

Volunteer Guide The Girl Scout Bronze Award

This material serves as a comprehensive resource for any adult volunteer that has bravely signed up to support a Bronze Award team of Junior Girl Scouts.

Reflection on the team's process of decision making and ways that they interact with each other and others throughout the Bronze Award experience is essential for you to be aware of – for better or worse – concerning their abilities as leaders and/or skills in working with others. It is important that they too reflect on what they have learned and use the knowledge towards their future team experiences.

Important Responsibility

Each Girl must submit a final report form no later than September 30th, after the completion of 5th grade. If a girl submits her final report form after this deadline (September 30th) and is now in the 6th grade, she will not be eligible to earn the Bronze Award.

At the end of the Bronze Award Team Project - please collect all final report forms, planning sheets, and pictures of the project - and make copies for yourself.

Please send all materials together in a large envelope addressed to: remember to make copies for your records

Girl Scouts of Eastern Massachusetts
Attention: Bronze Award
111 E. Grove Street
Middleboro, MA 02346

Bronze Award Final Award Checklist

- Adult Volunteer Cover Letter (Mandatory)
- Individual Final reports from each Girl (written by each girl or dictated to an adult)
- Picture(s) or video of girls doing the project
- Pictures of the final Bronze Award project
- Time Sheets and Planning sheets (*optional*, but encouraged to help focus the girls on their tasks)

Once the council receives your documents - please allow two weeks for us to process the paperwork and send back to you: The approval receipts to purchase bronze pins and Bronze Award Certificates. **You will not be able to purchase Bronze pins without this documentation. Please plan ahead for your ceremonies and allow for extra time.**

The required Steps in Earning a Bronze Award

1. Go on a Girl Scout Junior journey
2. Build your Girl Scout Junior team
3. Explore your community
4. Choose your Girl Scout Bronze Award project
5. Make a plan
6. Put your plan in motion
7. Spread the word

RESOURCES

- Girl Scouts of Eastern Massachusetts reference packet to the Bronze Award
- Adult Guides for each of the Junior Journeys: Amuse, Agent of Change and Get Moving
- **Safety-Check Points**
- Girl Scout Leadership Experience overview (online at www.girlscouts.org/gsle/)
- Corporation for National Service www.nationalservice.gov
- "The Girl's Guide to Girl Scouting" Junior edition

Step 1: Go on a Girl Scout Junior Journey

Girls choose and complete a Girl Scout Junior journey. Help them reflect on what they have learned.

Questions for Girls	Coaching Tips
1. How did you use the values of the Girl Scout Law during your Girl Scout Junior journey?	<ul style="list-style-type: none"> • Discuss what the girls did during the journey that upheld the Girl Scout Promise and Law. • Discuss how girls used resources wisely and how they took responsibility for what they said and did.
2. What did you discover about yourself?	<ul style="list-style-type: none"> • Encourage the girls to think about how they developed their sense of self and their abilities.
3. Who did you connect with?	<ul style="list-style-type: none"> • Emphasize the value of working together to create healthy relationships. • Help the girls recognize how cooperation contributes to a project's success.
4. How did you take action and what did you learn?	<ul style="list-style-type: none"> • Discuss how the girls went from identifying community needs, creating timelines, and finding resources to implementing a creative action plan for their journey Take Action project.

During the journey, did girls observe other ideas for making a difference for the people or places they care about? Or, did a new opportunity stemming from their work on the journey inspire them to pursue a topic that they hadn't thought about before, but realize is important to them?

Step 2: Build your Girl Scout Junior Team

Help the girls keep track of their individual hours from the start—each step counts!

Going for the Girl Scout Bronze Award is a team experience for a troop or group of Girl Scout Juniors. If there are no Girl Scouts in a girl's neighborhood, she can connect with other girls her age, including non-Girl Scouts who may want to join Girl Scouts.

- In order for the girls to choose an issue area that they care about, they need to identify and share their interests. Explore the girls' interests with them and discuss how those might help when the team chooses a project.

Team building skills are essential to leadership and for earning the Bronze award. Playing games and doing activities as a team encourages cooperative learning, which shows girls how to work through challenges and resolve conflicts as a group. Even though the girls may know each other, encourage and help them identify their individual and team strengths.

Step 3: Explore your Community

Encouraging girls to observe what can be improved is a very important role you play. Through investigation of their communities (i.e. neighborhood, school, sports team, church...etc.) girls will potentially help improve the lives of many people. When girls explore, ask them to write down what they see and discuss it later with their group. This will encourage girls to think critically about what they see and come up with ideas for how they can create positive change in their community.

Help girls to complete their **Observation List** in the back of "Girl Scouts of Eastern Massachusetts reference packet to the Bronze Award". In addition, have the girls read the two examples of how an observation led to a Bronze Award project.

Observation	Maybe We Could . . .
<i>What do you see and hear around you? Here are ideas for what to look out for, what you see and hear around you.</i>	<i>Possible project ideas to make a difference.</i>
<i>Our Girl Scout meeting space isn't very "green," and we'd also like to make the space more fun for younger Girl Scouts.</i>	<i>Add fun decorations that are also "green," and figure out how much energy we use during our meetings.</i>
<i>A recent flood damaged more than 100 homes in town.</i>	<i>Find out how people prepare for floods; think of ways to share what we learned.</i>
<i>Add your own . . . what else do you observe in the course of a day in your life?</i>	

Step 4: Choose your Girl Scout Bronze Award Project

After the girls are finished exploring, discuss the Observation List they created. Guide girls as they select the group's top observations and ideas. It's a great way for girls to see how a simple observation can lead to a Take Action project.

Brainstorm with the girls where to get additional information for their top ideas. Encourage girls to talk to people as well as search newspapers and magazines for information. Plan a trip to a community meeting or other community event where girls can connect with people who might be able to help. Girls may choose to do their research online, if that is the case, discuss the Girl Scout Internet Safety Pledge (www.girlscouts.org/internet_safety_pledge.asp) and encourage them to commit to the pledge.

Hold practice interviews with the girls if they are nervous about talking to grownups or other people they do not know. These interviews may make girls feel more confident as they speak with others about their project. Promote a discussion about what the girls learn from their **Project Idea Chart**, it includes girls' observations, who they talked to, what they learned, and possible projects they could do.

Example of a Project Idea Chart

Observations	Who We Talked To	What We Learned	Maybe We Could . . .
Our Girl Scout meeting space isn't very "green," and we'd also like to make the space more fun for younger Girl Scouts.	Other Girl Scouts and their families, including younger Girl Scouts The owner of a local hardware store	We can turn down the air conditioner and add plants to make our space "greener." Younger Girl Scouts would like to help decorate our space. Everyone's interested in seeing what girls in other countries look like.	Have a family workday when everyone can come together to clean and paint. Post photos of Girl Guides and Girl Scouts from around the world. Turn down the air conditioner or use fans. Work with younger Girl Scouts to create a colorful paper mural.
A recent flood damaged more than 100 homes in town.	An emergency medical technician (EMT) A firefighter A Red Cross official Families who had damaged homes	Many families aren't prepared for disasters such as floods, hurricanes, and tornados. Everyone should be aware of the steps to take in order to stay safe.	Do presentations on disaster preparedness at school and places of worship. Include a simple first-aid-skills session and a discussion about the impact of natural disasters around the world. Hand out flyers that list what families should include in home emergency kits.

Before the girls choose the issue they would like to address, help them answer these all-important questions:

- Why does this idea matter?
- Who will this idea help?
- What can we do to make a difference? Is that realistic.

Help girls finalize their choice

Girl Scouts are part of a worldwide community of girls who are using their talents to positively impact their communities. Invite girls to take some time to discuss how people in other parts of the world might address the problem they have chosen. Later, when girls finish their project, they can share their experience with people outside of their community—maybe even long-distance neighbors, so that they too can learn about the project.

Step 5: Make a Plan

Guide girls to continue taking the lead as they progress to planning out the specific details of their project. As the girls discuss the project, use the following tips to walk them through what they need to accomplish:

Questions for Girls	Coaching Tips
1. What is our goal for the project?	<ul style="list-style-type: none"> Discuss the results the girls hope to achieve with the project. Ask specifically what they hope to achieve/accomplish?
2. What steps do we need to take to reach our goal?	<ul style="list-style-type: none"> Discuss how each girl can pitch in to help the team reach its goal.
3. What special talents can each girl use to help make the project a success?	<ul style="list-style-type: none"> Encourage the girls to think about the special skills that they possess and can contribute to the team's project.
4. What did we learn when we did our Girl Scout Junior journey that will help make this project run more smoothly?	<ul style="list-style-type: none"> Ask the girls to think about how they approached the plan for their journey project? Discuss what worked and what didn't, and how they might approach things differently for this project.
5. Who can we ask for help?	<ul style="list-style-type: none"> Ask the girls to make a list of people who they think would help with their project.
6. How can we get other people involved?	<ul style="list-style-type: none"> Suggest that girls contact people they met during their community exploration. Each girl can contact one person.
7. What supplies will we need?	<ul style="list-style-type: none"> Suggest starting with a list of supplies the team already has.
8. Do we need to earn money for our project or can we get donations from people? (Can we use the money from our cookie sales to fund our project?)	<ul style="list-style-type: none"> Explore ways to find and use resources that do not require earning money. Adhere to the guidelines in Volunteer Essentials Packet and <i>Safety Checkpoints</i>
9. How much time do we need to finish our project? Is that realistic?	<ul style="list-style-type: none"> Recommend that the girls create a timeline and a task list to figure out how long everything will take to complete. If the girls get stuck, coach them by asking guiding questions. (For example, which part of the project do you think will take the most/least time?)

Once girls have an idea of their plan, encourage them to think about what they can add that would help make a difference even after the project ends. Discuss how others might be able to continue the project. Encourage the girls to go over the plan one last time to make sure that it is realistic. Make suggestions on where girls can make adjustments to the plan.

Example Planning Chart

What Is the Task?	How Will the Task Be Done?	When Should This Task Be Finished?	Which Team Member(s) Will Complete the Task?
Gather information about preparing for a flood, tornado, or hurricane.	Do research on the Internet or at the library. Interview emergency workers.	October 17	Alina and Leah Mariah, Carole, Anna
Create sample home emergency kits.	Use research to make a list of what should be in the kit; get donations from families or the local hardware store.	November 14	Tasha, Orna, Michelle, Patrice

Checklist: Bronze Award Project Ready?

(Adult Volunteers approving the Bronze Award project)

Please use the following checklist to make certain the team's plan covers all the bases. The answer to all of these questions should be "yes" in order for you to approve the project. If you find any "no" answers, encourage the girls to go back and re-think the plan a little more.

- Do girls care about the issue?
- Are they excited about plan?
- Has the team set their goals for the project?
- Can girls say what they want to do matters to them?
- Have the girls thought about how they will get the supplies/resources and any money earning to complete your project? (Refer to the Girl Scout *Safety Check points* and your council for information about money-earning).
- Have the girls created a timeline for the project?
- Does the project address a need in the Girl Scout or local community?
- Does the project challenge the girls' abilities and interests?

If girls are clear on what needs to be done, they'll be ready to get started. If not, help the girls talk about their project by using these open ended sentences:

We will make a difference by: _____

We hope our project will help: _____

When we're done, we'll know we made a difference because: _____

Step 6: Put Plan in Motion

Encourage the girls to take pride in their plan, and get to it—having fun as they go! As the plan unfolds, you might coach the girls to live the Girl Scout Promise and Law by listening to others' ideas, rotating tasks, developing shared goals, working cooperatively to resolve conflicts, reaching their goals, and finding out what roles they each can play in their communities. Guide girls as they use their **Planning Chart** to map out their action plan. The Planning Chart includes the tasks the girls need to complete for their project, when and how the tasks will be done, and which team member will complete each task.

Encourage the team to take pictures, shoot video, or draw pictures along the way. This will help when they reflect on their experiences.

Tips: *Things didn't go as planned? That's okay. What did we learn? How can we adjust our plan a little? Putting the plan into motion can be the most exciting part of earning the award, although sometimes roadblocks can make girls feel discouraged. Encourage the girls to work as a team and help them see how persistence and follow-through can produce positive results.*

Step 7: Spread the Word

When the girls talk about their project, they are able to educate others and inspire them to take on the challenge to make the world a better place. Answering the reflection questions of the **Final Report Form** will help the girls gain insight into why their project matters, what they learned, and what impact it has made on them, their team, and the community.

Important:

Please collect all final report forms, planning sheets, and pictures of the project - and make copies of them for yourself. Then, please send all forms with a cover sheet (provided at end of this packet) to the following address: **Attn: Bronze Award, 111 East Grove St., Middleboro MA, 02346.**

Once the council receives all the documents - please allow two weeks for us to process the paperwork and send back to you: Approval receipts to purchase bronze pins and Bronze Award Certificates. **You will not be able to purchase Bronze pins without this authorization documentation.** Please plan ahead for your ceremonies and allow for extra time.

TIPS: Here are some tips to help girls reflect on their experience, what they learned, and use their new insights to go on and inspire others by sharing their project.

Questions for Girls	Coaching Tips
1. How did you decide what was needed in your community?	<ul style="list-style-type: none"> Encourage girls to think about the community exploration and planning stages of their project. Review how they built their team, talked to others in the community and considered how their issue might occur and affect people in other places.
2. What did you discover about yourself from this experience?	<ul style="list-style-type: none"> Discuss their goals and how they went about reaching them. If they did not reach their goals, discuss how they might have done something differently in order to do so.
3. How did your team work together?	<ul style="list-style-type: none"> Ask girls about the activities that brought the team together.
4. What problems came up? How did you solve them?	<ul style="list-style-type: none"> Discuss whether the observation chart and planning chart helped avoid or solve problems.
5. What leadership skills did you use?	<ul style="list-style-type: none"> Discuss how girls think they have changed from the start of the project to the end.
6. What did you do to inspire others to act?	<ul style="list-style-type: none"> Encourage girls to talk about their experience and what it meant to them.
7. How do you feel you and your team have made the world a better place?	<ul style="list-style-type: none"> Discuss the impact of the project. How many people were helped? Discuss what would make the project impact lasting. Can the project be replicated somewhere else?
8. How did you live out the Girl Scout Promise and Law?	<ul style="list-style-type: none"> Were girls honest and fair, friendly and helpful, considerate and caring, courageous and strong? Did they show respect to themselves and others, and to authority? Did they use resources wisely? Did they take responsibility for what they said and did?

What girls can include when they spread the word about their project:

- What their project accomplished
- Their reasons for choosing their project and what it meant to them
- What they learned
- The talents, skills, and strengths they put into action
- The tools and resources they used
- The people who helped them achieve their project goals



95 Berkeley Street
 Boston, MA 02116
 T 617 482 1078
 F 617 482 9045

1740 Turnpike Street
 North Andover, MA 01845
 T 978 689 8015
 F 978 688 1846

111 East Grove Street
 Middleboro, MA 02346
 T 508 923 0800
 F 508 923 7676

265 Beaver Street
 Waltham, MA 02452
 T 781 893 6113
 F 781 893 0022

Volunteer Cover Letter: Bronze Award

Girl Scout Bronze Award Final Reports

Please submit all the Girl's final report forms and cover letter to:

Girl Scouts of Eastern Massachusetts

Attn: Bronze Award, 111 E. Grove Street, Middleboro, MA 02346.

Email: bronzeaward@girlscoutseasternmass.org

Remember to make copies for yourself.

It is recommended that you include a picture of the girls and their project or the girls taking action for their project! It is great to share with others how the Bronze Award Process makes the world a better place!

Volunteer Contact Information:

Name:		Troop/Group Number:	
Address:			
City:	State:	Zip Code:	
Phone:	E-mail:		

Please write a brief description of what the girls did for their Bronze Award take action project and how you thought the process went for the girls. (use additional paper if needed).

Please list the name of each girl as she would like it to appear on her certificate:

Please make sure you have checked the spelling. Thank you!

FIRST	LAST
1.	
2.	
3.	
4.	
5.	
6.	
7.	



95 Berkeley Street
 Boston, MA 02116
 T 617 482 1078
 F 617 482 9045

1740 Turnpike Street
 North Andover, MA 01845
 T 978 689 8015
 F 978 688 1846

111 East Grove Street
 Middleboro, MA 02346
 T 508 923 0800
 F 508 923 7676

265 Beaver Street
 Waltham, MA 02452
 T 781 893 6113
 F 781 893 0022

Girl Scout Bronze Award Final Report

Please submit the original forms to:
Girl Scouts of Eastern Massachusetts
Attn: Bronze Award, 111 E. Grove Street, Middleboro, MA 02346
Email: bronzeaward@girlscoutseasternmass.org
Remember to make copies for yourself.

Please note:
 How your name is spelled on this form is how it will be represented on your Bronze Award Certificate.
Please print legibly and make sure you have checked your spelling. Thank you!

Contact Information

Name:				Troop/Group Number:	
Address:					
City:		State:		Zip Code:	
Phone:			E-mail:		
Age:		Grade:		School:	
Volunteer name:					
Volunteer address:					
Volunteer Phone:			Volunteer e-mail:		

Prerequisites: List journey that you have completed along with your troop/group volunteer's signature.

Junior Journey book	Date Completed	Volunteer's Signature

Your Team: List the names of individuals and organizations that worked with you on your Project.

Team members	Affiliation	Role

Bronze Award Project

Project title:		
Start date:	Completion date:	Total hours:
As a team, how did your team decide what was needed in your community? Please give a brief description and overview of your Bronze Award project.		

Please have each individual team member answer the following questions by themselves or dictated to an adult.

1. What was the highlight (your favorite part) of your Bronze Award Project? Please explain.
2. How well do you think your team worked together? What were the difficulties? What were the successes?
3. What did you learn about yourself when working with this team?

4. What Leadership skills did you use?	
5. What did you do to inspire others to take action? Please explain.	
6. How do you feel you and your team made the world a better place?	
7. How did you live out the Girl Scout Promise and Law?	
Your signature:	Date:
Volunteer's signature:	Date:

FOR COUNCIL USE ONLY

Received by	Date	Status

The Girl Scout Leadership Experience

In Girl Scouting, Discover + Connect + Take Action = Leadership. The entire Girl Scout program, regardless of the exact topic, is designed to lead to leadership outcomes (or benefits) that stem from these three keys.

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

It's not only about the activities girls do, however, but the processes they use to do them that builds leadership. The Girl Scout processes promote the fun and friendship that have always been so integral to Girl Scouting.

- **Girl-led:** Girls play an active part in figuring out the what, where, when, how, and why of their activities.
- **Learning by doing:** Girls use a hands-on learning process that engages them in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of practical skills.
- **Cooperative learning:** Through cooperative learning, girls work together toward goals that can be accomplished only with the help of others, in an atmosphere of respect and collaboration.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected short-term outcomes. This ultimately results in Girl Scouting achieving its mission of building "girls of courage, confidence, and character, who make the world a better place."

Through the Girl Scout Leadership Experience, girls gain specific knowledge, skills, attitudes, behaviors and values in Girl Scouting. Help girls reflect on the experience and the impact they have had and how the experience has helped to strengthen their leadership skills. Use the fifteen outcomes on the next page as a springboard.

For more about The Girl Scout Leadership Experience including the leadership outcomes on the next page, go to www.girlscouts.org/gsle.

This chart will help you guide girls as they reflect on what they have learned and how they used their leadership skills to make a difference in the world. The leadership outcomes will show girls how they develop and the possible indicators will show you how those outcomes are exhibited.

<p style="text-align: center;">Leadership Outcomes</p>	<p style="text-align: center;">Possible Indicators</p>
<p>Below are the 15 Girl Scout leadership outcomes that stem from the three leadership keys</p> <p>DISCOVER Outcomes</p> <ul style="list-style-type: none"> • Girls develop a strong sense of self • Girls develop positive values • Girls gain practical life skills—girls practice healthy living • Girls seek challenges in the world • Girls develop critical thinking <p>CONNECT Outcomes</p> <ul style="list-style-type: none"> • Girls develop healthy relationships • Girls promote cooperation and team building • Girls can resolve conflicts • Girls advance diversity in a multicultural world • Girls feel connected to their communities, locally and globally <p>TAKE ACTION Outcomes</p> <ul style="list-style-type: none"> • Girls can identify community needs • Girls are resourceful problem solvers • Girls advocate for themselves and others, locally and globally • Girls educate and inspire others to act • Girls feel empowered to make a difference in the world 	<p>When the outcome is achieved</p> <p>DISCOVER Outcome Indicators</p> <ul style="list-style-type: none"> • Girls are able to compare how various situations (at home, school, etc.) bring out various aspects of self • Girls can give examples of using the Girl Scout Promise and Law in deciding to “do what’s right” • Girls are able to list ways in which media promotes/inhibits healthy behavior (e.g., fast food ads) • Girls report using a variety of resources to pursue topics of interest (e.g. the Internet, popular culture, art, poetry) • Girls consider various factors before deciding what to believe (e.g., how credible is the source of information, is there a hidden agenda) <p>CONNECT Outcome Indicators</p> <ul style="list-style-type: none"> • Girls are able to name communication strategies that help them in their relationships (e.g. listening to the ideas of others, encouraging others instead of criticizing them) • Girls consistently prefer solving problems in teams or as a group and explain why this can be more effective than working alone • Girls explain why one strategy works in one situation but not another • Girls demonstrate increased interest in interacting with others from different backgrounds • Girls describe how being involved in their community resulted in stronger connections to others <p>TAKE ACTION Outcome Indicators</p> <ul style="list-style-type: none"> • Girls use community asset mapping to identify opportunities to better their communities • Girls outline steps, resources and time lines etc for their project with minimal adult guidance • Girls identify concrete steps they can take to affect desired changes • Girls can explain what makes a successful persuasive message/action for various audiences • Girls explain how shared power helped them create better or longer-lasting changes (e.g. working together versus doing it alone)