

Cadette Basics:

A Resource for those working with
Girl Scout Cadettes



Girl Scouts of Connecticut
Volunteer Services Department
20 Washington Ave., North Haven, CT 06473
1-800-922-2770 • 203-239-2922 • Fax 203-239-7220
gsfct.org adultdev@gsfct.org



THE GIRL SCOUT PROMISE

On my honor, I will try:

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



THE GIRL SCOUT LAW

I will do my best to be

honest and fair
friendly and helpful
considerate and caring
courageous and strong
responsible for what I say and do,

and to

respect myself and others,
respect authority
use resources wisely
make the world a better place, and
be a sister to every Girl Scout.

*Girl Scouts of the USA makes no attempt to define or interpret the word "God" in the Girl Scout Promise. It looks to individual members to establish for themselves the nature of their spiritual beliefs. When making the Girl Scout Promise, individuals may substitute wording appropriate to their own spiritual beliefs for the word "God."

Note: This disclaimer appears in the National Leadership Journey adult guides, but not in the girls' books. It is included here as a reminder to you, as a volunteer, that it's your responsibility to be sensitive to the spiritual beliefs of the girls in your group and to make sure that everyone in the group feels comfortable and included in Girl Scouting. Please feel free to share this information with girls' families.

Welcome!

Welcome to Cadettes! Your girls will take you in lots of new directions – directions you may never have dreamed of! Their enthusiasm and excitement for new adventures will guide your troop/group to find new ways to do activities, new solutions to the challenges presented to them, and new energy along the way.

Cadettes are ready to fly! They have minds of their own and want to make their own decisions. They will need guidance but these girls are ready to stretch into new areas of interest. They can do almost everything themselves, with you as a guide.

As your role transitions from leader to advisor, you will be there to help them safely make good decisions and plan safe programs for themselves and others. They will learn far more from their experiences when they are able to learn from their own mistakes rather than being told what to do and how to do it. So, take that step back!

The girls will begin to work on Proficiency Badges more independently than in the past. They will have a wider variety of interests and begin to hone in on more specific career-oriented pathways. There may be other adults outside the troop/group environment who can provide support for the girls as their interests expand beyond your wealth of experiences. For example, find a local chef to guide the girls through their New Cuisines Badge or a dietician to work with them on their Eating for Beauty Badge. Not only will they learn more about these topics, they will also have an opportunity to meet other supportive and knowledgeable adults.

So what can you expect? The girls are becoming more mature in their thoughts and interests and you will need to stretch and grow with them. Your relationship with the girls will be unique. You will be a special friend and role model, and will have a profound impact on their lives. Your girls are likely to remember you forever! As their advisor, you will partner with the girls to make their dreams become reality. By creating a safe environment, your girls will feel that they can share those dreams and the path they envision they will follow to move those dreams to reality. The bigger the investment into those relationships, the bigger the return on your investment!



During Her Years as a Girl Scout Cadette Every Girl Should Have The Opportunity To ...

❖ Learn the Girl Scout way

- Know and understand the Girl Scout Promise and Law; be able to share their meanings
- Participate in an investiture or rededication ceremony
- Plan and participate in a Scout's Own
- Know the history of Girl Scouting
- Know Girl Scout traditions and participate in celebrating them
- Understand the meaning of the World Trefoil Pin
- Know and use the Girl Scout handshake, slogan, motto, and quiet sign



❖ Explore the meaning of citizenship

- Plan and participate in several indoor and outdoor flag ceremonies
- Plan and participate in a community service project
- Explore varied cultures, religions, and ways of living
- Demonstrate the relationship between the Girl Scout Law and citizenship

❖ Help manage her troop/group

- Take an active part in the Patrol System, Court of Honor, and/or other forms of troop/group government
- Participate in the selection of girl leadership for troop/group and/or patrol
- Make decisions regarding dues, troop/group money, troop/group rules, and procedures
- Receive support from leader/advisor regarding decisions
- Develop and use a kaper chart for meetings and activities

❖ Learn and achieve

- Learn new skills by earning Journey awards, Proficiency Badges, and/or other patches
- Have the opportunity to work on and earn the Silver Award

❖ Expand Outdoor Experience

- Progression is key; girls will progress as their leaders gain skills and experience through their training: Out and About, Ready? Set? Go!, and Camping Adventures.
- Participate in many outdoor meetings/activities
- Plan and participate in one or more camping experiences
- Increase outdoor skills – fire building, cooking, hiking, etc.
- Build a better understanding about the natural world, its ecology, and preservation
- Learn two new outdoor cooking methods
- Complete the Cadette Archery Badge

❖ Express her creativity

- Create art items for herself or others
- Act or sing in a Scout's Own or other presentation
- Learn songs and games; teach them to others
- Create a basket or other practical object that could be used in your home

❖ Share in the Girl Scout community

- Share activities with other Girl Scout Cadette troops/groups
- Participate in bridging activities with Girl Scout Senior troops/groups
- Share skills with younger girls
- Participate in Service Unit and/or council-sponsored events

Girl Scout Leadership Experience

The Girl Scout Program – what girls do in Girl Scouting – is based on the Girl Scout Leadership Experience (GSLE), a national model that helps girls become leaders in their own lives and as they grow. No matter where girls live or what their age or background, as Girl Scouts they are part of a powerful, national experience.

Girl Scouting has a practical approach to helping girls become leaders – the **Three Keys to Leadership**:

- Girls “**Discover**” and understand themselves and their values, using their knowledge, and skills to explore the world.
- Girls will “**Connect**” with each other to care about, inspire, and team with others locally and globally.
- Girls “**Take Action**” to make the world a better place.

In other words: **Discover + Connect + Take Action = Leadership**. Everything you do with girls in Girl Scouting is aimed at giving them the benefits of these Three Keys to Leadership.

So, how do you know that girls are having an effective leadership experience?

Age-appropriate signs during Girl Scout activities let adults know that girls are achieving the anticipated goals set forth in the **15 Leadership Outcomes*** or benefits of the leadership experience. While some are appropriate at all levels, some will better apply to Girl Scout Daisies and some to Girls Scout Ambassadors. As you review the 15 leadership outcomes, remember that the intention is not to complete all 15 in the first year but rather to spread them out over the girl’s career in Girl Scouting.

*For more information on the 15 Leadership Outcomes visit: gsofct.org/content-files/File/transforming_leadership.pdf and gsofct.org/content-files/File/transforming_leadership_continued.pdf

It’s not only what girls do, but how they are engaged that creates a high-quality experience. Girl Scout experiences are designed to use three **Girl Scout Processes** that make Girl Scouting unique from school and other extracurricular activities. When used together, these processes ensure quality of programming and promote the fun and friendship so essential to Girl Scouting.

- **Girl Led** - Girls play an active role in the what, where, when, how, and why of their activities. This starts in Daisies and progresses to Ambassadors where the girls take a major part in the leadership role. This ensures that girls are engaged in their learning and experience leadership opportunities.
- **Learning by Doing** - As girls participate in meaningful hands-on activities and then reflect on them, girls get to explore their own questions, discover answers, gain new skills, and share ideas and observations with others. This is the way most adults learn, too. We need to touch and manipulate the materials to learn how they respond to the movement. Girls will also learn by getting their hands in the dirt and planting seeds, watching them grow and mature.
- **Cooperative Learning** - Girls work together toward shared goals in an atmosphere of respect and collaboration that encourages the sharing of skills, knowledge, and learning. Cooperative learning allows the girls and adults to learn side by side and from each other. Everyone brings a variety of experiences to the troop/group and shares them differently. It can be a very moving experience to pretend we don’t know something and learn along with the girls. By encouraging this, and learning to work cooperatively, everyone – girls and adults, will gain valuable education. Encourage this! Allow the girls to work together toward a common goal.

The **Girl Scout Processes** help bind the **Three Keys to Leadership** and the **15 Leadership Outcomes** together to create the Girl Scout Leadership Experience. Making sure that girls are involved in the decision-making for the troop/group will accomplish much:

- The girls have ownership of their troop/group.
- The girls learn how the democratic process works.
- The girls learn to work together to make those decisions.

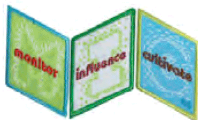
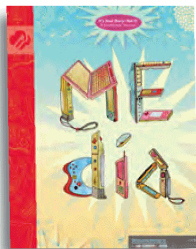
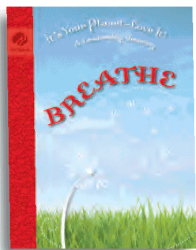
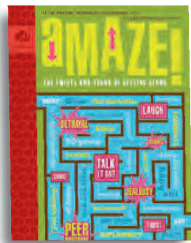
If you cannot think of a good reason to say “no,” don’t. Allow the girls to participate unrestricted when you can. Obviously there are times when this won’t work. Safety has to come first!

National Program Portfolio

The National Program Portfolio has two main parts – the National Leadership Journeys and *The Girl’s Guide to Girl Scouting*. Complemented by the Girl Scout Product Sales Program, Girl Scout travel, and Girl Scout awards, the National Program Portfolio is designed to help girls develop as leaders and build confidence by learning new skills. It also ensures that Girl Scouts at every level are sharing a powerful, national experience—girls together are changing the world!

What Cadettes Do*

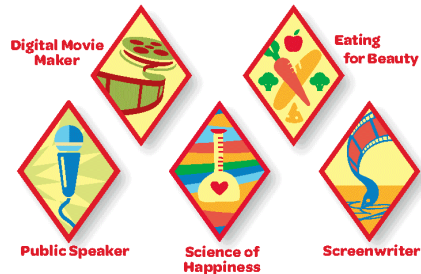
Choose a Journey and earn the awards



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

Want to earn more Badges? Add the Badge sets

aMAZE!



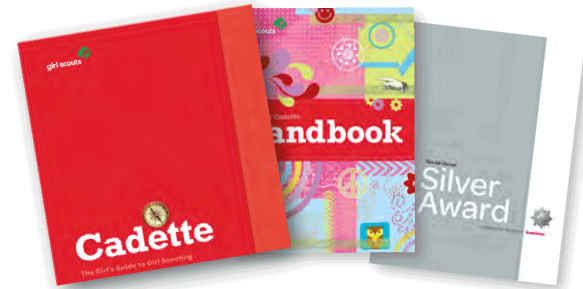
Breathe



MEdia



Use them all with The Girl's Guide to Girl Scouting



What to pack for the journey!

Girl Scout leadership journeys invite girls to explore a theme through many experiences and from many perspectives—through the 3 keys to leadership: **Discover + Connect + Take Action**. All the joys of travel are built right in! So fill your suitcase with everything you need for an amazing trip that will change girls' lives!



The Girls' Book

Engaging stories, fun activities, recipes, and creative projects let girls ... meet new people, explore new things, make memories, gather keepsakes, and earn badges—all while exploring a theme through the 3 keys to leadership!

The Adult Guide

Easy activities to get girls thinking and doing while team-building, being creative, and boosting their sense of self—as they explore the 3 keys to leadership! Plus: healthful snacks, and loads of tips for engaging girls in leadership.

Your Wider Community

Reach out to local experts on ... storytelling and the arts. And to local partners: libraries, booksellers, and arts groups.

Your Enthusiasm

And your creativity, your partnership with girls and families, and, most important, your willingness to learn by doing, right alongside the girls!

Overview of the Cadette Journeys Series*

It's Your World - Change it!

aMAZE: the Twists and Turns of Getting Along



Life is a maze of relationships and this journey for sixth, seventh, and eighth graders has Girl Scout Cadettes maneuvering through all its twists and turns to find true friendships, plenty of confidence, and maybe even peace.

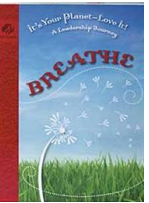
Journey Leadership Awards

As the girls make their way through aMAZE, they gain tips and strategies for creating healthy relationships and long-lasting friendships. Ultimately, girls emerge from this maze to *amaze* the world with Take Action Projects that mobilize ever wider circles of people in positive and peaceful interactions. The goal is to increase the peace – one interaction at a time.

- **Interact Award:** This award signifies that girls can advance peace in the world around them – one interaction at a time. Girls complete challenges based on topics the girls will explore in this journey, inviting them to try small and positive ways of interacting in their daily lives.
- **Diplomat Award:** A diplomat “possesses skill or tact in dealing with others.” With this award, girls demonstrate they can pass their relationship skills on to others through a Take Action Project. They may teach younger girls how to use “I” statements or perform a skit about bullying.
- **Peacemaker Award:** This award invites the girls to consider how the relationship skills they are exploring could create more peace in the world. Specifically, girls are asked to collect relationship “tools” they can use and pass on. The girls earn this award by reviewing all the tools they have collected and making a commitment to use them throughout their lives.

It's Your Planet -Love It!

Breathe



A wind farm, an environmental scientist, or an experiment using wind teaches girls about the air we breathe. Cadettes can work together to complete their *Breathe!* Journey by planting an indoor garden, campaigning against smoking, or pushing for clean-air initiatives in their community.

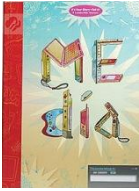
Journey Leadership Awards

Along this journey, girls are engaged in improving their own world's air quality while also supporting and nourishing their own abilities as leaders who are aware, alert, and able to affirm all they do.

- **Aware:** Girls will keep an air log, recording what they see, hear, feel, and smell in the air. They increase their AWAREness about the issues that impact Earth's air and determine the most important, personal reason they care about Earth's air.
- **Alert:** Girls will choose an air issue to act on together, then decide whom to educate and inspire by giving their Air Care Team (ACT) its call to action.
- **Affirm:** Girls gather proof of progress or improvement through their efforts to educate and inspire. They will affirm their commitment to strive to be an heir apparent of air and all of Planet Earth's elements.

It's Your Story - Tell It!

MEdia



Taking a critical look at media from movies to music to TV, Cadettes learn how to reshape negative messages into positive ones. As they continue on the *MEdia* Journey, they may re-write hurtful song lyrics, start a blog about movies, or use social media to combat stereotypes.

Journey Leadership Awards

Girls have the opportunity to build foundational leadership skills critical to moving up the Girl Scout Ladder of Leadership and becoming lifelong leaders.

- **Monitor:** Girls have taken stock of media in their world and the influence it has. They hone in on the role media plays in their lives and the lives of those around them as well as looking at the media in their community.
- **Influence:** Girls understand the importance of having media reflect the realities of their world. They team up to make media that better represents their reality.
- **Cultivate:** Girls make a personal commitment to cultivate a new perspective on media. They challenge themselves to make a positive change in the way they use media in their lives – a change that they CULTIVATE so it grows into a full-fledged inspiration for others.

*Information taken from girlscouts.org



Journey Connections to State and National Curriculum Standards

The content of all Girl Scout National Proficiency Badges and Journeys have been correlated by grade level to national *Common Core Standards*, *21st Century Skill* standards, *Financial Literacy* education standards, and curriculum such as Health and PE, Language Arts, Math, Science, and Social Studies learning objectives for all 50 states and the District of Columbia.

To find out how the Proficiency Badges and Journeys support state and national curriculum standards go to girlscouts.org/en/adults/educators/curriculum-standards.html.

GSUSA Statement of Trust

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

At Girl Scouts of the USA, we know that not every example or suggestion we provide will work for every girl, family, volunteer, or community. In partnership with those who assist you with your Girl Scout group, including parents, faith groups, schools, and community organizations, we trust you to choose "real life topic experts" from your community, as well as movies, books, music, websites and other opportunities that are most appropriate for the girls in your area and that will enrich their Girl Scout activities.

Journeys

How to Start Your Journey

At the core of the GSLE are National Leadership Journeys, which are fun and challenging experiences grouped around a theme and spread over a series of sessions. Each Journey has all the important components of the GSLE incorporated into it. To guide girls on a great Journey, all you need is enthusiasm and a sense of adventure. Before you dive in, try these six simple tips:

1. **Check out the Journeys** at girlscouts.org/en/our-program/journeys.html. There, you can find information about the topics that each Journey covers, which you can share with girls. And you'll find even more fun traditions to complement your Journey in *The Girl's Guide to Girl Scouting*, a resource for each grade level of Girl Scouting.
2. **Choose a Journey.** Because Girl Scouting is girl-led, it's important to give girls the chance to pick the Journey they want to do. Talk to them about what each Journey for their grade level is about and let them choose one.
3. **Get to know the Journey.** Pick up a girls' book and an adult guide. Read the girls' book for the pleasure of it, just to get an overview of the Journey's theme and content.
4. **Review the sample session plans in the adult guide.** These sample session plans give you ideas about bringing the Journey to life with girls while leaving plenty of room for creativity and customization.
5. **Invite girls (and their parents/guardians) to use their imaginations** to make the Journey come to life in ways that excite them. Remember that you and the girls don't have to do everything exactly as laid out in the sample sessions.
6. **Step back and watch** how the girls with your knowledge, support, and guidance have enormous fun and a rewarding experience. Celebrate with them as they earn their National Leadership Journey awards—and perhaps some Girl Scout badges, too!

As your group starts its Journey, start a discussion (or debate!) on the Journey's theme and what it means to the girls. Ask questions to find out what they're most interested in accomplishing during their time together, and then help them connect those interests to their Journey. This will help them chart the course of their Journey and their time together.

**Excerpt from Volunteer Essentials*



Take Community Service to Another Level; Take Action!

Community Service is defined as a project or activity that helps for a short time. It may help a limited number of people or it could be there are too few people involved to make a larger impact. The service is often an immediate and necessary response to a basic need. Service projects have a definitive beginning and end point. Projects should be meaningful to the girls, part of troop/group activities, or in partnership with older girls.

- Organize a book or clothing drive.
- Assemble a holiday food basket.
- Paint walls to cover graffiti.
- Host a sing-a-long at a Senior Center.

Take Action is designed to elevate traditional Girl Scout community service projects from meeting an immediate need to advocacy projects that make change happen. Girls identify a cause they feel passionate about, and with advocacy and action, make a change. Take Action Projects pick up where short-term projects left off. Their plans are designed to reach a larger number of people and have a lasting impact.

When girls pursue Take Action Projects, they take time to identify and understand the **root cause** of an issue instead of simply addressing the symptoms. A **root cause** is the origin of the problem. Girls must also ensure that each project is sustainable and that the impact is measurable.

- **Measurable:** The success of the project can be determined based on the number of people the project helped, the number of people who were involved, any reduction in the community's need, and other concrete numbers.
- **Sustainable:** Girls must make arrangements (such as collaborating with community leaders and/or organizations or building alliances with mentors) to ensure that the project creates lasting change and is not a one-time event.

Make the World A Better Place



An easy way for you to remember the difference between short-term community service projects and Take Action Projects rests on whether the project is being done **for** the community or **with** the community. If a girl is doing something **for** the community, most likely she is working on a short-term service project. If she is doing something **with** the community, she is working on a Take Action Project.

In this chart, you can see the difference between short-term project solutions and Take Action Projects. It is still important to do the short-term projects however; the Take Action Project has a larger impact on the community.

Issue	Community Service Project (One time effort: has a short-term impact)	Take Action Project (Long-term benefits and sustainable support)
Local food pantry needs to stock its shelves.	Collect non-perishable food through school food drive.	Collect food and also develop a recipe book of nutritious foods using simple, accessible ingredients – find local printing company to print several copies and give original to the food pantry to make more when needed.
Local animal shelter needs supplies and volunteers.	Donate canned food and animal toys to the shelter.	Hold a community animal food and supply drive. Create a marketing plan – posters, radio spots, flyers, etc – encouraging community to donate supplies and time at the shelter. Give all marketing materials to the shelter for future use.
An uninsured family's home is destroyed by fire.	Collect clothing, household goods, and food for the family	Work with a local Habitat for Humanity and organize a work group to rebuild the family's home. Organize community groups to establish an ongoing clothes closet for use by families facing a crisis.

Why Focus on Take Action?

The Take Action key and its corresponding outcomes get girls motivated and excited about making an impact in their community that can be felt in the long-term. Take Action encourages girls to think bigger and to address problems in such a way that they do not reoccur. And, perhaps most important, a girl's Take Action Project changes the world in a meaningful way.

- **Girls can identify community needs.** To have an effective Take Action Project, girls must first find out what the community needs.
- **Girls are resourceful problem solvers.** Girls will learn how to identify the root cause of the issue they choose to address. In addition, girls will undoubtedly face road blocks during their project, which means they will need to come up with creative ways to solve the problems that arise.
- **Girls advocate for themselves and others, locally and globally.** As they learn about the issues in their community and work to solve them, girls stand up for issues they believe in, influence policy, and identify ways to continue their project goals into the future.
- **Girls educate and inspire others to act.** Girls educate others about issues that are important to the community and inspire others to act.
- **Girls feel empowered to make a difference in the world.** Girls develop leadership skills and use the knowledge they gain through their experiences to improve their community and the world!



Tools to Help Guide Girls Through the Take Action Process:

→ Meeting the Community:

Through field trips or visiting speakers, girls gain a broader scope of issues in the community.

→ Listing as a Group:

Girls go on a trip or have a speaker. Ask the girls to look around the area. If they are not physically in the area where they would like to do their project, they will need to imagine the area.

Help the girls outline what they saw, imagined, or heard by creating a group list. Ask questions to drive the conversation, such as:

- What do you see? What do you imagine the area to look like?
- Who can they talk to if they want to verify any information; a camp ranger, town official, agency staff member, or another troop/group?

→ Community Mapping:

This is a list or drawing that helps girls see a bigger picture of their community. It is a way of highlighting a community's assets – the people, things, services, organizations, and businesses that exist in a given area. After a trip or from memory, create a large map of the area showing the community's specific needs and resources, including contacts that might help the girls proceed in their Take Action Project. The girls should be thinking about what needs might exist for each street, park, home, school, community center, and so on that they can identify and draw. The aim of community mapping is for the girls to "find" a project they are passionate about and that solves a problem in the community.

→ Mind Mapping:

Girls take one issue found on their community map and write the issue in the center of a large piece of paper. Have the girls openly discuss the selected issue and record ideas related to or reasons for the issue around the central idea. Let them write down as many specifics as they possibly can. This helps girls to visually see an issue from a variety of angles. From that list ask:

- What kinds of problems can be identified as associated with the main idea (i.e. noise pollution, oil spill, litter)
- What are the causes of the more defined problems? (i.e. noise – music, sirens, talking in a lunchroom)

→ Levels of "Why":

This helps drill down the root cause of an issue. This technique can be used with all tools listed above.

Write one of the ideas that interest the girls most at the top of a sheet of paper. Reflecting on this idea, continue to ask the question "Why?" writing down each response to the question:

Issue: Don't always get to eat lunch at school.

- Why? Too many people;
- Why? Size of lunch waves;
- Why? Only time to "hang out" with friends

When you are at the end of the "Why" cycle, girls can begin building a Take Action Project to address this root cause.

Seven Components of a Successful Take Action Project

When planning Take Action Projects with girls, keep in mind that it's not just "what" the girls do but how they go about it, and what they learn through doing, that will inspire them to Take Action throughout their lives.

Use the following components to guide girls in developing successful Take Action Project plans.

Component	Description
1. Investigate	<ul style="list-style-type: none"> • Girls identify issue(s) they care about most. • Girls explore their community and match its needs to the issues they care about. • Girls connect with their community to further investigate community priorities, whether through community walks, examining public documents, conducting surveys, community mapping, or interviewing key leaders. • Girls identify their specific Take Action Project.
2. Plan	<ul style="list-style-type: none"> • Girls get ready for all aspects of the Take Action Project. • While the girls or the group of girls is leading, volunteers, and community partners are active participants in project planning. • Girls locate tools and resources they need, and know when, where, and how to enlist help from others. The project plan addresses both the goals of the project as well as sustainability and measurability. Girls examine money-earning, safety requirements, participant training, and any other elements needed for a successful project. • Girls set the goals, make a timeline, and plan how and when to evaluate their project. (<i>Note: Sustainability needs to be planned at this stage, especially with community partners.</i>)
3. Act	<ul style="list-style-type: none"> • This most visible and tangible part of a Take Action Project involves providing measurable and sustainable service in the community. • The action stage requires clarity in expectations, assignments, and schedules. • Encourage girls to build relationships with community members and their peers to ensure that the project is appropriate and meaningful for everyone. • Girls also collect data, artifacts, pictures, and other documentation for reflection, demonstration, celebration, and evaluation.
4. Reflect	<ul style="list-style-type: none"> • Throughout the various stages of their Take Action Project, girls reflect on what they have done and where they are going. • Reflection involves critical thinking, analysis, problem solving, and interpretation so that girls integrate the experience into their lives. • Girls select, design, and lead reflections through a variety of methods and approaches that match various learning styles. • Reflection questions may include: What have we accomplished? What does it mean? Now what?
5. Educate, Inspire, and Advocate	<ul style="list-style-type: none"> • Girls can educate others about what they have learned, whether with a small audience of younger girls, peers, the general public, or key community leaders, and they can advocate for their issue, inspiring others to join with them in making a sustainable change.
6. Celebrate	<ul style="list-style-type: none"> • Girls and partners step back and say "thank you" to all who are involved in the Take Action efforts. Recognition of others' contributions helps to cement the experience in girls' lives. • Celebrating may involve public, high-energy recognition events or it may mean writing and sending a personal note to acknowledge contributions.
7. Sustain	<ul style="list-style-type: none"> • Girls engage the community in the project so that the community sustains it. In this way, the community relationships girls have built are continued and deepened. • Encourage girls to find ways they can use their own skills and interests to inspire others to pick up where they've left off.

The Girl's Guide to Girl Scouting

A Walk through *The Girl's Guide to Girl Scouting*

The *Girl's Guide to Girl Scouting* now includes the handbook and the badge book. The *Girl's Guide* is a record of what girls do in Girl Scouts! Each grade level has a binder with covers picked out by girls that coordinate with the Journey colors.



The *Girl's Guide to Girl Scouting* is divided into three Sections: the Handbook, Awards, and My Girl Scouts section. Below is an outline of a walk through the different sections:

The Girl Scout Handbook



Each grade level has its own special version of the handbook! From Girl Scout basics to fun with family and friends, they're packed with information and activities that encourage girls to get their hands dirty, hearts racing, and brains whirling.

National Proficiency Badges



In addition to the awards they are earning through the Journeys, the *Girl's Guide* gives girls the opportunity to earn Legacy badges, Financial Literacy badges, as well as Cookie Business badges at each level.

Sold separately, but easily added to the *Girl's Guide* are three badge sets related to the Journeys for Brownies through Seniors, each containing five badges each. They offer great examples of ways to incorporate the skills while on a Journey, but can also be used on their own!

A new addition to the Proficiency Badges, Outdoor Badges are now available for Brownies through Ambassadors. The requirements are available on the council website.

The Outdoor Badge for Cadettes is Archery. You can find the requirements at gsofct.org/pages/Badges.php.



"My Girl Scouts" pages

Girls get their own special pages for journaling, autographs, or whatever they want to do! There are also coloring pages for Daisies and stickers for Daisies, Brownie, and Juniors.

In each guide there is also a fold-out section with all the awards for that level. Girls can check off each award they've earned to see how far they've already gone, and what lies ahead for their future in Girl Scouts! Some of these awards include:



Journey Summit Awards

For girls who complete all three Journeys at each grade level.



My Promise, My Faith

A faith-based award that girls can earn once each year they are in Girl Scouts.



Bronze, Silver, and Gold Awards

The Girl's Guide for Juniors, Cadettes, Seniors, and Ambassadors also include the requirements for earning the three highest awards in Girl Scouting.

Special for Daisies!

Girl Scout Daisies will continue to earn their petals instead of earning badges, with new activities for each petal. However, they now have the option to earn one Cookie Program leaf and one Financial Literacy leaf for each year they are a Daisy.



Leaders can also check out some tips for using the *Girl's Guide to Girl Scouting* at:

girlscouts.org/en/our-program/our-program.html

Information taken from gsfct.org/pages/GirlsGuide.php

Girl Scout Insignia and Award Basics

The insignia on a girl's uniform are a record of her adventures and accomplishments as a Girl Scout. *Insignia* is the general term for all official items that girls and adults can wear on their uniforms. All official awards are worn on the **front** of the sash or vest.

Girl Scout insignia are broken into five categories:



Insignia Showing You Belong: These insignia, also known as **Emblems**, include such items as Girl Scout membership pins, the World Trefoil pin, GSUSA and council identification strips, and troop numerals.



Earned Grade-Level Awards: These Girl Scout program awards include Girl Scout Journey Awards, Girl Scout Daisy Promise Center, Petals and Leaves, Girl Scout Brownie through Ambassador proficiency badges found in *The Girl's Guide to Girl Scouting*, Outdoor Badges and Girl Scouting's highest leadership awards (Girl Scout Bronze, Silver, and Gold Awards).



Special Opportunity Awards: These are national awards earned through requirements determined by Girl Scouts of the USA or by another organization which GSUSA has a partnership agreement. These awards include the Girl Scout My Promise, My Faith Awards, Girl Scout Cookie Sale Pins, Girl Scout Safety Awards, and the President's Award for Community Service.



Meritorious Service Awards: These include the Girl Scout Lifesaving Awards awarded from GSUSA through council nomination. For more information, go to: gsofct.org/pdf/membership/formLibrary/LifesavingAwardsPacketProcedure.pdf



Participation Patches and Pins: Supplementary insignia developed at the national or council level with a focus on participation. These patches represent activities girls have tried and are fun ways for girls to remember special events they've attended. Since these patches and pins aren't tied to skill-building activities, they are worn on the **back** of a girl's sash or vest.

GSOFC Council's Own patches were designed to reflect Connecticut's resources and interests and supplement those offered by GSUSA. All available patches are listed in the Program and Resources Guide or can be found at gsofct.org in the Resource and Form Library under the Girl Program section. They are worn on the **back** of a girl's sash or vest.

Girl Scout badges, patches, awards, and other insignia should be presented, worn, or displayed only after Girl Scouts have completed the requirements outlined in the appropriate program materials.

To find out where to place insignia on a Girl Scout uniform, visit gsofct.org/join/girls.php, click on the level you are interested in, and follow the link on that page. You can purchase emblems and patches—along with badges and leadership awards—at any of our council's Girl Scout shops or online at shop.gsofct.org/store.

Girl Scout Insignia and Award Basics – Girl Scout Cadette

INSIGNIA	TYPE	WHO PURCHASES	WHEN GIVEN	ADDITIONAL COMMENTS
Uniform Components: <ul style="list-style-type: none"> American Flag GSUSA and Council ID strips Troop Numerals Troop Crest 	Emblem	Parent/Guardian	Initial uniform purchase	<ul style="list-style-type: none"> These emblems signify that we are members of GSUSA, GSOFCT, and a specific troop/group. Troop/group volunteers may offer to collect monies and purchase materials for parents/guardians.
Girl Scout Membership Pin (Traditional or Contemporary)	Emblem	Troop/Group	Investiture	<ul style="list-style-type: none"> Pin signifies that you are a member of Girl Scouting in the USA. Girls in grades 4-12 wear the Girl Scout Membership Pin.
World Trefoil Pin (WAGGGS)	Emblem	Troop/Group	Anytime	<ul style="list-style-type: none"> Pin shows we are members of the World Association of Girl Guides and Girl Scouts. Thinking Day Celebrations are a good time to present this pin. Pin will be transferred to the girl's new sash/vest when she bridges to the next level.
Membership Stars with Disc (white)	Emblem	Troop/Group	End of the year	<ul style="list-style-type: none"> Each Girl Scout receives a star and disc to indicate she has been a member of Girl Scouting for that year. Discs are color-coded by level. All the stars and discs will travel with the Girl Scout to the next level's sash or tunic.
Journey Leadership Awards	Earned Grade-Level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Awards coincide with the Leadership Journey's: It's Your World – Change It!, It's Your Planet-Love It!, and It's Your Story - Tell It!.
National Proficiency Badges	Earned Grade-Level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Badges are symbols that you've learned something new. Four types: Legacy, Financial Literacy, Cookie Business, and Skill-Building Girls have the opportunity to "Make Your Own" Proficiency Badge yearly. Archery is the Outdoor Badge for Girl Scout Cadettes.
Girl Scout Silver Award	Earned Grade-Level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> A leadership award and the highest honor a Girl Scout Cadette can achieve (8 steps)
My Promise, My Faith	Earned Grade-Level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> A girl earns the pin by carefully examining the Girl Scout Law and directly tying it to tenets of her faith. This may be earned as a troop or individually. Earned once a year, it complements existing religious recognitions (P.R.A.Y.).
Bridge to Girl Scout Senior Award	Earned Grade-Level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Shows you were once a Cadette Girl Scout and bridged up to Seniors. All requirements must be completed prior to earning this award.
Silver Torch Award	Earned Grade-Level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Recognizes a girl who acts as a leader in her community.
Girl Scout Safety Award: Cadette	Earned Grade-Level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Can be earned yearly for learning how to be safe during Girl Scout activities.
Cadette Community Service Bar	Earned Grade-level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Girls can earn this bar by making a difference in their community.
Cadette Service to Girl Scouting Bar	Earned Grade-level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Girls can earn this bar by volunteering for a minimum of 20 hours to the Girl Scout organization.
Mentoring Awards: LIA	Earned Grade-level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Girls can earn a LIA award by helping Brownies with their Leadership Journeys.

INSIGNIA	TYPE	WHO PURCHASES	WHEN GIVEN	ADDITIONAL COMMENTS
Cadette Program Aide	Earned Grade-level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Girls complete the three steps required.
Cookie Activity Pin	Earned Grade-Level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Can be earned yearly for selling Girl Scout Cookies.
Girl Scouts Global Action Award	Earned Grade-Level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Girls learn in a fun and educational way about serious global issues affecting girls, young women, and their communities.
World Thinking Day Award	Earned Grade-Level	Troop/Group	As earned or Court of Awards	<ul style="list-style-type: none"> Girls participate in activities and projects with global themes to honor their sister Girl Guides and Girl Scouts in other countries.
President's Volunteer Service Award	Earned Grade-Level	Troop/Group or Parent/Guardian	As earned or Court of Awards	<ul style="list-style-type: none"> Girls can earn this award in recognition for the valuable contributions they are making in our communities. Community service hours over a 12-month period or cumulative hours earned over the course of a lifetime; Bronze, Silver, and Gold categories.

For more information on Girl Scout Cadette insignia and Awards, visit girlscouts.org/en/our-program/uniforms/insignia-list.html



LET'S GO!

Cadettes who have been a part of Girl Scouting since the Daisy or Brownie age-levels are now ready to really spread their wings and fly! This is a prime opportunity for them to start planning bigger adventures and trips! They may want to go to Washington D.C. for a long weekend or take a trip to Savannah, Georgia. Let them plan the trip themselves – with as little guidance as possible. For many adult volunteers, this will try their patience. It is so much easier to do it yourself. It can take the girls' weeks to plan the simplest part of the trip. Hold back as much as possible. Have the girls participate in a *See the Country* training course. They will learn about budgeting, planning trip lists, determining destinations by taking a realistic look at their treasury, timeframe, and other factors that are a big part of these bigger adventures. For more information regarding *See the Country*, go to: gssoft.org/pages/SpecialtyCourses.php.
















Encourage them to check into Girl Scout *destinations* by going to: forgirls.girlscouts.org/travel/take-a-trip/destinations. GSUSA provides opportunities for exploration with tons of different types of trips from surfing camp on the east coast and breathtaking hikes out west, to the crazy-cool wonder of new cultures abroad. Girls will make friends from all over our country as they travel with girls from other states while learning new skills and sharing new adventures!

The **Global Travel Toolkit** takes girls through the steps of planning their own international group trip. It's filled with tips and tricks for traveling abroad. An additional resource, **The Adult Guide to Girl Scout Global Travel**, contains information to help guide girls on travel adventures in Girl Scouts. For more on these Girl Scout travel resources, go to: <http://forgirls.girlscouts.org/travel/resources/>



Tips for Working With Girl Scout Cadettes

These tips can help with situations that can arise whenever a group of girls get together:

-  Cadettes need more than badges – they are looking for substance in their program!
-  Help her discover what she is good at and what interests her.
-  Provide group, hands-on activities that engage the girls.
-  Remember that there is no “right” answer to most questions. Eliminate the need for perfection. Create a safe environment for them to attempt new activities.
-  Cadettes learn to lead by leading, so let them lead. If they fail, and no one is in danger from that failure, let them. Girl Scouting provides them with a safe environment to fail and can help them learn from those failures.
-  Ask for the girls’ input. Ask them to brainstorm the year’s activities rather than giving them your schedule for the year. Let the girls identify the activities they want to do, develop, execute and evaluate how they felt their plans and their year went.
-  Middle school is a difficult time for most girls because their social lives are changing, cliques are forming, and self-esteem can be at an all-time low for the girls.
-  Bullying is becoming more prevalent amongst girls. Guide them through conflict resolution activities that will help them combat and overcome the effects from bullying.
-  Give the girls the opportunity and “space” to make group decisions. This will help them learn how to discuss their opinions in constructive ways.
-  Girls are seeking to belong to the group.
-  Give girls the skills they need to combat peer pressure.
-  Model positive conflict resolution behavior.
-  Help girls identify community needs and explore the root causes for those needs.
-  Girls are accepting changes to their bodies and seeking outside influences beyond their family.
-  Girls are interested in improving the world, hanging out with friends, and playing sports.



Silver Award Information

Going for the Girl Scout Silver Award, the highest award a Girl Scout Cadette can earn, gives girls the chance to show that they are a leader who is organized, determined, and dedicated to improving their community. Earning the award puts them among an exceptional group of girls who have used their knowledge and leadership skills to make a difference in the world.

Listed below are the eight steps Girl Scout Cadettes will complete to earn their Girl Scout Silver Award:

STEP 1: Go on a Cadette Journey. Girls will gain skills from the Girl Scout Journey that will help them create, plan, and develop their award project. They may choose from the : *It's Your World – Change It!* aMAZE: Twists and Turns of Getting Along; *It's Your Planet – Love It!*: Breathe; or *It's Your Story – Tell It!*: Media journeys.

STEP 2: Identify Issues You Care About. Encourage girls to take time to think about what really matters to them. When something matters, it becomes a fun challenge to think of different solutions.

STEP 3: Build Your Girl Scout Silver Award Team or Decide to Go Solo. Girls in grades six-to-eight may choose to work with a small team of two-to-four girls, or create and implement their own project. If working independently, ensure the girl is connecting with people in their community.

STEP 4: Explore Your Community. Encourage girls to take time to explore their neighborhood and local communities. Doing so will help them to develop awareness and new understanding of local issues, how issues are tackled, and how improvements are made. Creating a Community Map allows girls to observe different aspects of their community and look for what people *need* or what would improve their lives. They can then compare their interests and the community's needs to choose an issue to specifically focus on.

STEP 5: Pick Your Take Action Project. Girls decide which issue that they would like to address and identify the *root cause* that their project will focus on. Using their Community Map as a reference, they can narrow down their project so it is manageable and doable. They want to build sustainability into the project.

STEP 6: Develop Your Project. Girls will plan out how they are going to accomplish and complete their project. Remind them to keep it simple! A clear, focused, and well thought out plan can often be more sustainable than taking on a huge project.

STEP 7: Make a Plan and Put It Into Motion. After girls complete a Cadette journey, the suggested minimum time for earning the Girl Scout Silver Award is 50 hours for an individual girl or each girl on the small team. The project must be a true Take Action Project, addressing as close to the root of the issue as possible. Girls can contact silver@gsofct.org with any questions along the way.

STEP 8: Reflect, Share Your Story, and Celebrate. Spreading the word encourages girls to think about what they have learned and helps them inspire others to take action. Encourage the girls to celebrate their accomplishments in ways that are meaningful to them. For more information refer to the GSOFCCT Adult and Girl Guides available in the Resource and Forms Library under the Girl Awards section.

The Silver Award Guides for Girls and Adults can be found at gsofct.org/membership/form-library.php.

Additional information on each of these steps can be found in the Handbook Section of the *Cadette Girl's Guide to Girl Scouting*.

Girl Scouts of Connecticut offers an optional webinar for girls and those adults who are supporting them through the award process. To find upcoming webinar dates, refer to the Program Resource Guide or visit the Silver section of our website gsofct.org/pages/SilverAward.php.



Girl Scout Ceremonies

Ceremonies in Girl Scouting are used to honor special occasions, to celebrate accomplishments, or begin and end a meeting. Girl Scout ceremonies come in many shapes and sizes. They can be formal or informal, large or small. They are typically short in duration but can be quite impressive when the girls are in full uniform, complete with white gloves. Ceremonies provide a means of expressing feelings and values of friendship, patriotism, and service. They allow girls to express themselves through spoken word, artwork and/or song.

All ceremonies share three common components:

- **Opening:** Welcome guests, state the purpose of the ceremony, and set the mood for the occasion.
- **Main Part:** Develop the theme or main idea of the ceremony using dialogue, poetry, choral reading, dramatics, candle lighting, etc.
- **Closing:** Summarization of the ceremony. Lets the audience and the participants know the event is over. It may include forming a friendship circle, saying good-byes or thank-you to special guests, singing a song, etc.

The most rewarding and inspiring ceremonies are those you plan and develop yourselves. Girls are an essential part of the planning process. Engage them in planning and executing at all levels to ensure for a meaningful outcome.

All ceremonies have certain elements in common. The best ceremonies use a combination of all:

- **Purpose:** the reason, the motivation for, or main idea
 - Welcome new members
 - Celebrate accomplishments
 - Express Girl Scout values
- **Mood and Atmosphere:**
 - Pleasant surroundings appropriate to the purpose/theme
 - Music, songs
 - Readings – poetry, stories
 - Dramatics – dance, skits
 - Use symbols – archway, bridge, candles, Trefoil, etc.
- **Characters:** Bring out the characteristics of the girls involved
 - Allow the girls to take on roles that express who they are as an individual
 - Highlight the personal qualities of the girls
 - Allow the girls to flourish at their own level; personal growth
- **Setting:** Held at a special location that impacts the ceremony
 - Time - impacts attendance; can be mood setting
 - Place - location relevant to the purpose and mood and atmosphere desired (outside in the woods, inside on a stage, part of the meeting, etc.)
 - Group size – accommodate for activities planned
 - Think safety first!
- **Theme:** Focuses on developing the purpose
 - The subject, topic, or idea is expressed through the activities, decorations, invitations, refreshments, etc.

Note: Plan for rehearsal time no matter how short and simple the ceremony is.

Girl Scouts have ceremonies that mark their special events and feelings throughout the year, and no matter when or where these ceremonies take place, they are always steeped in the traditions of Girl Scouting!

TYPES OF CEREMONIES

*There is no absolute way to conduct ceremonies.
Use your imagination!*

Parts of a Ceremony

- A. **Opening:** *welcome, purpose, setting*
- B. **Main Part:** *theme, story, light candles, songs, poems, flags*
- C. **Closing:** *song, thank-you, dismissal*

Investiture

A ceremony held when one or more persons join Girl Scouting for the first time. The girl or adult makes the Girl Scout Promise and receives the appropriate membership pin (Daisy, Brownie, traditional, or contemporary Girl Scout) and is welcomed to Girl Scouting. Pins are pinned on upside down and are righted after a good deed is done.

Rededication

This ceremony is held at special times when Girl Scouts want to renew their Girl Scout Promise and review what the Girl Scout Law means to them. Troops often hold a rededication ceremony at the beginning or the end of a troop year.

Candlelight Ceremony

Candle lighting can be part of many Girl Scout ceremonies. It is often used as part of an investiture, rededication, or Court of Awards ceremony. Three center candles represent the three parts of the Girl Scout Promise. Five candles on either side, a total of ten, represent the ten parts of the Girl Scout Law. In buildings where candles may not be used, small flashlights may be substituted.

Flag Ceremony

A ceremony to honor the American flag may be used in troops on special occasions, such as investiture, rededication, a bridging, or Court of Awards. Sometimes a flag ceremony can be part of an opening for a troop meeting. An American flag can be displayed alone or with a troop flag.

Court of Awards

A ceremony to present honors and awards. Girl Scout Daisies through Ambassadors receive earned recognitions; Leadership Journey awards, proficiency badges, bridging patches, etc. The setting and type of ceremony will vary with troops/groups as well as when they are held.

Girl Scouts' Own

This is a quiet ceremony created and planned by girls to express their feelings on a variety of topics such as friendship, nature, or Girl Scout values. It is neither a religious ceremony nor entertainment. Communicating the theme may be done through poetry, songs, narration, or essays.

Bridging

This ceremony signifies the advancing from one program level to another in Girl Scouting. Girl may cross a real or symbolic bridge as part of the ceremony.

Brownie Fly-Up

A Girl Scout Brownie bridging ceremony where girls renew their Girl Scout Promise and receive their Girl Scout pin (contemporary or traditional). Girl Scout Brownies also receive their Brownie wings to show they have "flown up."

Recipe for a Creative Ceremony

Ingredients:

1 Purpose	2 Cups Imagination	Art
1 Theme	5 lbs. Patience	Dance
3 Cups Thoughts	Songs	Season to Taste
3 Cups Feelings	Poems	

Directions:

1. Begin with one purpose, stated and understood by all "cooks."
2. Add one theme. You may have to try several themes before you find one just "ripe" enough but all "cooks" should be in the selection.
3. Sift thoughts and feelings on them together.
4. Fold in imagination to come up with ways to express those thoughts and feelings.
5. Blend in songs, poems, readings, etc. that reinforce the theme. Remember the "cooks" are capable of creating their own masterpieces when given a chance.
6. Study all ingredients and decide the order each will be served and by whom. PRACTICE IT!

Incorporating Girl Planning

Girl Scouting operates on the purpose that girls grow, learn, and have fun by making decisions, doing, and discovering for themselves. That is why it is important that the girls do as much of the planning for ceremonies as possible. Ceremonies are opportunities for the girls to express themselves. Girls should have an active part in making their own memories.

Planning should include the girl's ideas and input. Keep in mind that, at different levels, girls will have different abilities. As girls get older, their responsibility for planning should expand. Don't worry about doing everything "right." Be flexible; let the girls make mistakes and learn from them. It is the volunteer's role to guide the troop/group and provide an environment for creativity.

Use the following questions as guidelines when planning your ceremony:

❖ What kind of ceremony do we want?

- Bridging?
- Flag Ceremony?
- Investiture/Rededication?
- Court of Awards?

❖ Where and when will it be held?

- Indoors or outdoors?
- In the morning or night?
- During a Troop/Group meeting or another time?

❖ Who should be invited?

- Parents?
- Siblings?
- Special Friends?
- Another Girl Scout Troop/Group?
- Adults in Girl Scouting?
- Adults in the community?

❖ What can we use to personalize the ceremony?

- A theme?
- Symbolism?
- A favorite song, dance, skit, or poem?
- Girl Scout Promise and Law?
- Candles, lights, or a campfire?
- Flags?
- A bridge?
- Other props?

❖ How will we do it?

- Who will start the ceremony?
- Should we sit or stand?
- What formations will we use?
- Where will the guests sit?
- Should we speak together or separately?
- Do we want/need to learn something new?
- Will we serve refreshments?
- Do we need to purchase Additional Activity Insurance?
- Do we need to rehearse?

Personalizing a Ceremony

The ceremonies that are remembered the most often have been personalized to express a clear purpose and theme, which gives continuity and cohesion to the ceremony. A theme can be expressed through symbolism, music, songs, stories, poetry, skits, dance, or light.

*Common Themes

- Earth Day
- Friendship
- Gifts of Girl Scouting
- Heritage
- Story of Juliette Gordon Low
- Moment of Remembrance
- Nature
- Presenting an Award
- Service to Others
- Women to Remember

*Ideas from *Let's Celebrate! Girl Scout Ceremonies* GSUSA publication.

*Common Symbolism

- Archway
- Bridge
- Colors
- Flag
- Flowers
- Friendship Circle
- Handshake
- Planting a Tree
- Trefoil
- Wishing Well

*Ideas from *Let's Celebrate! Girl Scout Ceremonies* GSUSA publication.

Bridging Moving On to New Girl Scout Adventures



A bridge crosses a gap and makes it easy to get from one side to another; so it is in Girl Scouting. “**Bridging**” is the term used to describe the process of advancing from one level to another in Girl Scouting. Bridging is an important transition in a Girl Scout’s life. It’s a defining moment when a girl becomes aware of her achievements and is ready for new adventures and responsibilities. Celebrating this change should be fun, personalized, and memorable for everyone involved. Bridging ceremonies usually take place at the beginning or end of the Girl Scout year. Remember to include the girls in both planning and implementing the ceremony.

Bridging activities have been designed to emphasize the continuity of one Girl Scout program, to introduce girls to what lies ahead, to encourage girls to reflect on their personal growth and previous accomplishments, and to give older girls a sense of personal responsibility for younger girls. Bridging activities will take time, but careful planning and continued reinforcement of the idea that girls are getting ready to move onto the next program level in Girl Scouting will make the experience meaningful for them.

The bridging process for each program level is outlined in *The Girl’s Guide to Girl Scouting* book. Once the bridging activities have been completed, a bridging ceremony can be held to recognize the girls and welcome them into the next Girl Scout program level. It is important to note that completing any earned bridging award is optional. If a girl chooses not to earn the award, she can still bridge to the next program level.

An actual bridge is not necessary to hold a bridging ceremony. The bridge, or crossing over into a new program level, can be symbolized by walking across a stage, walking on steppingstones, walking under an arch, or simply walking from one area in the room to another.

Areas in the room can be decorated using flags, banners, and balloons to represent the two Girl Scout levels involved in the bridging ceremony. Let the girls use their imaginations to come up with some other ideas to make their bridging ceremony special.

In preparation for the Bridging to Girl Scout Cadette Ceremony, consider:

- Planning at least one month ahead
- Prepare invitations
- Prepare decorations
- Refreshments - juice, water, cake or other snack. When planning for refreshments, remember to consider food allergies.

Your opening may include:

- Welcome Guests
- State Purpose of Event – Girl Scout Cadettes Bridging to Girl Scout Seniors
- What the girls did to earn the Bridging Award

The main part of ceremony may include:

- Have girls recite the Girl Scout Promise and the Girl Scout Law
- Have girls sing favorite song
- Have Girl Scout Seniors help them bridge – Leader may read girl’s name and she can “bridge over” – walk across a real or interpreted bridge, etc. – Seniors may help Cadettes put on new vest/sash

Your closing may include:

- Form Friendship Circle
- Sing Song – Make New Friends
- Thank guests
- Enjoy Refreshments!

The Appendix of this handout has several ceremonies that you can use with your Girl Scout Cadettes. For additional information and more sample ceremonies you can refer to *The Girls Guide to Girl Scouting* book, or visit the web at girlscouts.org/en/about-girl-scouts/traditions/ceremonies.html.

APPENDIX



Celebrate! Girl Scout Cadette Ceremonies

Games

My Promise, My Faith FAQ's

Conflict Resolution

Group Dynamics

Girl Scout Terms

Service Project Suggestions

Additional Resources

Celebrate!

Girl Scout Cadette Ceremonies

Bridge to Girl Scout Seniors #1: Pledge Ceremony

Supplies:

- Eight white candles and holders; matches or lighter
- Bridge of any sort – be creative!
- Bridging certificate (optional)
- Bridge to Girl Scout Senior Award, if earned
- Membership star and disc (optional)



Formation: Girl Scout Cadettes should be in a horseshoe on one side of the bridge with a Girl Scout Senior(s) on the other side of the bridge.

Opening: Welcome and Flag Ceremony. The Girl Scout Cadette Troop/Group Advisor presents any awards, other than the Bridge to Senior Award, to the eligible girls.

Bridging: Girl Scout Cadettes cross the bridge and are met and given the Girl Scout handshake by the Girl Scout Senior(s), then form a horseshoe with the Girl Scout Seniors.

Girl Scout Senior #1:

Say: When you are a Girl Scout Senior, your life is filled with action. In addition to group activities, Girl Scout Seniors have many individual opportunities coming their way. You can take part in special events and activities planned by Girl Scouts of Connecticut for Girl Scout Seniors.

Advisor:

Say: You become a member of your Service Unit, and can attend Service Unit meetings and help plan Service Unit activities. You may be selected as a delegate to the Girl Scout National Convention or you may be selected for one of the many destinations open to Girl Scouts each year.

Girl Scout Senior #2:

Say: As Girl Scout Seniors you can begin to work on completing the Senior Journey Leadership awards: the Senior Visionary Award, the Senior Harvest Award, and the Sisterhood Award. These awards lay the foundation needed for you to pursue the Girl Scout Gold Award, the highest award in Girl Scouts.

New Girl Scout Seniors may alternate lighting the candles and saying the parts of the following pledge:

ALL: I pledge as a Girl Scout Senior to:

1st Girl: Uphold the highest ideals as expressed in the Girl Scout Promise and Law. *(lights candle)*

2nd Girl: Be thoughtful and considerate and assume my share of responsibility in the activities of my troop/group. *(lights candle)*

3rd Girl: Be a better citizen of my community and prepare myself for the duties and responsibilities of adult citizenship in a democracy. *(lights candle)*

4th Girl: Realize my deep commitment to volunteer my services wherever and whenever needed. *(lights candle)*

5th Girl: Keep myself healthy and the world around me as safe as I can make it. *(lights candle)*

6th Girl: Seek new knowledge and the skill to use it. *(lights candle)*

7th Girl: Increase my knowledge and understanding of the peoples of the world toward the goal of peace. *(lights candle)*

8th Girl: Prepare myself for the future. *(lights candle)*

Return to horseshoe for a closing song or activity led by Cadettes.

Bridge to Girl Scout Seniors #2: Candles and Flowers Ceremony

This ceremony is hosted and emceed by Girl Scout Seniors, with Cadette participation.

Supplies:

- Candles, any color or colors (optional, but nice!)
- Yellow Roses or Daisies
- Membership star and disc, if being presented
- Bridging Award (if earned)
- Bridging Certificate (optional)

The speaking parts can be split up into a few more parts if you have more girls available.

Girl Scout Senior #1:

Say: Tonight we Girl Scout Seniors celebrate with these Girl Scout Cadettes, who are ready to bridge into Seniors. It is our aim during this evening to give you a glimpse into the Girl Scout Senior program, and to get to know each other.

Girl Scout Senior #2:

Say: We know that you have prepared yourselves well as Cadettes, and will want to use your experience to extend your knowledge and to explore new interests. We know too, that you will adhere to the belief in the Girl Scout Promise and Law, which underlies the activities in the Girl Scout Senior program.

All join in the Girl Scout Promise and Law.

Girl Scout Cadette:

Say: "Girl Scouts," a poem by Alicia Brillo, age 13, from the Plymouth Bay Girl Scout Council.

Divide the lines among the Cadettes; if you like, each girl can light a candle when she has said her lines:

G is for the girl inside of me just waiting to explore
The wonderful experiences in life I have in store

I is for the interest that I exhibit with each new task
Wondering how it is possible that the next one will be better than the last

R is for the richness I feel inside
As I walk through life with my parents and my brother by my side

L is for the lady inside of me just waiting to come out
While the child inside of me is still learning what life is all about

S is for the Girl Scout in me who always wants to know more
Scouting has given me many new opportunities to explore

C is for the campfire with its tall flames burning bright
As we sing the song of memories before we say Good-Night

O is for the world of out-of-doors that is so much a part of me
Scouting has helped me appreciate everything I see

U is for the unexpected things I'll encounter in my life
Some I might be thankful for, others I might not like

T is for the thanks I give to people who have cared
It's with them that memories are made and special thoughts are shared.

Cadette Advisor:

Say: At this time, we are proud to present our bridging Cadettes with their last white Membership Star and their Bridge to Girl Scout Senior award (if earned). Advisors call girls up individually to receive their star and award – which could also be presented by a parent/guardian.

(continued)

Girl Scout Senior #3:

Say: As a Girl Scout Senior, there are so many Journeys to explore! In the **GIRLtopia** leadership Journey, you will consider the reality of life for girls throughout the world. During the **Sow What?** leadership Journey, you will examine big food issues, caring for our planet, and nourishment from the land, which has been the core of Girl Scouting since its founding in 1912.

Mission: Sisterhood is a leadership Journey designed just for you to see how much sisterhood does for the world.

Girl Scout Senior #4:

Say: Girl Scout Seniors can also earn senior leadership awards, the World Thinking Day and Global Action Awards, and the Senior Safety, Cookie Activity, and My Promise My Faith Awards. Don't forget the Senior proficiency badges, too!

Girl Scout Senior #5:

Say: Some of you will reach high and go for Gold. Since 1916, Girl Scouting's highest award has stood for excellence and leadership for girls everywhere. Soon, you will have the option of joining generations of young women who have made a difference in their communities and beyond by achieving the Girl Scout Gold Award.

Girl Scout Senior #6:

Say: And now it gives us much pleasure to present you with a flower [and certificate] to honor your bridging from Girl Scout Cadette to Girl Scout Senior. As your name is called, please come forward to receive your gift(s).

Girl Scout Senior #7: *(After all the girls have received their gifts)*

Say:

Let us be friends in everything of duty and of play
and in whatever other deeds we do from day to day.

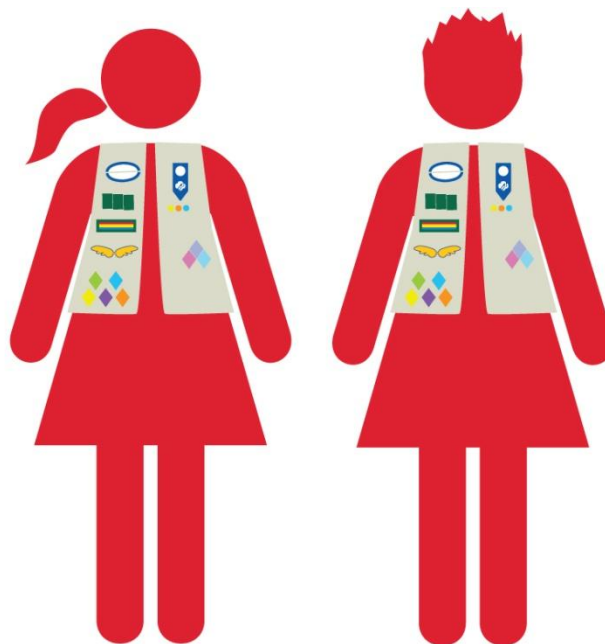
Let us be kind and generous to those who cross our path
and not allow ourselves to live in jealousy or wrath.

Let us consider what we have and how much we can spare
to spread the sunshine within us to others everywhere.

For, after all, our happiness to some degree depends
on how we go about the task of comforting our friends.

So let us follow friendliness with every step we take
and do some worthy deed each day for someone else's sake.

Close with an appropriate song



Cadette Bridging Ceremony #3

Opening: Flag Ceremony and the reciting of the Girl Scout Promise and Girl Scout Law

Optional: Court of Awards and Candle lighting Ceremony

Cadette Girl Scout Advisor recognizes and presents each Cadette Girl Scout advancing into Senior Girl Scouts with a small gift or token.

Cadette Advisor:

Cadettes you've been for three short years
We say goodbye and hold our tears.
Growing and learning Girl Scout ways
Has filled our memories to last for days
As Senior Scouts you'll learn and grow
Keeping our Promise as you go.

Senior Girl Scouts:

S - means we are SISTERS
to scouts across the land,
and if we should ever meet,
we'll give a friendship hand.

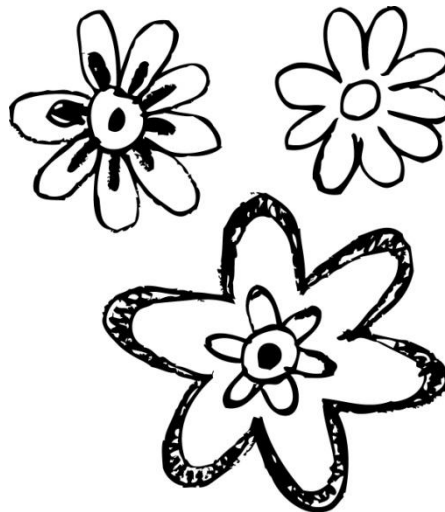
E - means we are EQUAL
to any task that comes our way
Girl Scouts are courageous & strong
that is what we say.

N - means we will NEVER forget
our land and country dear.
honest, fair, friendly and helpful
we live together, here.

I - means that I will try
on my honor to abide
the Girl Scout Law and Promise
to serve as a lifetime guide.

O - must stand for ONWARD
and onward we will go,
through all the ranks of scouting
watch us learn and grow.

R - is for the RESPECT I show
for myself and others, too.
to make the world a better place
Is what we strive to do.



*Senior Girl Scout Advisor greets each new Girl Scout Senior with the Girl Scout handshake and the Girl Scout sign.
(Shake hands with the left hand and give the Girl Scout sign with your right hand.)*

End ceremony with singing "Taps" or any song appropriate for closing

Games for Cadette Girl Scouts

Sardines

Divide the group into partners, and choose one pair to be fugitives. The fugitives are given two minutes in which to hide. The other partners try to find them. When partners find the fugitives, they join them in their hiding place. This continues until all partners have found the fugitives. The first partners to find the fugitives become the fugitives for the next time.

Group Knot

Have the girls stand in a tight circle, with their hands in the center. Then the girls grab others' hands at random. The puzzle is then for the whole group to work together to get themselves untangled. Sometimes you'll find that the group has actually formed several smaller circles. This may get frustrating if they've formed a troublesome knot, but let them keep trying.

Lava Island

Make a circle on a flat or partially sloped area using rocks, sticks, or whatever is available; the circle should be large enough to comfortably fit all the participants in and allow them working room. Everyone should have a small object (a water bottle works very well).

Instruct all participants to lie fully stretched out on their backs around the outside of the circle, with their feet touching the perimeter of the circle. Make sure participants are evenly spaced. Now everyone places their object (water bottle) on the ground at the top of their head. Then the participants get up and get inside the circle.

Explain that they are now surrounded by a pool of lava and the only safe spot is the "island" they are now standing on, which is marked by the ring you created (rocks, sticks). The goal is to retrieve all the water bottles outside the circle without touching anything outside the circle (the lava) and without using anything other than themselves (no hats, gloves, bandannas, etc).

The solution involves hanging onto one person as she leans out and grabs the bottle; in doing so (because of the location of the bottle) the person's body will be nearly parallel to the ground. This is a great team building and trust/support game.

Canyon Bridge

On their way to the other side of the canyon, two groups meet on "bridge" (a log/bench/etc). These groups need to figure out a way to pass each other without falling off the "bridge." Anyone who falls off goes to the end of their group. This continues until all members of the groups have passed each other successfully.

My Promise, My Faith



Frequently Asked Questions

Is Girl Scouts teaching religion through the My Promise, My Faith award?

No, Girl Scouts is a secular organization. The Girl Scout Promise and Law are in alignment with many faith organizations' teachings. The My Promise, My Faith award and the Girl Scout Leadership Experience provide girls with an opportunity to strengthen their faith journey as they grow their leadership skills.

How does the My Promise, My Faith award relate to the other religious recognitions?

The My Promise, My Faith pin complements faith-based religious recognitions. A girl can choose to earn one or both awards in any order at the appropriate grade level. More information about religious recognitions is found at praypub.org/partner_gsusa.htm or by contacting the faith organizations.

How often can a girl earn the My Promise, My Faith award?

Every year she is a Girl Scout. She is encouraged to select a different line of the Girl Scout Law each year. If a girl chooses to repeat a portion of the Law at a different program level, the specific activities she does needs to be different or reflect a different level of understanding of the Law or her faith. A girl does not have to have earned the award at a younger grade level to begin earning it, nor is she required to earn it every year.

Where are the My Promise, My Faith pins worn? See *The Girl Guides to Girl Scouting* or visit gsfct.org/join/girls.php.

Where can a girl wear her faith's religious recognitions?

Religious recognitions can be worn alongside the My Promise, My Faith pin or anywhere else she chooses below the My Promise, My Faith pin.

How much time does a girl have to complete the award?

Girls can complete the My Promise, My Faith requirements any time during the membership year.

When is it appropriate to present the My Promise, My Faith award?

These awards can be presented to girls at any time once they have completed the requirements, but it is more fun and meaningful if they are presented in a special ceremony or Court of Awards. Also, many faith organizations acknowledge religious recognitions earned by girls in their faith community during GS Sunday or GS Shabbat. The My Promise, My Faith recognition can be incorporated into these ceremonies.

Conflict Resolution

Girl Scout Cadettes are conflicted on several levels. Their bodies are changing. Their minds are changing. They are trying to find their place. They are trying to develop their leadership style. They want to be more independent. They also want things done for them. They are struggling to find the balance of their independence and their interdependence.

A few tips to remember when working with girls who are in conflict:

- Listen to all sides of the story. Each girl will have her own perspective of what happened. Hear them all out first before jumping to conclusions.
- If your daughter is involved in the situation, exclude yourself. Even the most unbiased parent will be viewed as biased.
- Make sure to address anything that is brought to your attention. Conflicts rarely resolve themselves without some intervention.
- Include team-building activities into your meetings. The girls will be less likely to have major conflicts if they feel that they are all working toward a common goal.
- When your troop is facing big disagreements, remember to give the girls an opportunity to cool down before attempting to discuss the issues at hand. Work through them and help the girls find common ground. They will develop the ability to do this more and more frequently both in their Girl Scout world and beyond – a lifelong skill!

See **Volunteer Essentials Chapter 4, Engaging Girls at all Grade Levels**, for more information on managing girls, as well as, the “Good Behavior” Quick Tips Checklist in **Chapter 8**.

How to Resolve Conflicts Without Fighting

STOP. Don't let the conflict get worse. The less angry you are the easier it will be to solve the problem.

SAY what the conflict is about. What is causing the disagreement? What does each of you want or not want?

THINK of positive options. How could you meet each other's needs and be fair?

CHOOSE a positive option each of you can agree on.

If you still can't agree, ask someone else (an outsider) to help resolve the conflict.

Set Guidelines:

- Agree to resolve the conflict.
- No name calling.
- Take turns talking. Do not interrupt.
- Be clear and truthful about what is bothering you.
- Listen to the other person. Be sure you understand how she or he sees the problem.
- Use your brains, not your hands.
- Be willing to compromise (if that's appropriate).

How to Be a Good Listener

LOOK at the person who is talking.

LISTEN, don't interrupt.

ASK questions to find out more.

NOD or say something to show you understand.

REPEAT what you heard in your own words.

Group Dynamics

The process of getting to know each other is the first stage of group development. It happens in new groups, when new members join a group, and even when a group starts a new goal or project and the girls take on new roles. You may notice that the girls are checking each other out. Their energy level might be high with excitement and a bit of anxiety about what will happen.

What's an advisor to do? You can help the girls by:

- Doing some icebreakers or “getting to know you” activities.
- Bringing all girls together to create ground rules, expectations, and agreements prior to undertaking big projects or trips.
- Encouraging girls to eliminate cliques and get to know and work with others.
- Establishing a comfortable and accepting environment where girls can express their expectations and ideas.
- Calling for a time-out when problems arise and allowing girls to express themselves and clear the air.
- Working with the other troop/group adults to adopt an “our girls” approach to managing behaviors and providing consistent messages about helping resolve problems.
- Modeling the behavior you are looking for by treating everyone with respect and dignity.



Girl Scout Terms

- **Age Level:** There are six age levels in Girl Scouting: Daisy, Brownie, Junior, Cadette, Senior, and Ambassador
- **Baden-Powell:** Lord Baden-Powell was the founder of the Boy Scout movement, Agnes Baden-Powell, Lord Baden-Powell's sister, was the founder of the Girl Guide movement
- **Bridging:** The process of moving from one age level of Girl Scouting to another
- **Brownie Ring:** Form of Government commonly used in a Brownie Troop/group
- **Buddy System:** A safety system where two girls stay together and watch out for each other
- **Court of Awards:** A ceremony to present earned recognitions at any level
- **Court of Honor:** Part of the Patrol System form of Government where patrol leaders gather together to share information and make decisions
- **Daisy Circle:** Form of Government commonly used by in a Daisy Troop/group
- **Founder's Day:** October 31, the birthday of Juliette Gordon Low
- **Girl Scout Birthday:** March 12, 1912 - the date of the first Girl Scout meeting in the U.S.A.
- **Girl Scout Handshake:** Execute the Girl Scout Sign with the right hand and shake hands with the left
- **Girl Scout Motto:** Be Prepared
- **Girl Scout Sign:** Three middle fingers of right hand raised shoulder high with thumb over little finger, given when saying the Girl Scout Promise or when doing the Girl Scout Handshake
- **Girl Scout Slogan:** Do a good turn daily
- **Girl Scouts' Own:** An inspirational ceremony with a theme planned by and for Girl Scouts
- **Girl Scout Week: The week containing the Girl Scout Birthday**
- **Gold Award:** The highest award a Girl Scout may earn (this is done as a Girl Scout Senior or Ambassador)
- **GSUSA:** Girl Scouts of the United States of America
- **Fly-Up:** The ceremony in which a Girl Scout Brownie becomes a Girl Scout Junior
- **Investiture:** A special ceremony to welcome a girl into Girl Scouts where she receives her pin and officially makes her Promise for the first time
- **JLWFF:** Juliette Low World Friendship Fund, a voluntary fund that benefits guiding throughout the world
- **Juliette "Daisy" Gordon Low:** Founder of Girl Scouting in the U.S.A.
- **Kaper Chart:** A chart showing all jobs available and who is responsible for each job generally on a rotating basis
- **Patrol System:** A form of government used in Junior, Cadette, Senior, or Ambassador troop/groups
- **Quiet Sign:** Right hand raised above head - it means stop talking
- **Rededication:** A ceremony when Girl Scouts reaffirm their belief in the Promise and Law
- **Silver Award :** The highest award that a Girl Scout Cadette may earn
- **Sit Upon:** A cushion to sit on outside generally made by Girl Scouts
- **Thinking Day:** February 22; the birthday of Lord and Lady Baden-Powell, designed as a day to think about Girl Guides and Girl Scouts worldwide
- **Trefoil:** The international symbol of Girl Scouting. Our pins are in the shape of a trefoil
- **Troop/group Committee:** Adults who assist the troop/group in some way either at the meetings or by taking on jobs such as Telephone Chair, etc.
- **WAGGGS :** World Association of Girl Guides and Girl Scouts, the worldwide organization to which Girl Scouts belong
- **World Trefoil Pin:** A pin worn by members of WAGGGS

Suggested Community Service Projects for Girl Scout Cadettes

Community Service Projects should be meaningful to the girls, part of troop/group activities, and can be in partnership with Girl Scout Seniors and Ambassadors. Project ideas can be also be found in your handbooks.

1. Volunteer as a tutor in a literacy project.
2. Volunteer your services at your local public broadcasting radio or television station.
3. Serve as a volunteer in a public or school library.
4. Help a community theater group, opera society, or dance company.
5. Share your talent in the visual, performing, or literary arts by teaching others in a community center, day care center, camp, or other facility.
6. Participate in local river cleanup days.
7. Work as a docent in a museum or zoo.
8. Assist with community field trips for those who are physically or developmentally challenged.
9. Read stories to patients in the children's ward at a local hospital.
10. Help set up a library at resident camp or at the council office.
11. Volunteer your service to the council office. Help collate materials for mailing, stuff envelopes, shred paper, etc.
12. Assist community agencies with office services.
13. Assist with council sponsored events.
14. Write Girl Scout stories for church, community bulletins, or newsletters.
15. Help prepare window exhibits for Girl Scout Week.
16. Volunteer to take photographs at local Girl Scout programs and/or events.
17. Make speeches or presentations to community groups about Girl Scouting.
18. Become a disaster services volunteer through the American Red Cross or Salvation Army.
19. Tutor children who have special learning needs.
20. Volunteer as a teacher's aide in a classroom that serves homeless children, "newcomers," or those who are physically and/or developmentally challenged.
21. Talk to a younger Girl Scout troop/group about Girl Scout destinations.
22. Tape stories for blind or visually impaired children.
23. Assist with an energy conservation project in your community.
24. Assist at annual camp clean-up days.



**Use your imagination and ask the girls for their suggestions.
They could probably come up with a lot of fantastic ideas!**

Additional Resources

Publications

GSOFACT publishes several resources promoting the many program opportunities for girls statewide. The publications/resources listed below are available at gsofact.org:

- **Program Resource Guide:** Released each August, this guide contains information and dates of events and other opportunities offered by the GSOFACT's Program Services Department. It also contains more in-depth information regarding available program resources.
- **Helpful Hints:** Monthly electronic newsletter for adult volunteers working with Daisy, Brownie, and Junior Girl Scouts.
- **Advisor Update:** Every-other-month electronic newsletter for adult volunteers working with Cadette, Senior, and Ambassador Girl Scouts.
- **Bridges:** Every-other-month electronic newsletter for girls and their families.
- **Pathways:** Monthly electronic newsletter with a message from our CEO and provides highlights of activities and events around GSOFACT.
- **E-blast:** Monthly electronic newsletter sent to all volunteers that provides updates about programs, properties, product sales, and much more. It also informs you of upcoming events that your troop/group or girl will be interested in participating in as well as, links to our website and to various locations where you can find necessary documents for your work.
- **Camp Brochure:** Released in the winter, this guide details upcoming summer camp opportunities.

Resources referenced:

- gsofact.org
- gsofact.org/pages/VolunteerEssentials.php
- gsofact.org/content-files/File/transforming_leadership.pdf
- girlscouts.org
- girlscouts.org/en/our-program/our-program.html

Always check Volunteer Essentials and the Safety Activity Checkpoints for specific standards and guidelines.