

# Basic Troop Management Course

## Self-paced Home Study

Welcome to the exciting world of Girl Scouting! We hope that your interest in sharing new experiences with today's girls will lead to many exciting adventures and personal growth for you and the girls in your troop.

For girls reaching out to touch, understand and affect their world, you are a friend, guide and partner. The strength of this partnership will give you, as well as the girls, a lifelong enthusiasm for living, learning and growing. You make the Girl Scout program a vital part of your community.

This self-paced home study course is designed to give you basic information you will need as a new Girl Scout troop or group leader at any of the five program levels. It includes the same information as the on-line or the traditional method of classroom participation. The course includes background information about Girl Scouting including the Promise and Law, the goals of the program, Girl Scout traditions, girl/adult partnership in planning, safety, travel & transportation, promoting pluralism and empowerment of girls.

Upon completing the self-paced home study course, fill out the registration form at the back of this packet, place the entire completed Basic Troop Management Course into the enclosed self-addressed envelope and return it to receive credit. In return, you will receive a training card, handouts from the classroom course and your completed test for your personal records.

---

Mail completed Basic Orientation Course to: Girl Scouts – ACPC  
Attention: Adult Education Director  
P.O. Box 21776  
Phoenix, Arizona, 85004

## Table of Contents

The Girl Scout Story .....	pg. 3-6
Promise and Law .....	pg. 7-8
Four Program Goals .....	pg. 9-14
Relating the Promise, the Law and the Four Program Goals .....	pg. 15-17
Girl/Adult Partnership .....	pg. 18-25
Girl Scout Policies .....	pg. 26-28
Promoting Pluralism in Girl Scout Activities .....	pg. 29-31
Module Course.....	pg. 32

## The Girl Scout Story

Girl Scouting in the United States was started by Juliette Gordon Low. You will find the story of how Juliette Low started Girl Scouting in both the Brownie and Junior Girl Scout handbooks. Here is a summary of this story.

### The Story of Juliette Gordon Low

Juliette Gordon Low was born on October 31, 1860, in Savannah, Georgia, a few months before the Civil War began. She was named after her grandmother, but an uncle said, “I bet she’s going to be a daisy!” and Daisy she became to her family and close friends for the rest of her life.

Daisy grew up as one of six children. She was an active child who liked to use her imagination to make up her own games and plays. She enjoyed swimming, dramatics, playing outdoors, and making paper dolls.

Like all children, Daisy had some interesting adventures. Once, she was making taffy at her cousin’s house. Another cousin noticed that the taffy was the same color as Daisy’s hair. “Let’s braid some into your hair,” he suggested, and Daisy, always willing to try something new, agreed. Of course, the candy became hard and sticky, and Daisy’s mother had to cut off all of Daisy’s long hair.

School was not easy for Daisy. She was good at drawing and languages, but spelling and arithmetic were hard for her.

Her mother wrote, “I will send a list of your words (spelled) wrong and the right way to spell them. Please study them hard, as you frequently, in fact, always, spell them wrongly.” School in Savannah only went to eighth grade, so Daisy was sent to a residential high school in New York City. After completing school, Daisy traveled throughout the United States and Europe.

At age 26, Juliette Gordon married an Englishman named Willie Low, in part because women then were expected to be wives and mothers. It was a British society marriage filled with travel, fox hunts, and entertaining. Juliette was also interested in learning sculpture, woodcarving, forging, and blacksmithing. But, like most people’s lives, here was not always easy. She and Willie did not share the same interests. They were not happy together and eventually separated.

Juliette faced many health issues during her life. She lost some hearing in one of her ears as a child. Then a piece of rice landed in her good ear as she was leaving her wedding ceremony. The ear became infected during the wedding trip and her eardrum was seriously damaged. Eventually, she became almost totally deaf. Juliette also developed breast cancer later in life. However, she did not let these problems stop her from doing what she wanted to with her life.

Juliette met many well-known people throughout her life. The most influential ones were Sir Robert Baden-Powell and his sister Agnes. She met them in 1911 while she was in Scotland and remained close friends with them for the next 16 years. Sir Baden-Powell started the Boy Scouts in England. It was such a purposeful activity that girls were

interested in it too. So Sir Baden-Powell and his sister started Girl Guides. The idea of a girl's movement really excited Juliette and she offered to lead a troop for the year she was in Scotland.

When Juliette came back to Savannah to start Girl Scouting in America, she was 52 years old—an age, at that time, when people were expected to be finishing up their lives, not beginning new ventures. After she reached home, she called her cousin saying, "I've got something for the girls of Savannah and all America and all the world, and we're going to start it tonight!" On March 12, 1912, Juliette Gordon Low registered the first two troops of girls in Savannah, Georgia. She continued to nurture and shape the Girl Scout organization for the next 15 years, until her death in 1927.

In 1916 there were only three thousand Girl Scouts. Today membership is close to two and a half million girls and one million adults all over the country. Many more Girl Scouts and Girl Guides exist in the over 100 member countries of the World Association of Girl Guides and Girl Scouts. Every one of them has a Promise and Law as the foundation for girls to grow into healthy and resourceful adults.

## Reflections

Daisy's life is a great story about how one woman dealt with all of the aspects of living. List a couple of things that you liked best in this story.

Not only is Daisy's story interesting to read, but it is also a real life one. What parts of this story do you identify with? What things did you see in the story that still happens to girls today? What things are different for girls today?

## Ideals in Girl Scouting Matching Game

This story helps girls to easily understand some basic messages or ideals (values) in Girl Scouting. You will help the girls learn and practice these messages throughout the time they are in Girl Scouting.

Apply these principles in the following game. See if you can match the words with the related sentences.

Generational Issues – Gender Equity – Believing in Yourself – Diversity – Relationships

1. \_\_\_\_\_ Juliette did not allow the social ideas about “Women’s Work” or roles to interfere with her creativity or her commitment to develop a new organization.
2. \_\_\_\_\_ “Daisy” had a hearing impairment, yet she didn’t let this deter her in any way.
3. \_\_\_\_\_ Juliette realized that she could live her life pursuing her personal interests despite an unhappy marriage.
4. \_\_\_\_\_ Juliette began with a dream to start Girl Scouting, and made it come true.
5. \_\_\_\_\_ Juliette began the Girl Scout movement at an age when most people were considered too old to begin new ventures.

Juliette Gordon Low established a value system for Girl Scouting. The story of her life helps to tell these values. Think about how you might share this story with girls. Choose one or more of the following:

1. I will read the story and talk with the girls about Juliette Gordon Low and what her story tells us. (This approach would be good to use with Daisy or Brownie Girl Scouts.)
2. I will have the girls read the story and make up skits to act out the founding of Girl Scouting. (You could use this activity with older Brownie and Junior Girl Scouts.)
3. I will have the girls discuss the story and think of a way they can share it with others. (This method would work well with Junior, Cadette, or Senior Girl Scouts.)

## Notes

Write down some ways that you can share this story with the girls in your troop or group. Include the steps you will need to make it happen.

---

### Other Resources:

- Contact the Girl Scout Council
- Girl Scout Web site – [www.girlscouts.org](http://www.girlscouts.org)
- Age-level leader's guides
- The book *Lady From Savannah: The Life of Juliette Low*

## Girl Scout Promise and Law

The foundation of Girl Scout values is the Promise and Law. Everyone who becomes a Girl Scout must make the Promise. Take a moment to read the Promise and Law.

### The Girl Scout Promise

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

### The Girl Scout Law

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

## Reflections

The Promise and Law are strong statements about what we believe are important values for girls to learn. Which words in the Promise and Law are most important to you?

Why do you think these words are important for girls to understand?

Think about ways you can help the girls in your troop or group learn and understand the Promise and Law. How will you know the girls understand or are guided by the Promise and Law? Consider one or more of the following:

1. The girls and I can write each line of the Promise and Law on small cards or pieces of paper, and then the girls can put them in the correct order. (This is just one example of a game the girls can play.)
2. The girls can help each other learn the Promise and Law. (This approach gives girls the chance to practice coaching each other.)
3. We can use the Promise and Law as part of our troop or group meeting opening or closing. (This activity is good for all age levels.)
4. The girls and I can use the Promise and Law to set and maintain our standards for behavior in our meetings. (This method will work well from the Junior through the Senior Girl Scout age level.)

## Notes

Write down ways you will help the girls learn and live by the Promise and Law.

---

### Other Resources:

- Contact the Girl Scout council
- Age-level leader guides
- *Who is a Daisy Girl Scout?*

## Four Program Goals

Girl Scouting has four program goals. These goals describe the way girls grow and develop through their Girl Scout experiences.

That girls will:

1. Develop to their full potential.
2. Relate to others with increased understanding, skill, and respect
3. Develop values that guide actions and provide the foundation for sound decision-making.
4. Contribute to the improvement of society through the use of their abilities and leadership skills, working in cooperation with others.

Take a minute to think about these goals. How will you know girls are growing in these areas? Each goal has specific measurable indicators or outcomes.

### Program Goal

### Outcome Measures

Develop to their full potential.

1. Self-reliance (independent living skills)
2. Self-competence

Relate to others with increased understanding, skill and respect.

3. Social skills (ability to make friends)
4. Respect for others

Develop values that guide actions and provide the foundation for sound decision making.

5. Feeling of belonging
6. Values/decision making

Contribute to the improvement of society through the use of their abilities and leadership skills, working in cooperation with others.

7. Helpfulness
8. Teamwork
9. Leadership

You can ask questions for each indicator to help you see how well girls are progressing during the year. For example, questions you might use for the outcome self-reliance might be:

Can this 5-year-old Daisy Girl Scout tie her own shoes?

Can this 6<sup>th</sup> – grade Junior Girl Scout prepare a simple meal?

### Reflection

Now think about the girls you will work with. For each of the outcome measures write a question that will help you measure the girls' development in the four program goals.

Girl Scouts—Arizona Cactus-Pine Council, Inc.  
**List of General Measurement Questions**

Use these questions to help you measure girls' development in the four program goals.

**Develop to their full potential**

Are girls choosing activities that introduce them to a wide range of interests?  
Do girls choose program activities that foster the development of their skills and talents?  
When girls participate in group activities, do they seem to have a good attention span?

**Relate to others with increased understanding, skill, and respect.**

Do girls seem to really listen to each other?  
Do girls show interest in trying activities suggested by other girls?  
Do girls express pride in belonging to their troop or group?  
Do girls feel accepted and positive about their individual contributions to the troop or group?

**Develop values that guide actions and provide the foundation for sound decision making.**

Do girls show an interest in examining their values?  
Do girls have the opportunity to learn about, and take part in, Girl Scout ceremonies?

**Contribute to the improvement of society through the use of their abilities and leadership skills, working in cooperation with others.**

Are girls really interested in helping people in the community and in their families?  
Are girls getting along well with each other?  
Do girls readily take on leadership roles in their troop or group?

**Reflection**

How do you feel about using the four program goals to measure how the girls are developing?

Girls grow and develop through real-life experiences. The activities they do in Girl Scouting provide many opportunities for them to learn new skills and to develop within the four program goals.

How can focusing on the four program goals affect the choice of activities you use with your troop or group?

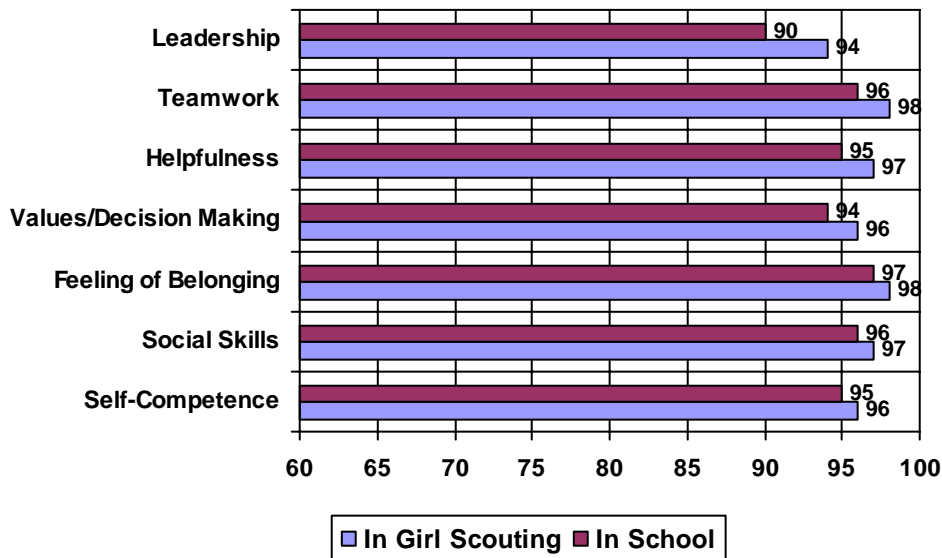
Girl Scouts of the USA wanted to see if the four program goals really do make a difference for girls. They conducted a research study to find out if Girl Scouting actually does provide the opportunity for girls to experience and develop the outcome measures as a result of participating in the Girl Scout program. The study also looked to see if how long a girls stays in Girl Scouting makes a difference in how well she does in the outcome measures.

The study produced several interesting findings:

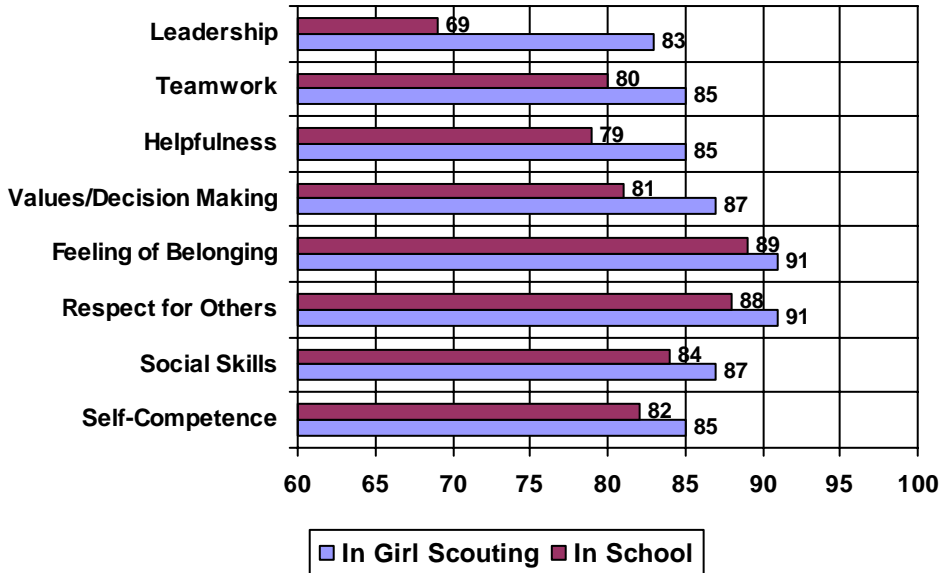
1. Girls feel they have more opportunities to experience the outcome measures in Girl Scouting than in school.
2. When compared to non-Girl Scouts in their grade level, Senior Girl Scouts showed a greater difference in responses than younger girls.
3. Parents feel their daughters have more opportunity to experience the outcome measures in Girl Scouting than in other activities.
4. The quality of a girl's experience in Girl Scouting is more important for her outcome measure level than how long she is in the program.

Take a look at the graphic displays for each age level and parents.

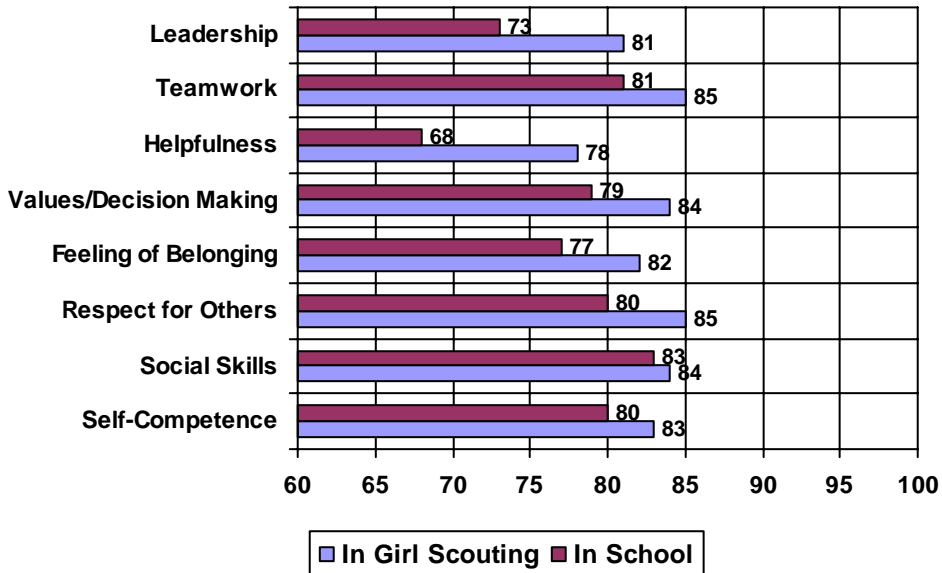
### Brownie Girl Scout Perception of Opportunities in Girl Scouting vs. in School



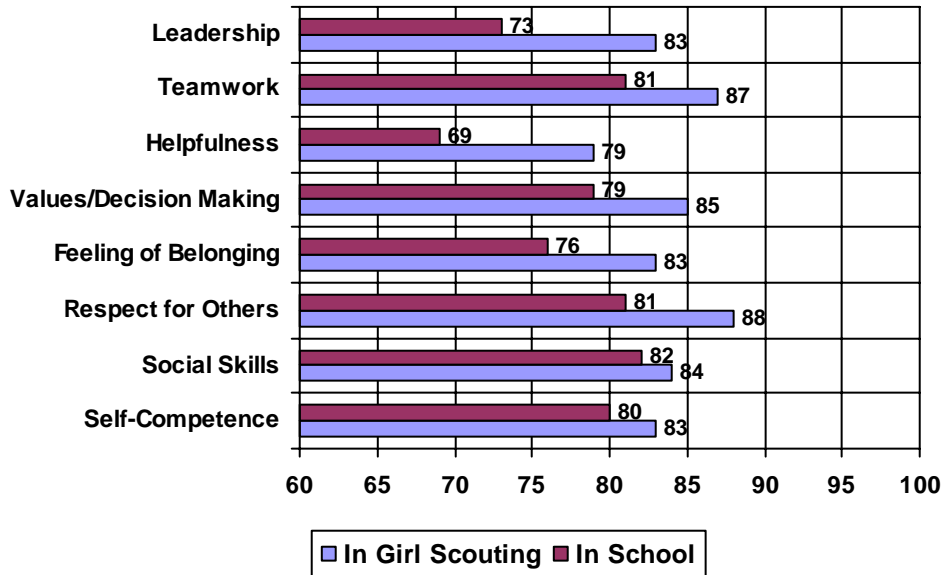
### Junior Girl Scout Perception of Opportunities in Girl Scouting vs. in School



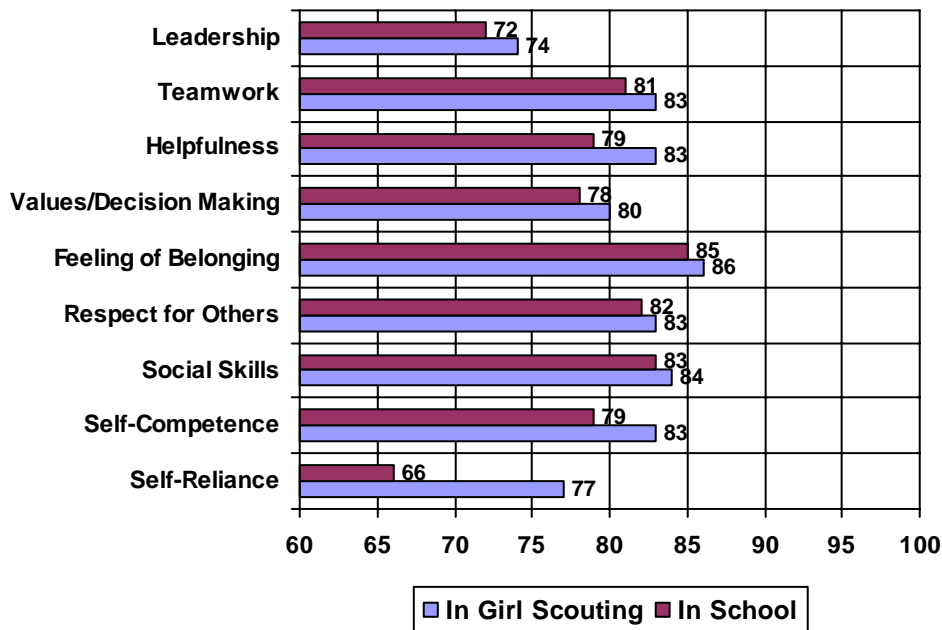
### Cadette Girl Scout Perception of Opportunities in Girl Scouting vs. in School



## Senior Girl Scout Perception of Opportunities in Girl Scouting vs. in School



## Parent's Perception of Opportunities in Girl Scouting vs. in School



## Reflection

What does this study mean for you as a Girl Scout leader? You already know that children need consistent guidance to ensure that they grow in positive ways. The study tells us that the quality of the program is more important than the length of a girl's stay in Girl Scouting. You can use the four program goals as measurement tools to help you judge how effectively the Girl Scout program activities your troop or group does are working to help your girls grow.

Consider some ways you can put the four program goals to work for you:

1. I can develop my own list of measurement questions for the girls in my troop or group.
2. I can observe the girls over time, from the beginning of the troop year to the end, to monitor their growth and development.

## Notes

Write down how you might use the four goals in planning for your troop's or group's activities.

---

### Other Resources:

- Contact the Girl Scout council
- *Safety-Wise*
- Age-level leader's guide
- *Girls, Families, and Communities Grow Through Girl Scouting: The 19976 Girl Scouts of the U.S.A. National Outcomes Study*

## Relating the Promise, the Law, and the Four Program Goals

Let's look at the four program goals and their outcome measures again. Think about the words in the four goals and how they relate to the Girl Scout Promise and Law.

### Goal 1: Develop to their full potential

**Law:**

I will do my best to be  
honest and fair,  
courageous and strong

and

responsible for what  
I say and do,

### Goal 2: Relate to others with increased understanding, skill, and respect.

**Promise:**

To help people at all times

**Law:**

I will do my best to be  
honest and fair  
friendly and helpful  
considerate and caring,  
and to  
respect myself and others,  
be a sister to every Girl Scout.

### Goal 3: Develop values that guide actions and provide the foundation for sound decision-making.

**Promise:**

To serve God...

And to live by the girl Scout Law.

**Law:**

I will do my best to .....  
Respect myself and

### Goal 4: Contribute to the improvement of society through the use of their abilities and leadership skills, working in cooperation with others.

**Promise:**

To serve...my country

To help people at all times

**Law:**

I will do my best to...  
respect myself and others,  
respect authority,  
use resources wisely,  
make the world a better place

## Reflection

How does seeing the connection between the four program goals and the Girl Scout Promise and Law make you feel?

Why is it important to have the four program goals so closely related to the Girl Scout Promise and Law?

The Promise and Law express the Girl Scout value system. The four program goals help turn those values into reality by giving adults guides to measure how well girls are developing through the variety of activities they do throughout the time they are Girl Scouts.

What is the impact of these strong foundations of Girl Scouting for you as a leader? How will they affect your interaction with the girls in your troop or group? Consider the following:

1. I will keep the values of the Girl Scout movement in mind as the girls and I select activities we would like to do during the year.
2. I will help the girls see the importance of service to their family and community.
3. I will remember that the girls need a wide variety of activities and experiences throughout the year to truly allow them to grow and develop in the four program goals as well as in the Promise and Law.

## Notes

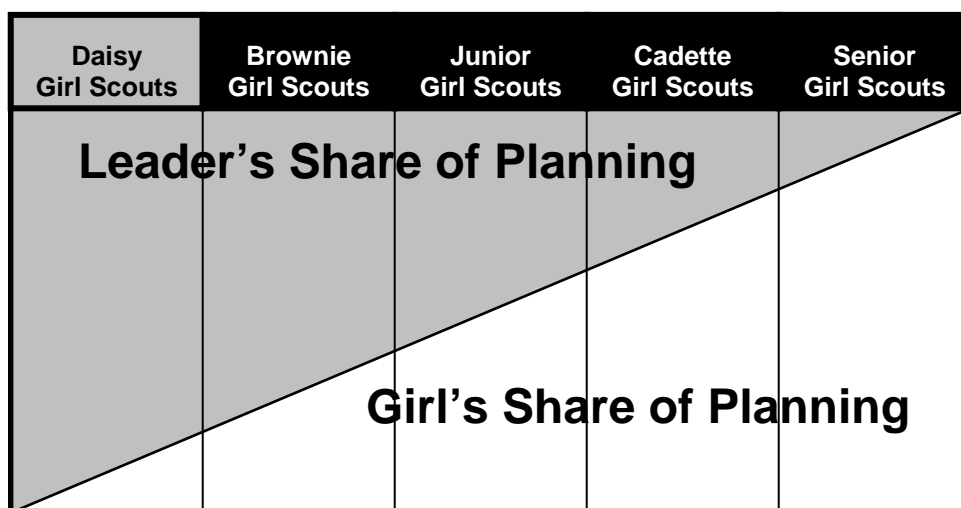
Write down some ways that you can provide the girls with the opportunity to develop in the four program goals this year.

# Girl/Adult Partnerships

In Girl Scouting, girls and adults work together to plan and carry out the activities done in the troop/group.

Look at the graph below. It shows that as girls grow in their abilities and experiences, adults shift responsibility to them for planning, doing, and evaluating troop/group activities.

## Daisy Girl Scouts



**Activity: Place Mats with Splatter-paint Leaf decorations**

### What the Leader Does

### What the Girls Do

#### Before the Meeting:

Plans the details of the activity

Choose the activity

Gets the material

Arranges the meeting site and time

Does all the preparation for the activity

#### During the Meeting:

Set out materials

Do the activity with help as needed

Explains the activity

Clean up the meeting room

Help the Girls do the activity as needed

Help the Girls clean-up

#### After the Meeting:

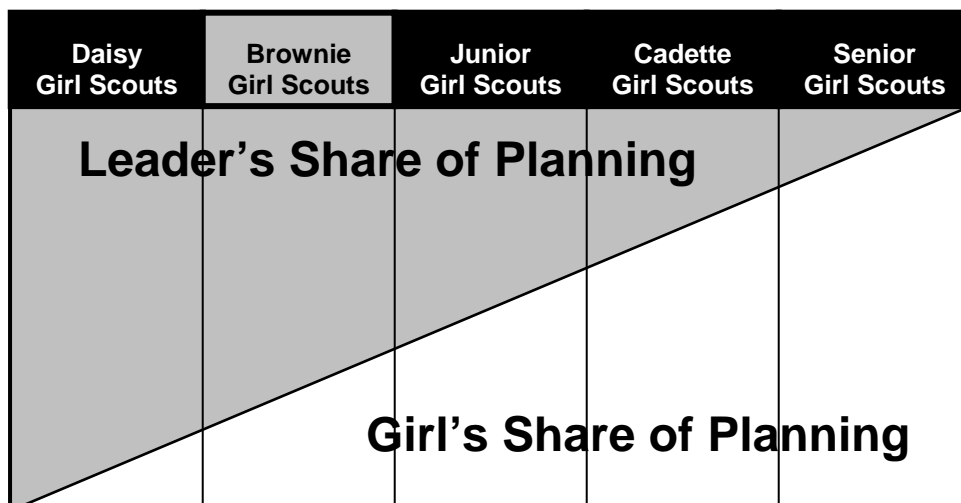
Pack up materials

Evaluates the activity by showing and telling about it at home.

Evaluates the activity

Plans future activities with the girls

**Brownie Girl Scouts**



**Activity: Computer-Generated Invitations for Recognition Program**

**What the Leader Does**

**What the Girls Do**

**Before the Meeting:**

Checks *Safety-Wise*

Vote to work on the Brownie Try-It: Point, click, and go.

Arranges for computer access and technical support

Decide to make computer-generated invitations for family members inviting them to a recognition program

Purchase paper

Arranges transportation

Think about what information should be included

Sends out permission slips

**During the Meeting:**

Transports the girls to and from computer location

Type in the information and select their graphics for decoration

Introduces the girls to technical support

Print their invitations

Assist the girls during the activity.

**After the Meeting:**

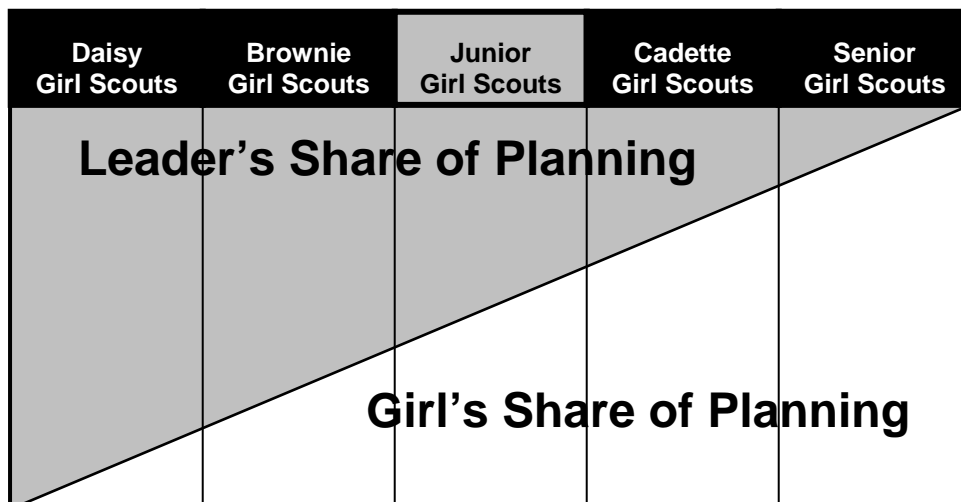
Evaluates the activity

Evaluate the activity

Plans future activities with the girls

Think about other computer activities they want to do

**Junior Girl Scouts**



**Activity: Developing personal fitness plans**

**What the Leader Does**

**What the Girls Do**

**Before the Meeting:**

- Discuss which activities the troop will do for the Health and Fitness Badge
- Check *Safety-Wise*
- Arrange for transportation
- Hands out permission slips
- Confirms with the teacher what requirements must be met
- Gets permission from the school to meet at the gym
- Ask the girls what they think would be appropriate to wear

- Vote to work on the Health and Fitness Badge
- Think about fitness professionals who can help with the activities
- Ask the gym teacher at school to help
- Decide what clothes are appropriate for the activity.

**During the Meeting:**

- Collect permission slips
- Transport the girls to and from the gym

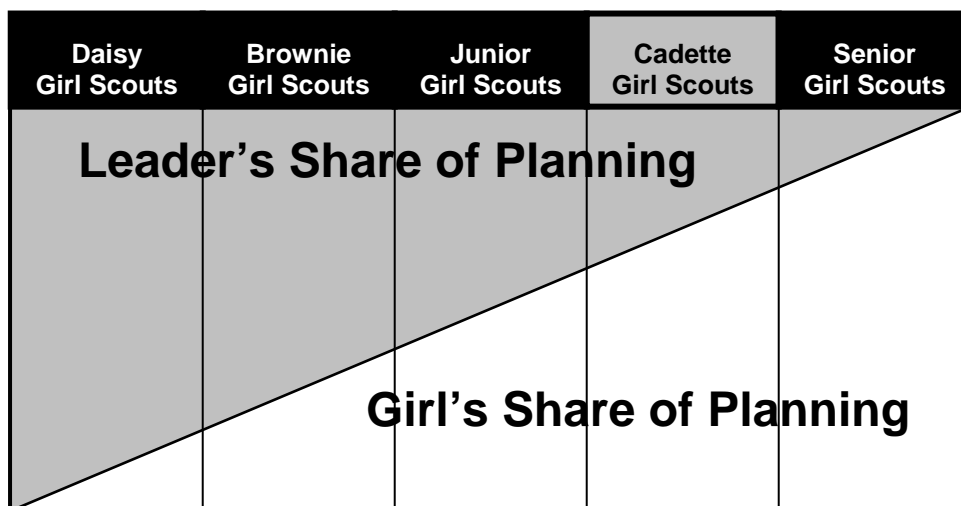
- Wear appropriate clothes
- Learn exercises from the gym instructor
- Bring their fitness journal
- Develop their fitness plan, and enter it into their fitness journal

**After the Meeting:**

- Evaluate the activity with the girls
- Plans to follow up with the girls on how well their fitness plan is working
- Plans for future activities with the girls

- Evaluate the activity as a group
- Use their fitness plan to exercise and keep track of their progress
- Plan future activities with the leader

**Cadette Girl Scouts**



**Activity: Service Project – Building shelves for a food pantry**

**What the Leader Does**

**What the Girls Do**

**Before the Meeting:**

Help guide discussion about service projects

Select a service project to do

Check safety standards

Help the girls secure information and permissions and contact a resource person

Contact a carpenter, a shop teacher, or another skilled adult

Break the project into small steps

Estimate the cost of the project

Help the girls check safety standards

Assign jobs: i.e. buying lumber, collecting tools

**During the Meeting:**

Transports the girls to project site  
Guides activities with the resource person's help

Learn to use tools safely

Build shelves

Clean up work area

**After the Meeting:**

Evaluates the project

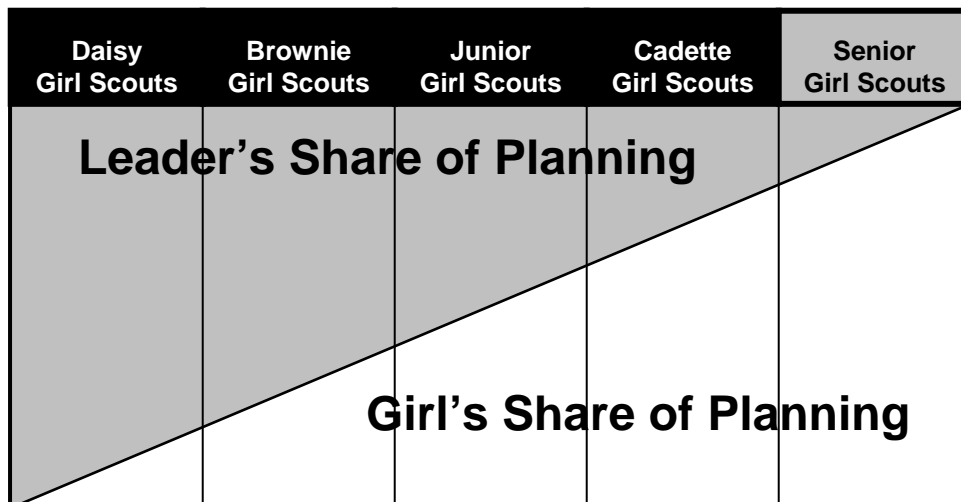
Evaluates the project

Plans future events with the girls

Writes a news release for the local paper

Plan future events

**Senior Girl Scouts**



**Activity: Camping Weekend**

**What the Leader Does**

**What the Girls Do**

**Before the Meeting:**

Acts as an advisor, a resource person

Plans all aspects of the trip

Make job assignments to prepare

Set benchmarks to check progress

**During the Meeting:**

Acts as an advisor, a resource person

Carry out and participate in all activities related to trip

**After the Meeting:**

Acts as an advisor, a resource person

Evaluate the trip

Identify areas for skill improvement

Plan future activities

## Reflection

What is your reaction to this shifting of responsibility from adults to girls?

What types of responsibilities did the adults give to the girls?

Girl Scouting has standards that define quality program. These program standards can be found in *Safety-Wise*. (You should have a copy of this Girl Scout publication. If you need one contact the Girl Scout Council office. Program standard twelve describes the girl/adult partnership:

“Girls and their leaders should work as partners in planning and decision-making. Tasks should be sensitive to girls’ developmental maturity and commensurate with their abilities, with each girl encouraged to proceed at her own pace. With each age level, the girls’ opportunity to act independently and handle responsibilities should increase.”

The guidelines for this standard tell us what roles adults take in the girls’/adult partnership. The key is to match the degree of adult leadership to the age and maturity level of the girls.

Here are some general ideas to consider to help the girls take on new or expanding responsibilities:

1. Use some form of troop government to involve every girl in planning, carrying out and evaluating activities.
2. Be aware of the girls’ abilities. Move forward at a speed that is comfortable for them.
3. Give, in a constructive way, practical advice about the time and money involved, resource people, transportation, equipment needed, and safety considerations.
4. Guide the planning in small enough steps that girls can easily see the parts of the plan working.
5. Make an agreement as to what you or other adults will do and what the girls will do.

6. Use visual aids like checklists and charts to show how the planning process is going.

Think about ways you can use the girl/adult partnership with the girls in your troop or group.

Consider the following:

1. I can find out what form of government is appropriate for my troop or group so all the girls can be actively involved in the planning process.
2. I should remember that the activities the girls do are more than just something that's fun for them to do. These activities are the method needed to give them experience in learning to effectively carry out and evaluate their plans.
3. I will remember that girl/adult partnership can be an uneven process and will not always be perfect. My job is to help the girls grow in a safe and supportive environment.

## Notes

Write down some things that you can do to begin the Girl/Adult partnership with the girls in your troop/group.

---

Adapted from “Helping Girls Learn the Planning Process,  
*Girl Scout Leader*, Winter 1984. Copyright Girl Scouts of the USA. Used by permission.

### Other Resources

- The Girl Scout Council
- Age-level leaders guides
- *Girl scout Leader* magazine, Winter 1984

## Girl Scout Policies

Girl Scouting has always been known for its emphasis on high-quality and safe program activities for girls. The standards for these activities are established by GIRL SCOUTS OF THE USA and published in *Safety-Wise*. Every troop or group should have a copy of this book reference in its library. If you do not have a copy, please contact the Girl Scout council for assistance.

The answer hunt game has 16 questions and will give you a sample of the kinds of topics covered in *Safety-Wise*. Look at each statement and tell if it is true or false. Use your copy of *Safety-Wise* to find the answers.

1. \_\_\_\_\_ It is recommended that written approval be obtained before girls participate in all or part of a contemporary sensitive-issues event.
2. \_\_\_\_\_ Girl Scouts may campaign in their role as a Girl Scout for someone running for President of the United States.
3. \_\_\_\_\_ Girls and adults work in partnership in making decisions and planning.
4. \_\_\_\_\_ Every Girl Scout must insure that the varying religious opinions and practices of the membership are respected when planning and conducting activities.
5. \_\_\_\_\_ Any money left in the troop treasury at the end of the troop year can be kept by the Girl Scout Leader as a “bonus” for all the hard work she did.
6. \_\_\_\_\_ There are 35 Girl Scout program standards.
7. \_\_\_\_\_ Girls should have a health examination each time they participate in a special activity such as resident camping.
8. \_\_\_\_\_ Its OK for there to be only one adult leader with no assistant leader in a Junior Girl Scout troop/group of 15 girls.
9. \_\_\_\_\_ A girl should not be denied admission to any troop/group because of race, color, ethnicity, creed, national origin or socioeconomic status.
10. \_\_\_\_\_ Girl Scouts, in their Girl Scout capacity, may not solicit money for other organizations.
11. \_\_\_\_\_ Brownie Girl Scouts should participate in archery.
12. \_\_\_\_\_ It is appropriate for a troop/group planning a trip to England to contact the country’s Girl Guide Association office directly for help with its travel plan.
13. \_\_\_\_\_ The following activities, among others, are not permitted in the Girl Scout program: hang gliding, trampoline, parasailing.
14. \_\_\_\_\_ Only people with complete Girl Scout uniform may participate in Girl Scout activities.
15. \_\_\_\_\_ The selling of Girl Scout cookies should be assumed by adults.

16. \_\_\_\_\_ Girl Scout leaders should spend most of their time getting girls to earn, as many recognitions as possible.

## Reflections

How do you feel about having a resource like *Safety-Wise* to help you check the program and safety standards for the activities you do with your troop or group?

Now that you have had a chance to look at *Safety-Wise*, what are some of the major considerations you should look at to ensure the safety and well being of the girls in your troop or group?

*Safety-Wise* is an easy-to-use resource for you to refer to. The purpose of this book is to “establish a safe and sound program experience that will protect and maintain the well-being of every Girl Scout, and to provide general safety guidelines as well as specifics for some common Girl Scout activities.” You will find these chapters:

- **Basic Safety and Security Guidelines**

Essential standards and guidelines to help adults provide necessary health, safety, and security levels for girls.

- **Girl Scout Program Standards**

General guidelines that are basic to planning and implementing most Girl Scout functions.

- **Activity Checkpoints**

A list of minimum requirements for common Girl Scout functions.

- **Planning Trips with Girl Scouts**

Guidelines on preparation, evaluation, transportation, and insurance, as well as a checklist for travel readiness.

Health and safety principles must always be part of every Girl Scout activity: “Safety should be planned, respected, and practiced by all.” At first this guideline may seem restrictive, but when Girl Scouts learn about safety, more activities open up to them. In addition, check with the Girl Scout council about other requirements that may be necessary in our state.

Think about how you will use *Safety-Wise* with your troop or group. Consider the following:

- I can use *Safety-Wise* as a guide to see if activities are appropriate for the girls' age and ability levels.
- The girls and I can use *Safety-Wise* as a tool to develop our awareness of health and safety issues.
- I can help the girls take responsibility for their own well-being by learning to consider the health and safety aspects of the activities they plan to do.

## Notes

Write down ways you will use *Safety-Wise* with your troop or group.

---

### Other Resources:

- Girl Scout council policies
- *Leader's Digest: Blue Book of Basic Documents 2000*

## Promoting Pluralism in Girl Scout Activities

Girl Scouting is open to all girls who want to be members and who agree to accept the Girl Scout Promise and Law. This means that there is a lot of diversity in our membership.

Diversity relates to what makes a person unique or special – that makes her or him different from anyone else on earth.

### Reflection

List three ways to identify diversity or ways in which a person might be different from someone else.

These are some examples of diversity:

<b>Gender</b>	<b>Color</b>	<b>Race</b>
<b>Ethnicity</b>	<b>Culture</b>	<b>Socioeconomic Status</b>
<b>Disabilities</b>	<b>Education</b>	<b>Age</b>
<b>Sexual Orientation</b>	<b>Geographic Location</b>	<b>Religion</b>
<b>Marital Status</b>	<b>Parental Status</b>	

Pluralism is a term used in Girl Scouts to refer to how we treat people. In other words what we do to make people feel welcome in Girl Scouting.

## Reflection

Look at the examples below and suggest how to make them more inclusive:

1. Troop/Group meetings are held on Friday evenings.
2. Girls must pay all troop dues for the year at the first meeting.
3. The troop sponsors “Mom/Dad & Me” events.
4. Girls are expected to wear uniforms and have their own handbooks.
5. Girls must attend all meetings to take part in special events.
6. Girls pay their own way to high cost activities.
7. Crafts are the only type of activities the troop is going to do during the year.
8. The troop/group meets in a church meeting hall.
9. Girls take turns bringing treats to each meeting.

How do you think a girl feels when she has to face these types of issues?

Why do you think it is important to make Girl Scouting as welcoming and inclusive as possible?

The concept of pluralism relates directly to the Girl Scout purpose, which is to serve all girls. Look again at the Girl Scout Promise and Law. What words or phrases do you see that relate to pluralism?

These ideas are basic to the Girl Scout movement. We want everyone to know that Girl Scouting is open to every girl who wants to join and who agrees to make the Promise and live by the Law. No girl is kept out because of her race, ethnicity, religion, or ability. Every girl is encouraged to grow and explore, try new things, and develop skills. In an increasingly diverse and complex world, Girl Scouting provides a place for girls to develop and practice skills for getting along with others and working through disagreement and conflict.

## Reflection

Think about what you can do to make every girl in your troop or group feel welcome.

Consider the following:

1. I can help the girls to appreciate each other as special and unique individuals.
2. We can use the Promise and Law to guide our behavior.
3. I can help the girls to be sensitive to others' needs when we plan troop or group activities and events.

Write down some specific ways that you can ensure every girl and her family feel welcome and included in your troop or group.

---

### Other Resources

- Contact the Girl Scout council
- Girl Scout Contemporary Issues Booklets
- *Focus on Ability: Serving girls with Special Needs*

## Module Review

Following is the Module Review. It consists of six true/false questions. Please answer all the questions and then check your answers. Once you have finished the review, you will have finished the Basic Orientation Module.

1. \_\_\_\_\_ Juliette Gordon Low (Daisy) was the founder of Girl Scouting in the United States.
2. \_\_\_\_\_ The Promise and Law are the foundation of Girl Scout Values.
3. \_\_\_\_\_ The four program goals describe the way girls grow and develop through Girl Scouting.
4. \_\_\_\_\_ The term girl/adult partnership is used to describe how girls and adults work together to plan and carry out activities in Girl Scouting.
5. \_\_\_\_\_ *Safety-Wise* is the resource book that gives program activity standards.
6. \_\_\_\_\_ Pluralism is the term we use to refer to what we do to make people feel welcome to Girl Scouting.

**CONGRATULATIONS!**