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A World of Girls Journey

“Stories are all around us – in movies, in books, in television shows, advertisements, on the news and even on cereal boxes. Stories inspire. Stories motivate. Stories spark imagination and help girls learn about themselves and the world.

A World of Girls helps engage Brownies in this wider world of stories in a way that gets them looking for clues to help make the world a better place.

With some help from Brownie Elf along the way, girls see how they can create positive change in the world—change that affects girls.” (http://www.girlscouts.org/program/journeys/your_story/brownie.asp)

What Girl Scout Brownies Can Earn During this Journey...

During the course of the Journey girls can earn the **4 Leadership Awards!** (Please note they will not complete the Journey nor earn all the awards during this weekend program)

- **Hear a Story Award** - Brownies see that stories hold clues for how to better the world
- **Change a Story Award** - Brownies realize they have the power to change things for the better for girls in the world
- **Tell a Story Award** - Brownies have the confidence and knowledge to educate and inspire others
- **Better World for Girls! Award** - Brownies understand they belong to a large and far-reaching world of girls

This Turnkey Model Includes:

- One weekend, journey-based series outline for Brownies that focuses on aspects of the A World of Girls Journey
- List of materials
- Tips for utilizing the series

Discover + Connect + Take Action = Leadership

The weekend series outlined below takes girls on a journey where they will practice Girl Scouting’s three keys to leadership. Use the series outlined in this model along with the corresponding Adult Facilitator Guide and Girl Journey books. During the series, each girl will:

- **Discover** her values and views about the world.
- **Connect** with others to expand her networks and strengthen team-building skills.
- **Take Action** to begin to identify and solve problems in their community and become empowered to make a difference in the world.

Tips for this Series

1. Before you begin this Journey, take a few moments to familiarize yourself with this turnkey as well as the Girl Book and the Adult Facilitator Guide for A World of Girls.
2. The girl book is divided into two parts. One part is the “world” side with stories and activities based on girls around the world and the other is the “girl” side which also contains stories and activities but these are based on the girl’s world closer to home. To tell the difference, the world side has the word “world” highlighted in yellow polka dots while the girl side has “girl” highlighted.
3. This series will work best if each girl has her own book so she can explore the stories and activities with her group and on her own.
4. The facilitator guide contains everything that a leader would need to make the journey come alive for the girls, including helpful examples, tips, and suggestions to guide leaders. Leaders should familiarize themselves with the materials and feel free to customize activities as the girls make it clear where their interests lie.
5. Leaders are encouraged to use the resources that are easily accessible in your local area. Consider asking the local community colleges, libraries, community centers, or even the local high schools for experts and resources.
6. If there is an expert, such as someone from another country or a professional story-teller, that could really inspire the girls but she is not available for an in-person meeting, leaders can, use technology to link her with the girls. A conference call, video chat, or instant message exchange can be used with the girls. She doesn’t necessarily have to be in the room to help inspire the girls.
7. Future Field Trip Ideas:
 - Visit a book store or library.
 - Go to a cultural fair.
 - Visit an art or cultural museum.
 - Contact a local historical society or history museum to explore how girls and women have changed the world.
 - Visit an international center at a local university.
 - See a professional story-teller or theater performance
 - Take a walk outside or around the block and have girls identify clues that need a positive change in their community.

Sample Schedule

Friday Evening

Total time: 1 hours and 30 minutes

Materials:

- Adult Facilitator Guide
- Girl Books
- Opening Ceremony: Adult Facilitator Guide
- Cencio Moolo: Adult Facilitator Guide, Wet handkerchief
- Banyoka: Choose a play area that is a bit of an obstacle course, with bushes and large rocks or you can also create an obstacle course indoors using toys, pillows, and boxes.
- Girl Scouts around the World: Adult Facilitator Guide, globe or map
- Our Globe of Girls: globe or map, push pins, yarn
- Worry Dolls: Pipe cleaners, scissors, glue, straight clothespins, yarn, markers, toothpicks, fabric scraps (optional)
- Closing: globe or map, push pins, yarn
- Opening Ceremony: (5 minutes) Work through the activity *A Circle Adventure & Introducing the Journey Awards* on page 29 of the Adult Facilitator Guide. Use this opportunity to talk to the girls about what they will be learning in this Journey. It is also a great idea to start with the Girl Scout Promise and Law.
- Games Around the Globe:
 - Cencio Mollo(15 minutes) at the bottom of page 31 in the Adult Facilitator Guide. All around the world, girls like to play games, especially games in which they move around. Playing games together is a way to get to know others, and active games are important for staying healthy and fit. By playing games from around the world, you also get to see what girls in other places like to do. The game that we are going to play is called Cencio Mollo (pronounced CHEN-cho-MOL-lo). Cencio Mollo comes from Italy and means “wet handkerchief.”
 - How to Play:
 - The girls form a circle and one girl is chosen to be “it.”
 - The girl who is “it” stands in the center with a handkerchief and goes to someone in the circle and says, “The Cencio Mollo has come to you.”
 - The girl she is facing says, “Let it come, I shall not cry, or laugh.”
 - The “it” girl tries to make her laugh any way she can, but she can only touch her with the handkerchief on the head or face.
 - If the player doesn’t laugh, “it” moves on to the next girl in the circle.
 - If the player laughs, she pays a penalty such as having to sing a song, jump in the air five times or do something silly. Then she becomes “it.”

- Play the game for 15 minutes or until everyone has a turn to be “it”.
- Banyoka: (15 minutes) this is a game from Zambia, played by people in the Bemba tribe. Banyoka means “the snakes”.
 - How to Play:
 - Choose a play area that is a bit of an obstacle course, with bushes and large rocks. You can also create an obstacle course indoors using toys, pillows, and/or boxes.
 - The players divide into two groups (If you have a small group you can do one snake)
 - Each group becomes a “Snake”—the players sit one behind the other on the ground with their hands around one another’s waists.
 - Each snake moves forward by the players scooting forward on the ground.
 - The object of the snake is to reach a designated finish line first. But the real fun of the game is to maneuver around bushes, rocks, and/or other objects—to “slither” around and over them while remaining connected to each other.
- Girl Scouts around the World (10 minutes) Use page 33 of the Adult Facilitator Guide. Girl Scouts are all over the world. The World Association of Girl Guides and Girl Scouts (WAGGGS) is the organization that unites us all. Here are a few facts about WAGGGS you can share.
 - With ten million Girl Guides and Girl Scouts from 145 countries across the world, the World Association of Girl Guides and Girl Scouts (WAGGGS) is the largest voluntary movement dedicated to girls and young women in the world.
 - Their mission is to enable girls and young women to develop their fullest potential as responsible citizens of the world.
 - There are five WAGGGS’ regions – Africa, Arab, Asia Pacific, Europe and Western Hemisphere and four World Centers: Our Chalet in Switzerland, Sangam in India, Pax Lodge in UK and Our Cabaña in Mexico. The world centers are residential and training centers where girls and young women develop leadership skills through international programs and friendships.

Using the globe or map, have the girls find the WAGGGS World Centers. Also let them explore the map.
- Our Globe of Girls (10 minutes): page 32 in the Adult Facilitator Guide. Continuing with the prior activity, introduce them to the concept of interconnection using the map/globe. Have the girls find New York on the map or globe and have them put a push pin into New York. Then have the girls think of locations that they have a connection to. To illustrate a connection, have the girls think back to the game they just played, Cencio Mollo, a traditional Italian game from Italy, use your globe or world map to show the girls where Italy is located. Have the girls push a pin into Italy; then have the girls tie a string from the New York push pin to the Italy push pin. This will help them see that they now have a small connection to Italy. Have the girls share if they know people from other countries or know their families’ origins. You can put push pins into the places where we have connections and use yarn to show how we are all connected. Feel free to add pins to new places throughout your journey.

- Worry Dolls: (30 minutes) According to Guatemalan legend, worry dolls have the ability to remove worries from sleeping children. Children tell one worry to each doll when they go to bed at night and place the dolls under their pillow. In the morning the dolls have taken their worries away.
 - Step 1: Wrap & twist a pipe cleaner around the clothespin to create arms. Cut to size for arm length.
 - Step 2: Style worry doll hair simply by drawing on a "do" with a marker or crown your creations with yarn tresses. Cut a bunch of strands that measure twice the desired length, tie them together around the middle, and glue the wig on the doll. Once the glue dries, unravel individual strands for a frizzy look or make ringlets by wrapping wet yarn around a toothpick and allowing the yarn to dry.
 - Step 3: Begin wrapping your clothespin with yarn. Wrap over the pipe cleaner as well. When wrapping gets to the waist, you can start wrapping each "leg" individually.
 - Step 4: Use markers, to add a facial expression, skin tone, shoes, etc.
 - Step 5 (Optional): Make clothes out of fabric scraps; for robes, kilts, dresses and ponchos, use colorful cloth swatches belted with an embroidery floss sash.
- Closing: (5 minutes) this evening we learned how we belong to a large and far-reaching world of girls. Remember to add the push pin for Guatemala (worry dolls)

Saturday Morning

Total time: 1 hours and 30 minutes

Materials:

- Adult Facilitator Guide
 - Girl Book
 - Overlapping Worlds: Adult Facilitator Guide, yarn or jump ropes, chalk
 - The Hunt is On!: Copies of page73 in the Adult Facilitator Guide, pencils/markers
 - Girl Worlds in Stories: Adult Facilitator Guide, index cards, markers
 - "Flying into Shali's Desert Home": Adult Facilitator Guide, Girl Book (world side)
 - Storytelling Detectives: Newsprint, markers
 - Draw Ourselves: Adult Facilitator Guide, Paper and crayons/markers
- Overlapping Worlds (15 Minutes) this activity is found on page 38 of the Adult Facilitator Guide. If possible, you could take the girls outside and use sidewalk chalk to create the circles. If you need to stay inside, consider using yarn or jump ropes. Slight modification from adult guide: create two overlapping circles and have each circle represent a statement. If both statements describe them, the girls would stand in the overlapping area.

Make one circle at the end and ask the girls to guess a few ideas for what they all have in common (examples we are all girls, we attend the same school, we are all Girl Scouts).

- Example statements for circles:
 - Play sports vs. take music lessons.
 - Like to play inside vs. like to play outdoors.
 - Like cats vs. like dogs
- The Hunt is On! (10 minutes) Make copies of page 73 in the Adult Facilitator Guide or create your own grid, this will be like bingo. Each girl should have their own sheet. Have the girls go around the room, asking one another questions and filling in the boxes with the names of girls who fall into each category, until each box has a name in it. This activity helps the girls recognize how some things are unique to one person, but other things may be more common.
- Girl Worlds in Stories (15 Minutes) Use pages 39-40 of the Adult Facilitator Guide.
 - Pass out index cards.
 - Ask the girls to write the name of their favorite character on one side and a word describing that character on the other side. You might need to give the girls a few character ideas by asking them about some of their favorite books, movies or TV shows about girls their age or giving them a more detailed example such as Junie B. Jones: stubborn.
 - Have each girl (or small group) come up with 2-3 girls/characteristics and put them on the index cards.
 - Then have the girls place their card on the ground with the characteristic face up.
 - Now have the girls walk around and stand near the word that best describes them.
 - After everyone has found the card that describes them best, have them flip it over to see what character matches their same characteristic.
 - Have each girl share her “character” and ask them how they feel about their person. Does it match their personality?
- Read “Flying into Shali’s Desert Home.” (15 Minutes) Page 33 of the Adult Facilitator Guide, pages 6-16 of the Girl Book (world side) Begin by telling the girls a few facts about Jordan (available in the blue box on page 33 of the adult guide). Use the map or globe to show where Jordan is located. You might read aloud to the girls or have the girls take turns reading the story. After you read, follow script on pages 40-41 in Adult Facilitator Guide to guide the girls through a clue finding activity.
- Storytelling Detectives (25 minutes) ask the girls to share some of their favorite stories. Brainstorm a list of favorite stories and write them on newsprint for everyone to see. Tell the girls that they will be acting out some of their favorite stories by playing the game charades! Split the girls into teams of 3-4 girls and have the girls work together to act out several stories. Give each group about 10 minutes to plan a short charade of a favorite story of their choosing.
 - Sample Stories:
 - If you give a Mouse and Cookie
 - Fairy Tales (Little Red Riding Hood, Cinderella, Pinocchio)

- Where the Wild Things Are
- Junie B Jones
- The Giving Tree
- Magic School Bus

Have each group perform their charade, while the other girls try to guess which story they are performing.

- Draw Ourselves: (10 minutes) Refer to page 72 in the Adult Facilitator Guide. During this activity girls will follow directions to create their picture. This picture won't be your typical self-portrait however it will use colors and shapes to tell a lot about you. Follow the directions in the Adult Facilitator Guide to work through this activity. Leave time for the girls to look at the other drawings and see the similarities and differences.

Lunch (30 minutes)

Bento Boxes

Materials:

- Ingredients: (ALLERGIES- be aware and plan accordingly)
 - Square Take out containers
 - Sandwiches: (bread, cheese, meats (ham and/or turkey))
 - Carrots
 - Celery
 - Tomatoes
 - Strawberries
 - Blueberries
 - Lettuce
 - Cookie Cutters
 - Optional-Rice
- Have the girls create their own Bento Box meal. A Bento Box is a single-portion home-packed meal common in Japanese cuisine. A traditional bento holds rice, fish or meat, with pickled or cooked vegetables, usually in a box-shaped container. Japanese homemakers often spend time and energy on a carefully prepared lunch box. Bento can be attractively arranged in a style called "kyaraben" ("character bento"). Kyaraben are typically decorated to look like popular characters from Japanese cartoons (anime), comic books (manga), or video games. Another popular bento style is "oekakiben" or "picture bento". This is decorated to look like people, animals, buildings and monuments, or items such as flowers and plants. Have the girls create their own Bento Box. They can try a kyaraben or an oekakiben style.
- Don't forget to add a pin to Japan on your map or globe

Saturday Afternoon

Total time: 1 hours and 30 minutes

Materials:

- Adult Facilitator Guide

- Girl Book
- Two Story Relays: Use index cards and markers to draw out the game pieces with the following:
 - For Relay 1- write the words from each part of the Girl Scout Promise on an index card:
 - 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.
 - For Relay 2- write these words onto an index to help form a story:
 - Once, Upon, A, Time, A, Group, Of, Brownies, Found, An, Old, Witch, When, By, Cabin, Went, A, Hike, Made, Met, New, Friends, Was, In, The, Woods, They, Asked, Where, Saw, Deer, Fox, Waterfall, Built, Fort, Finally, Got, Back, Home, Adventure, The, Trail, Gave, It, To, The, Woman, Her, She, Smiled, They, Wearing, Swam, In, Pond, Felt, Good, At, The, End, Of, The, Day, Ran, Jumped, In, Hat, Shoes, Purple, Golden, Cold, The, Beautiful, Mysterious, And
 - Shipwreck: Several Chicken pictures printed out on Cardstock (see appendix for Chicken picture), blanket or flat sheet large enough for all the girls to stand on (note: If you have a large group, split the girls into two groups and double the supplies), paper plates or other item to be used as “stepping stones”
- Two Story Relays: (30 minutes)
 - Begin the Game:

Let’s see how we can work together in teams to create stories! We’re going to play some story games. To start, have the story relay index cards prepared with a word or phrase on each card. Have an empty table at one end of the room and a cleared space for running.
 - Relay 1:
 - Ask the girls to form two teams
 - Distribute the sets of Relay 1 cards to each team, one card per girl, and ask them not to show their cards to anyone.
 - At Go! The first girl in line runs to the table, places her card word side up, runs back, and tags the next girl.
 - With every new card that gets laid down, the girls will be closer to putting together the Girl Scout Promise. Each girl gets one minute to try to put the words or phrases together; then she runs back to tag the next girl. If a girl

can't see a solution to make a line or is stumped, she must pass, run back and tag the next girl.

- The team that gets all the words in the right order first wins.
- Relay 2: In this relay, the girls try to create a story from a set of words- any story that makes sense!
 - Form the girls into two teams and explain these instructions: This time, the girls run to the table one at a time and draw two cards from the shuffled deck.
 - The first girl places her two words on the table and then runs back, tags the second girl, who runs to the table, chooses two cards and has 15 seconds to place her words with the first two words to start creating a logical story.
 - The relay continues with each girl running to the table, choosing two cards from the deck, and working to arrange the laid out cards and her cards into a logical story.
 - She can either add to the sentence that is forming on the table, or rearrange it to create something else.
 - The relay continues until each girl on the team has had at least two turns at choosing cards and building the story.
 - Then, call "time" and ask the girls to read the stories aloud.
- Get the girls talking about what was hard and what was easy about putting a story together?
- Role-Play: (30 minutes) Discuss with the girls how stories can give a person clues about problems and how within stories are often positive changes that make the stories better. To get each girl thinking about her ability to make change in her world, have them think about stories from home or school where someone faced, solved or made a problem better. Have the girls work with a partner or in a small group.
 - If the girls are having a hard time coming up with scenarios, use the following situations to get them started:
 - Someone hurt someone else's feelings
 - A neighbor found a stray pet
 - A girl in class couldn't play on the playground because of her wheelchair
- Have each pair or group role-play the situation. Ask the girls in the audience to pay careful attention to the clues in the stories and discover how they made positive changes. At the end of all the role-plays, ask the girls how it makes them feel to make positive changes.
- Sun and ice: (10 minutes) this game is traditionally played in Mexico. To play the game, mark out an area of play with boundaries. Players form into two teams. One team is chosen to chase the other team. When a player touches someone from the other team he calls out 'Freeze'. The player must stand still and not move. The player remains frozen until a player from his team comes and touches him and says 'Sun'. Then the player is free to run again. After 5 minutes switch and now the other team chases them. Alternative: This game can also be played with one person chasing all the other players. The remaining rules are the same. * Make sure you pin Mexico on your map or globe
- Shipwreck (20 minutes)
 - Lay the blanket or flat sheet out on the floor (this will be the boat) and then spread out the pictures of the chickens on the ground, but off of the blanket/sheet.
 - Tell the girls that are on their way to deliver chickens to countries in need

- All girls must stand completely on the blanket/sheet (all hands and feet inside) or else they are standing in the ocean.
- Tell the girls that the boat was flipped over in a storm and now they must first flip the boat over. The girls cannot step off of the ship at any time. If a girl falls in the water, the group must start over from the beginning.
- After they turn the ship over, they must rescue the chickens. Give each of the girl's one stepping stone (paper plate). In order for them to get to land they must use their stepping stones to travel and reach the chickens. Every stepping stone must remain in contact with the girls at all times. If the stepping stone is untouched for even a second, it will "sink" into the ocean (leader will remove the plate) and the girls will have to return to the ship.
- Watch the girls as they work together as a team to solve the problem and gather all the chickens.
- After the game, ask the girls how it made them feel to be part of a team to solve a problem and save the chickens

Snack (30 minutes)

Saturday late afternoon

Total time: 1 hour

Materials:

- Adult Facilitator Guide
 - Girl Book
 - Community Service and Service Learning: see appendix
 - Brainstorming: Newsprint, markers
- Thinking about our story: (5 minutes) we have done lots of work with stories throughout our time together. Let's all think of clues from activities we have done (or other stories they have heard in their community) and let's think of a way we could make a positive change for our community.
 - Community Service and Service Learning (Take Action): (10 minutes) have the girls listen to the differences between Community Service and Service Learning (Take Action).
 - Community Service makes the world a better place for people and animals - right now. Examples of community service are collecting food for the local animal shelter or food pantry because it feeds people and animals - right now. Gathering toys for a homeless shelter or to send to another country makes kids happy right now. Community Service projects are great acts of kindness and important ways to help - right now.
 - Service Learning – Take Action Projects- girls would begin by creating a list of issues/problems that concern them, then research and investigate to find the root cause of the problem, next network with community partners or experts for advice to find solutions to the problem, then create a plan, put the plan in motion

- to address the root cause of the issue/problem. Through this, girls are leading with their heads and hearts. An example of a service learning project for the environment could involve exploring the issue of why (root cause) a local river or water source is polluted. Once research is done to find why this has happened, investigating potential solutions coupled with networking with community partners/experts to assist with finding a solution to create a plan that can then be put into motion addressing the root cause of the issue.
- Brainstorming- (45 minutes) once the girls have listened to the differences between Community Service and Service Learning (Take Action), have them brainstorm a list of possible Take Action projects.
 - Examples:
 - Write a book with your troop. Just take cardstock, punch holes and tie with ribbon. Each girl can create a page, or you can take photos and paste them into the book – if you have the resources, copy and print the pages the girls create and have them assemble their own book as a keepsake of their journey!
 - Get your girls thinking about skits and plays – most girls like to dress up. Put on skits your girls develop as a part of your awards ceremony!
 - Partner with a Daisy troop and help them create a skit or puppet show for their parents. What are some things you learned in the World of Girls journey that would make a good puppet show for Daisies?
 - Graffiti Cover-up Girls who paint a wall to cover up graffiti can create a club that travels around the city painting beautiful murals on buildings that have been defaced.
 - Reading Buddy Afternoon: Brownies organize a day or two at the library during or after school to read stories to children in their community; girls ask others to be reading buddies, too
 - Family Fitness: Brownies create an exhibit to show families how much fun fitness is when it's done as a family
 - Healthy Food Fair: Brownies organize a fair with games and food-tasting stations
 - Healthy Snack Cards: Brownies create postcards with healthy snack recipes to distribute in their communities
 - Let the girls know that their work is not done. Once they pick their project they have to complete the project and share their story!

Don't have a whole weekend?

Here is a way to spread the activities over five weeks

- Session 1- Opening Ceremony, Games Around the Globe, Girl Scouts Around the World, Our Globe of Girls
- Session 2- Worry Dolls, Overlapping Worlds, The Hunt is On!, Girl Worlds in Stories
- Session 3- “Flying into Shali’s Desert Home”, Storytelling Detectives, Draw Ourselves, Two Story Relays,
- Session 4- Role- Play, Bento Boxes, Shipwreck, Sun and Ice
- Session 5- Thinking about our Story, Community Service vs. Service Learning (Take Action) and Brainstorming

Continue your Take Action Project to earn all 4 Journey Awards!!

Appendix



Community Service and Service Learning: What's the Difference?

Schools, community organizations, places of worship, Girl Scouts—we all talk about getting young people involved in their communities in different ways. Everybody uses slightly different words to say this, which can get a little confusing!

Here's how we see things in Girl Scouts (you might find that your school district uses these words in different ways, but these definitions will help you come to an agreement about what you mutually want girls to have the opportunity to do):

WHAT IS COMMUNITY SERVICE?

Community service makes the world better for some people “right now.” For example, collecting cans of food for the local food pantry feeds people “right now.” Gathering toys for a homeless family shelter makes kids happy “right now.” Providing clothing and toiletries to people who have suffered a disaster helps them get through a traumatic event “right now.” These acts of kindness are important ways to help some people—right now.

WHAT IS SERVICE LEARNING?

Service learning encourages young people to also understand the roots of problems. When they do that, they are then able to plan and lead projects that aim at addressing root causes. For example, a service-learning project on the environment could involve girls in exploring why water is polluted. That's the important first step. Once they know that, they investigate several possible solutions, compare how well they might work, network with experts for advice, and finally put a plan in motion to address some root of the problem. In Girl Scouts, when we encourage girls to Take Action, we're talking about service learning.

WHAT'S THE DIFFERENCE?

Some people think of it this way:

Community service: helping others...comes from our hearts.

Service learning: understanding and addressing the roots of a problem...comes from our hearts and our heads.

THE WORLD NEEDS BOTH!



