her with her Brownie pin and welcomes her into the Girl Scout Brownie Ring. After all have crossed the bridge, close by singing a song.

Court of Awards

Court of Awards is a special ceremony recognizing girls' accomplishments. Girls are presented with their badges, year pins, and other recognitions earned during the year. Volunteers may also be recognized during the ceremony. The Court of Awards can be held anytime during the year, at any location, and as often as the troop wants.

For other ceremony ideas, consult a book entitled *Ceremonies in Girl Scouting*, visit www.girlscouts.org/program/basics/traditions/ceremonies/ and using your own imagination!

There's no right or wrong way to do it--just make it fun and interesting for the girls!

Welcome Ceremony:

1. Call the girl to the front
2. Put on her tunie/apron or vest
3. Do the girl scout shake
4. (While shaking her hand) _____ we welcome you to Troop #_____. We are so glad that you chose to be in our Daisy Troop. You will have fun singing, learning new ideas, and helping your community with your friends.

Flag Ceremony:

Caller

1. Girl Scouts attention
2. Color Guard attention; Color Guard advance; Color Guard halt
3. Join me in the Pledge of Allegiance
4. Join me in the Girl Scout Promise
5. Join me in singing _____
6. Color Guard dismissed
7. Girl Scout (audience) be seated

Color Bearer (carries the flag)

1. Get flag
2. Stand between two guards
3. Do NOT say or do anything during the ceremony

Guard

1. Stand on the flag's right
2. Keep hands at the side, walk shoulder to shoulder with the flag bearer
3. Do NOT say or do anything during the ceremony

Guard

1. Stand on the flag's left
2. Keep hands at the side, walk shoulder to shoulder with the flag bearer
3. Do NOT say or do anything during the ceremony

Suggested Bridging Ceremony Guidelines

Assume that all 1st grade girls will go on to Brownies. If the Daisy Leader is moving on to Brownies, check with Membership Specialist for directions. Also, let your SU Manager know of your plans. If the Daisy Leader is staying with the Daisy Troop, let your SU Manager know. Check Daisy Girl Guides pages 22 & 23 for Bridging Steps.

Topics for Girls to Consider:

Early March- Begin planning the Bridging Ceremony with the girls

Mid-March- Continue practicing

April- First meeting practice entire program & send invitations

May/June- Court of awards/Bridging Ceremony

Program- Have Girls arrange the order of the program

Invitations- Girls make the cards

Refreshments- Decide roles

Decorations- Have Girls decide what kind

Ushers- Do we need them?

Ceremony- Decide recognitions and family involvement.

Photos- During ceremony? After ceremony?

Clean up- Who is responsible?

Suggested Girl Scout Daisy Goals:

- Know GS Promise
- Begin to understand GS Promise
- Begin to understand GS LW
- Know Quiet Sign
- Know GS Handshake
- Opportunity to be on Flag Ceremony
- Know Pledge of Allegiance
- Opportunity to plan activities
- Have an outdoor activity
- Have a meeting out-of-doors
- Take a hike
- Learn a song
- Learn a game
- Learn about GS Brownie
- Participate in service unit activity

Items to consider for a ceremony:

- Ceremony name
- Date & time
- Location
- Budget
- Invitations
- Tables & chairs
- Decorations
- Programs
- Seating of girls
- Seating of audience
- Opening
- Speakers
- Songs & games
- Refreshments
- Roles of leaders & families
- Recognitions
- Closing
- Cleanup

Behavior Contract

Practice Worksheet

1. Behavior we would like to decrease:

Julia, does not like some of the other girls in the troop. She consistently avoids sitting next to them and when paired up with one of them of them she sulks and makes comments under her breath.

2. Behavior Goal – what we would like to see increase:

Learning Petal

Specific Behavior

3. Is this an *Individual* or *Group* Contract? _____

4. Frequency of the Targeted Behavior (*circle one*):

- Check for this behavior every meeting?
- Check for this behavior every 30 minutes?
- Check for this behavior every 15 minutes?

Note: The more persistent the behavior, the shorter the check-in time and the quicker the girl is rewarded for its absence.

5. Presentation:

What are some creative ways you could help mark her progress on this contract?
(Examples: Hole punch a card, give her tickets, stickers, stamps, etc)

6. Usage:

When might you set this contract up with Julia? _____

When/How would you check-in with her? _____

What do you do if Julia argues over whether or not she demonstrated the goal behavior in the time period? _____

7. Reward(s):

The best thing to do is to ask Julia what she would like to earn, but what might be some creative tasks, objects, or responsibilities, you could suggest as a reward?

Behavior Contract

Sample 1 – for Groups

1. Behavior we would like to decrease:

This troop of Girl Scout Daisies frequently interrupts and talk over one another. They shout out answers and do not seem to be listening to the leader or each other. They get quiet when the hand is raised, but the talking and giggling quickly begins again soon after.

2. Behavioral Goal - what we would like to see increase:

Respect for Self and Others – By Listening (Purple petal + specific behavior)

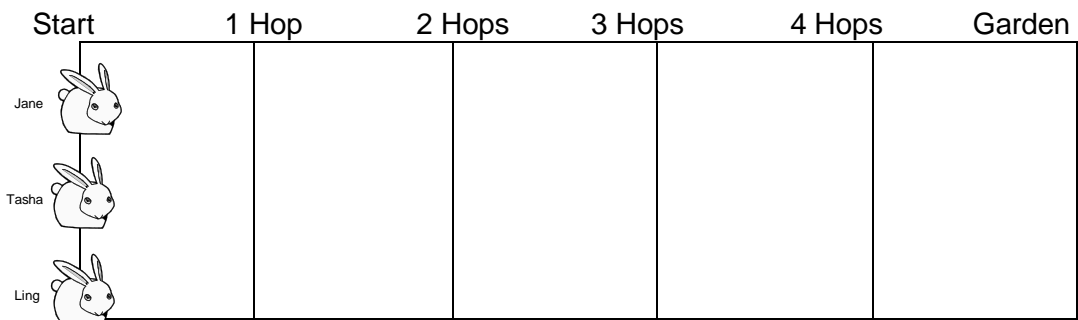
3. Is this an *Individual* or *Group* Contract? Group

4. Frequency of the Targeted Behavior (*circle one*):

- This behavior happens once every meeting
- This behavior happens once every 30 minutes
- This behavior happens once every 15 minutes

5. Presentation of Contract:

Bunny race poster (big ears for good listeners)
Four hops to get to the garden



6. Usage:

Before the closing at each meeting, the troop gathers around the poster and the whole troop helps to assess each girls' progress.

Leader asks:

- “Natasha were you respectful of yourself and others by listening, tonight?”
- Leader allows some discussion by the girls, but has the final say whether or not Natasha listened **to the best of HER ability** that night.
- If a girl has listened well for the entire meeting, her rabbit moves forward one line.
- Encourage any girls whose rabbits are “left behind”, by praising them for how close they were and asking the troop to help them do even better next week.

7. Reward(s) - The group has chosen the following:

- Individual reward – Lollypop when a girl reaches the garden (a minimum of 5 meetings)
- Group reward – Trip to the park when all the girls' rabbits have reached the garden.

Behavior Contract
Sample II – for Individuals

1. Behavior we would like to decrease:

Anisha has difficulty keeping her hands to herself. She constantly hugs, hangs-on, and touches the other girls. When they respond negatively, Anisha gets frustrated and often hits or pushes.

2. Behavioral Goal – what we would like to see increase:

Respect for Self and Others – By keeping my hands to myself
(Purple petal + specific behavior)

3. Is this an *Individual* or *Group* Contract? Individual

4. Frequency of the Targeted Behavior (*circle one*):

This behavior happens once every meeting

This behavior happens once every 30 minutes

This behavior happens once every 15 minutes



5. Possible Presentation of Contract:

The leader and Anisha have worked out this contract together.

Anisha will receive a blue rubber band to put on her wrist every 15 minutes that she is able to keep her hands to herself.

6. Usage:

If the leader sees Anisha trying to be affectionate with her hands, the leader has agreed to give her one warning to keep her hands to herself. If Anisha hits or pushes, the leader reminds her of her goal, and the leader tells her that she will hold onto that rubber band, but encourages Anisha to work really hard towards getting the rubber band for the next 15 minute block of time.

It is important that the leader does not argue with Anisha about the loss of the rubber band, or try to explain in too much detail what hands-on offense she witnessed.

7. Pre-determined Reward(s):

At the end of the meeting, if Anisha has three rubber bands, she can “cash-in” her rubber bands for one item from a small bin of dollar store items (pencils, erasers, hairbands, a mirror, etc.)

After Anisha has succeeded in “cashing in” a few times, possibly over the span of 2-3 meetings, the cost of the rewards can increase until the behavior diminishes.

Mix and Mingle

Find a partner and interview each other using the questions on this worksheet. You will be asked to introduce your partner to the rest of the group after the session begins.

1. About Me

My name is _____

I live _____

2. More About Me

I like to _____

One thing I'd like others to know about me is _____

3. About My Girl Scout Daisy Troop.

I am already meeting with my troop.
It has _____ girls in it.

I plan to start meeting with my troop
by _____

OR

4. About Being A Girl Scout Leader

I want to be a Daisy Leader
Because _____

One thing that concerns me about
being a Daisy Leader is: _____

5. About This Training Session

One thing I would like to learn from
this training is _____

6. About Anything!

Use this space to find out anything
else you'd like to learn about your
partner...

Interrupting Stereotypes and Exclusionary Behaviors

<p><i>Before they happen</i></p>	<p><u>Set limits.</u> Make it a firm rule that no aspect of a child’s identity (be it, gender, race, religion, ethnicity, physical ability, socio-economic class, etc) is ever an acceptable reason for exclusion or teasing. You can say <i>“In this troop, it is never okay to say you won’t play with someone because of the color of their skin, or because you don’t like her clothes, or because she uses a wheelchair.”</i></p> <p><u>Celebrate Differences.</u> Work on a long term plan including activities celebrating skin color, exploring cultures, learning words in other languages, etc.</p>
<p><i>When they happen</i></p>	<p><u>Intervene Immediately.</u> When you hear comments or see exclusionary behaviors remind children of the limits.</p> <p><u>Comfort/Support the target of the discriminatory behavior.</u> <i>“It was unfair for Joanna to say you couldn’t sit at her table because you have a different kind of shoe on.”</i> Help the targeted child verbalize her feelings to the other child. <i>“I don’t want you to say that. I don’t like it.”</i></p>
<p><i>After they happen</i></p>	<p><u>Determine the real reason for the conflict.</u> (For example, if you find out that the child who was excluded was pushed away by the others because she wanted to choose the song for grace, but the song had already been chosen) Help the children understand that the argument isn’t about the child’s identity. Have the children come up with a solution that fits what the problem actually was.</p> <p><u>If you believe prejudice does underlie the exclusion.</u> If the excluder has previously engaged in similar behavior – offer the excluded child further support. <i>“I am angry that Nisha doesn’t want to play with you. She is missing out on a good friend. I don’t like what she is saying and am going to help her change her ideas about playing with you. Now let’s find someone else to play with.”</i></p>

Caution When Handling Discriminatory Behaviors:

Don't ignore

"It will go away on it's own"

This implies permission to act in discriminatory ways, makes the atmosphere unsafe and does not support the target.

"If I respond it will make it worse."

Some children will test limits to get attention, but we would not ignore throwing sand or blocks in another child's face, no matter the intention of the behavior.

Don't excuse

"Shawnda didn't really mean it – she doesn't even know what it meant when she said Anu was a terrorist."

This excuses non-inclusive behavior, teaching that it is OK to be hurtful.

"Anu wasn't upset by her remarks – she just walked away."

This trivializes the excluded child's feelings, teaching that she will not be protected against oppressive behavior.

Don't be immobilized by fear

Making a mistake is far less serious than not acting at all. You can always go back to a child and say something else, if you feel you did not respond correctly. If you were unable to respond at the time, think about what to do afterward and go back to the girls involved in the incident at a later time.

Notes Page



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