

BROWNIE QUEST

TURNKEY



girl scouts
of northeastern new york

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Brownie Quest Journey

“Your Brownie is on a Quest—a special journey to find out what it means to be a leader. This experience will benefit her by guiding her to understand her own skills and values as she teams with others, learns to identify community needs, and then acts to better her community, inspiring others along the way.” (http://forgirls.girlscouts.org/wp-content/uploads/2012/10/VTEE-B-1BrownieQuest_WelcomeLetter.pdf)

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)

- **The Discover Key** – To earn this award, each Girl Scout Brownie will discover:
 - Their special qualities and talents
 - Values of the Girl Scout Law
 - Special qualities and values of family
- **The Connect Key** – To earn this award, each Girl Scout Brownie will connect:
 - As a Brownie Team
 - With their families on healthy living activities
 - With their communities to increase healthy living opportunities
- **The Take Action Key** – To earn this award, Girl Scout Brownies will:
 - Identify a community place where they can take action
 - Plan to Take Action
 - Improve their world by carrying out their Take Action Project
- **The Brownie Quest Award** – At the end of the Quest, the girls also earn the journey's culminating award, the master lock that needs all three of their keys in order to open. Through this award, the Brownies will see that, together, their three keys—Discover, Connect, and Take Action—unlock the meaning of leadership.

This Turnkey Model Includes:

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

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** herself and her values—as a Girl Scout and a member of her family.
- **Connect** as a member of a Brownie Team, with her family on a healthy-living activity, and, as a group with their community to increase healthy-living opportunities
- **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 Brownie Quest.
2. 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.
3. 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.
4. 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.
5. 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.
6. Future Field Trip Ideas:
 - Visit places where girls can use a map to guide their experience, such as a zoo, botanical gardens, etc.

- Have an outdoor scavenger hunt

Sample Schedule

Friday Evening

Total time: 1 hour and 20 minutes

Materials:

- Adult Facilitator Guide
- Girl Books
- Ball Toss: small ball or bean bag
- Going ELF: Girl Book page 7, 10 clues- each piece of paper has one value (or line) from the Girl Scout Law written on the clue, Adult Facilitator Guide pages 48-49.
- All about me: piece of cardstock for each girl, crayons, pencils, markers, tape
- Discovering Me: Girl Book page 49, newsprint, pens/pencils/markers
- Team Agreement; Newsprint/poster board, pens/pencils/markers
- Story: Girl Book pages 6-7, 10-15, 18-25
- Ball Toss (5 minutes): Stand in a circle. Pick one girl to start with the ball; have the girl say her name and a special talent or quality that they possess. After the girl has shared her name and her talent/quality have the girl toss the ball to another girl in the circle. Continue playing until all the girl gets a turn.
- Going ELF (20 minutes): In this Journey we will go on a quest in order to discover the keys to leadership! Let's go on our own quest to find clues and see what we can find.
Directions:
 - Start with the girls in a circle. Divide the girls into teams of 3 (representing our three Brownie friends, Campbell, Jamila and Alejandra from the girl's book page 7). To divide the girls, you can have them choose their own group, count off, choose their names out of a bucket or split them up by colors that they are wearing.
 - Tell the girls that they will be looking for clues. Show them what one of the clues looks like.
 - Tell the girls that they need to be linked at all times when they search for the clues.
 - Tell the girls that as they move around looking for clues you will be giving them instructions that they need to follow.
 - Have the girls' link arms at the elbow.
 - Tell the girls, "OK, ready, set, start the Quest!"

Follow the instructions on pages 48-49 in the Adult Facilitator Guide to complete their quest.
- All about me (20 minutes): Give each girl a piece of cardstock. Have each girl draw a picture of herself, using pictures, words or symbols to describe themselves and their

special qualities and talents. As girls finish their pictures, have them hang their pictures around the room. When everyone has hung their picture on the wall have all the girls walk around and quietly look at each picture. When each girl has had a chance to see the picture, have each girl share one positive thing they learned from one of the girl's picture.

- Discovering me (5 minutes): Girl Book page 49. Have the girls answer the questions for the discovering me star. If they have their own book they could fill out the star or else you can have them think about the answers and share if they would like. You can collect answers on newsprint if the girls would like or just use this as a discussion.
- Team Agreement: (10 minutes) it is important for Girl Scouts of any age to work together to establish 'team agreements.' These agreements should:
 - Be developed by the girls
 - Include rules and consequences
 - Be agreed to by all girls and adults
 - Be posted at meetings as a reminder to all

Write down the girls ideas on newsprint or poster board. This is something that you could refer to throughout the weekend to remind girls of the agreement they set up. If the girls are having trouble have them think about what they like to see in their troop meetings or classrooms, perhaps they would like everyone to listen to each other, help each other out or not interrupt others when they are talking. Hang the agreement so that everyone can see them.

- Brownie Story (20 minutes): Have the girls or the leader read the Brownie Story in the Girl's Book on pages 6-7, 10-15 and 18-25.

Saturday Morning

Total time: 1 hours and 25 minutes

Materials:

- Adult Facilitator Guide
- Girl Book
- Girl Scout Law Swap: Girl Scout Law printed (see appendix) on Cardstock for each girl, small piece of yarn for each girl knotted on one side and long enough to hold 10 beads (and an additional knot), 1 safety pin for each girl, enough beads for each girl to get 1 of each color for a total of 10 beads per girl (Light blue, Yellow, Light Green, Red, Orange, Purple, Magenta, Green, Rose, Violet)
- Family Star: 1 Family Star for each girl (see appendix), copies of the law (see appendix), tape/glue sticks, scissors
- Connecting as a team:
 - Human Knot: no supplies need
- Family Fun Jar: Girl Book page 59, newsprint, tape, paper, markers/crayons, a jar for each girl, glue, scissors, small slips of paper, decorating materials such as tissue paper, markers, stickers, jewels, other decorative materials.

- Girl Scout Law SWAP (20 minutes): A SWAP is a Special Whatchamacallits Affectionately Pinned Somewhere or Shared With A Pal. The girls will receive a printed copy of the Girl Scout Law, a piece of yarn with a knot on one end and one of each color bead. Have the girls string the beads on one by one as they go through the law together. As you go through each one, try to have one of the girls give an example of the meaning or what that value means to them. After all the beads are on, have the girls tie a knot at the end and put a safety pin through the knot and then through the paper. This will be a Girl Scout Law SWAP.
 - Light blue: Honest and Fair
 - Yellow: Friendly and Helpful
 - Light Green: Considerate and Caring
 - Red: Courageous and Strong
 - Orange: responsible for what I say and do
 - Purple: Respect myself and others
 - Magenta: Respect Authority
 - Green: Use resources wisely
 - Rose: Make the World a better Place
 - Violet: Be a sister to every Girl Scout
- Family Star: (10 minutes): this is something that girls will continue at home but will start today. Give each girl a copy of the family star. Ask the girls who is in their family and have them write their names in the points of the stars. Then have them write under the names a special quality that each family member possesses, such as Tommy-Brother plays with me. Have the girls cut out the copy of the Girl Scout Law and paste it or tape it to the back of their star. Explain to the girls that they will then bring this home and have their family read through the Girl Scout law on the back. They will work with their family to choose their favorite value and put that in the middle of their star. This will be something they can share with their troop when they get back together to work on their take action project.
- Connecting as a team: (15 minutes)
 - Human Knot: Five to ten girls stand in a circle. If you have a large group you can split them into separate smaller circles with no less than five girls in a group. Tell everyone to put their right hand up in the air, and then grab the hand of someone across the circle from them. Everyone then puts their left hand up in the air and grabs the hand of a different person. Check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly next to them. Explain to the group that they must now untangle themselves to make a circle without breaking the chain of hands. If they let go, they must start again.
- Family Fun Jar (40 minutes): page 59 in the Girl Book.
 - Have the girls split into groups. Give each group a piece of newsprint and markers and/or crayons. In groups, have the girls brainstorm some healthy-living activities

that girls can do with their family. Girls can either write a list or they can draw pictures on their newsprint.

- After they have had a chance to make a list, invite each group to share. Hang their newsprint up and have them explain their list and/or pictures. Keep the newsprints up so that girls can use these ideas in their Family Fun Jar.
- After each group has shared their ideas, tell them, that they are going to make a Family Fun Jar. The point of this jar is to fill it with fun healthy-living activities that they can do with their family. When the girls go home they will make a decision with their family as to when they'll use the Family Fun Jar.
- Give each girl a jar and spread decorating materials around the group. Give them 15 minutes to decorate their jars. After they have made their jar, have them use little slips of paper to write down ideas for healthy-living for their families to use and put them in the jar.

Lunch (30 minutes)

Saturday Afternoon

Total time: 1 hour and 40 minutes

Materials:

- Adult Facilitator Guide
- Girl Book
- Connecting as a team:
 - Loop the Hoop: Hula Hoop (one or more depending on the size of the group).
 - Pass the Ball: A ball
- ME in the Great Big World: 1 paper plate, 5 "Nested" circles traced onto construction paper with marker, NY State map printed for each girl (see appendix), sample picture of earth (see appendix), glue, scissors, crayons, embellishments for self-portrait, if desired (we used wiggly eyes and yarn for hair), Sharpie marker and paint to create planet earth, fasteners.
- Our Values Vision Boards: Poster boards 1 for each girl, markers, crayons, pencils, scissors, glue, magazines
- Caring for Community: Girl Book page 64, Adult Facilitator guide pages 68-69
- Connecting as a team: (20 minutes)
 - Loop the Hoop: Players try to move the hoop from player to player without letting go of each other's' hands and without letting the hoop touch the ground. Have the girls try standing in a circle, and then try standing in a line. Which was easier? Why?

- Pass the Ball, Please: Have the girls stand up and make a circle holding hands; then have them sit down, let go of each other's hands and stick their legs straight out. The ball is placed between the ankles of the first girl; she will pass the ball to the next girl without ever touching the ball with her hands. If the ball touches the ground, they must begin again. The goal is for the girls to try to pass a ball around the circle without using their hands or letting the ball touch the ground.
- ME in the Circle Map (40 minutes): In this activity the girls will use the nesting circles to create a circle map. The circles start small, and grow larger and larger as you move from "Me" all the way to "My World". This will show the girls another way to use maps and how we are all connected. Have the girls start by cutting out each circle and arrange the circles in size order. They will work from the smallest circle to the largest circle (paper plate) for this activity.
 - First Circle: ME
 - First, using the smallest circle, have the girls write their name on the bottom of the circle and then create a self-portrait.
 - Second Circle: My family. Our families are important to us and are a big part of our world.
 - Have the girls draw a picture of their family in the center and write family along the edge of the circle.
 - Third Circle: My Troop
 - Have the girls write their troop number along the edge of the circle and draw a picture of your troop or things you like to do in your troop.
 - Fourth Circle: My Community
 - Have the girls write Community along the edge and then draw things in their community such as school, church, stores, teacher, etc.
 - Fifth Circle: My State
 - For the state, have the girls write My State around the edge. Have the girls cut out the NY state map and glue it onto the circle.
 - Sixth Circle: My World
 - For the earth, draw a very rough outline of the continents of the world on a paper plate, and then paint the oceans blue and the land green.

When the girl's circles are complete and the paint has dried fasten the circles on top with the fastener. This will allow them to look through their circles.

- Our Values Vision Board (20 minutes): Have the girls close their eyes and think about what they envision what they value in their life, what is meaningful to them. Perhaps, family, Girl Scouts, Sports, Friends, School, Community etc. Have the girls draw or use magazine images to create their take on a vision board. These boards will describe what is valuable in their lives right now.
- Caring for Community (20 minutes): Ask the girls, what would you say is the definition of a community? A Community is a group of people with something in common. Ask the girls to give you some examples, document their answers. Ask them to refer to their community circle on their circle map they just created for ideas on what a community can be. A community can be school, neighborhood, town, country, etc. Next either you can read or

chose readers from the group to read page 64 in the girl's book, The Case of the Broken Sidewalk. Have the girls discuss what happened in the story. Discuss how the class flew into action, tips on pages 68-69 in Adult Facilitator guide.

Snack (30 minutes): Dynamite Dip <http://forgirls.girlscouts.org/recipes/#dynamite-dip>

Ingredients: (ALLERGIES- be aware and plan accordingly)

- 1 16-ounce carton plain low- or non-fat yogurt
- 1 3-ounce package low- or non-fat cream cheese
- 1/2 cup light or non-fat ranch dressing
- 2 tablespoons parsley flakes or dill (or 4 tablespoons fresh parsley or dill, chopped)
- Accompaniments: fresh carrots, cucumbers, jicama, celery, peppers, or broccoli

Instructions

Mix yogurt, cream cheese, ranch dressing, and parsley or dill in a serving bowl until well combined. Serve with fresh vegetables of choice. Makes 10 to 12 servings.

Saturday Afternoon

Total time: 55 minutes

Materials:

- Adult Facilitator Guide
 - Girl Book
 - Community Service and Service Learning: (see appendix)
 - Brainstorming: Adult Facilitator Guide page 77
-
- 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): Say to the girls, now that you have listened to the differences between Community Service and Service Learning (Take Action), and heard The Case of the Broken Sidewalk now we will brainstorm a list of possible Take Action projects. You can use the Brownie Brainstorm chart on page 77 of the adult facilitator guide to help think of some ideas.
- 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- Ball Toss, Going ELF, All about me, Discovering me, Team Agreement,
- Session 2- Brownie Story, Girl Scout Law SWAP, Family Star, Connecting as a team- Human Knot
- Session 3- Family Fun Jar, Connecting as a team- Loop the Hoop, Our Values Vision Board,
- Session 4- Connecting as a team- Pass the Ball, ME in the Circle Map, Caring for community
- Session 5- Community Service and Service Learning (Take Action), Brainstorming

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

Appendix

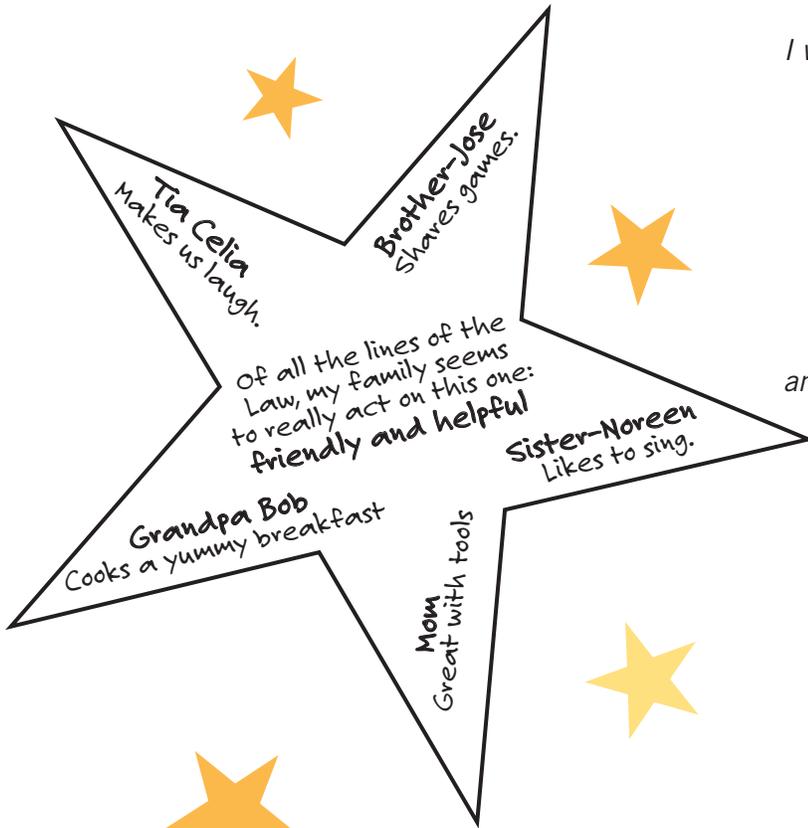
For SWAPS:

The Girl Scout Law:

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
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.

Making a Family Star

Read the Girl Scout Law with your family:



*I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
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.*

What line from the Law is most important in your family?

Why?

Write your family's favorite line and the reason why in the center of your star.

Here's an example:

Courageous

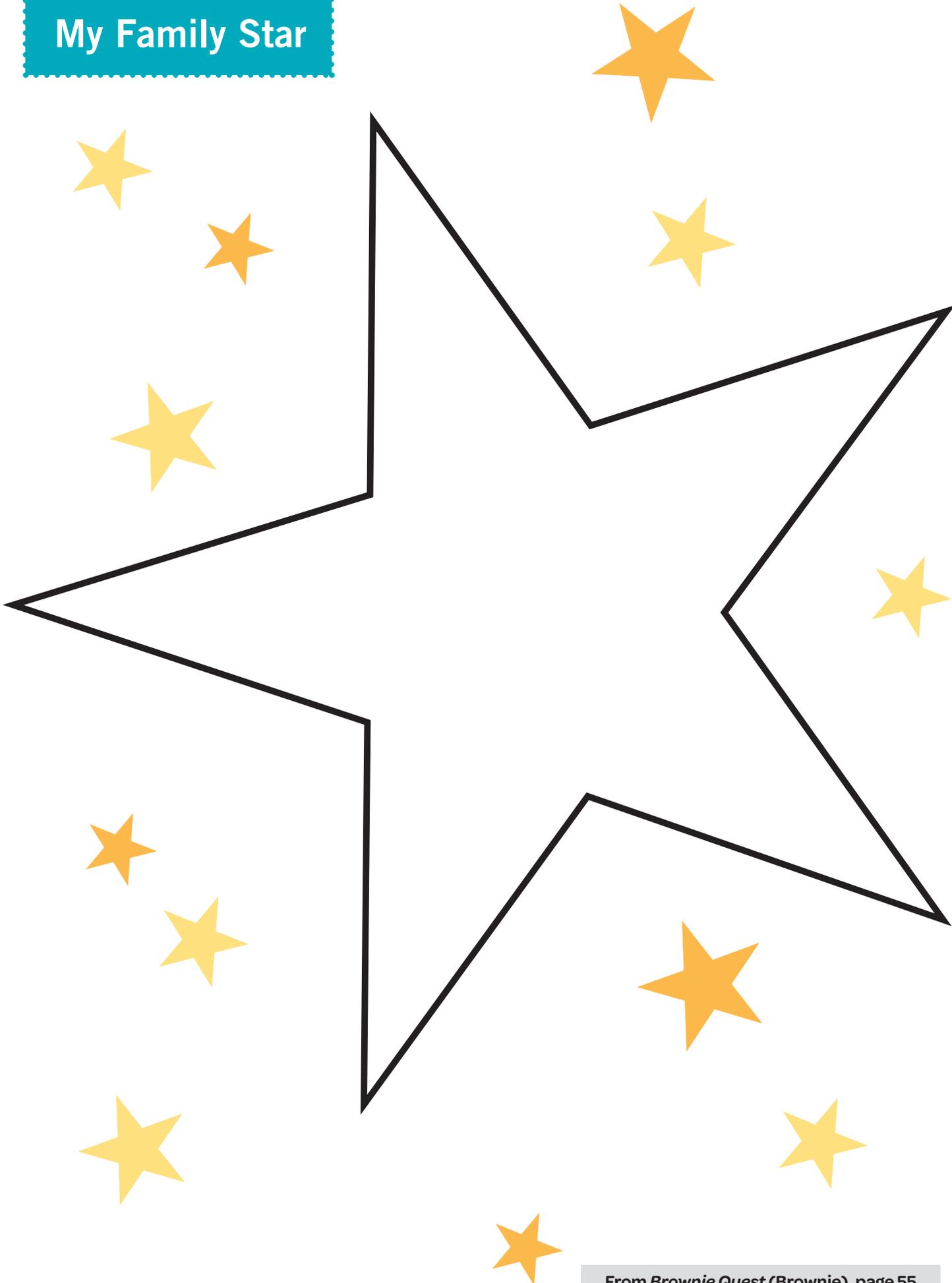
Sometimes it is hard to do what you know is right—that's why being courageous is so important!

Who is in your family (mother, father, grandfather, aunt, sisters, brothers)? Write their names in the points of your star.

What special quality or skill do your family members have? Write those under their names.

After you fill in your star, decorate it if you want to! Add colors, stickers, glitter, or whatever else you have handy and bring it to your next Brownie session!

My Family Star



For Family Star:

The Girl Scout Law

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
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.

For Me in the Great Big World:





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!

