AGENT
of Change
TURNKEY
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Agent of Change Journey

Power. In this journey, there's a whole spiral of it waiting for Girl Scout Juniors. The journey is filled with ceremonies and circles, real-life heroines, and special new characters, including the fashion-savvy spider named Dez. Along the way, girls learn how their own power combines into team power and then moves out to become community power (kind of like how Dez weaves her web from the inside out). The journey's centerpiece is a comic story of girl heroines who will inspire the Juniors as they take action to improve their own community.

What Girl Scout Juniors Can Earn During this Journey…
(Please note they will not complete the Journey nor earn all the awards during this weekend program)

3 Leadership Awards!
This Junior journey is filled with fun and friendship. From its start to its closing celebration, the girls will move from a deeper understanding of themselves to exploring how powerful they are as a team, to realizing the added strength they gain by reaching out in the wider community to take action with its members. Agent of Change offers girls a chance to earn three awards and record progress throughout the journey in their own "Award Tracker."

- **Power of One Award** - to earn this award girls will:
  - Discover and share the powerful story of a forgotten woman or girl from around the world who mobilized others and made a difference
  - Discover all the ways their own strengths and powers help them create change in the world.
  - Discover what the Girl Scout Law and true "heroines" have in common

- **Power of Team Award** - to earn this award girls will connect with their Girl Scout crew to:
  - Create a "super girl" story in which the characters take one small situation they care about and strive for long-lasting community change.
  - Make a team decision and write their team’s hopes for a Take Action Project that reaches into a community network to solve a problem together with community members.

- **Power of Community Award** - to earn this award girls:
  - Take Action on their plan, reach out, join others and get them involved, and start something that snowballs into a change in their world.
  - Join in their Girl Scout Junior circle to reflect on what they accomplished and celebrate it.
This Turnkey Model Includes:

- One weekend, journey-based series outline for Juniors that focuses on aspects of the Agent of Change 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 inspire others to act and become empowered to make a difference in the world.

Tips for this Series

1. This series will work best if each girl has her own book so she can explore the issues and develop her own interests.

2. The facilitator guide contains everything that leaders 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.

3. To find experts to help inspire the girls and locations to host your session leaders are encouraged to, work with the resources available in the community.

4. Leaders are encouraged to use the resources that are easily accessible in your local area. Consider asking the local community college, library, community center, or even the local high school for experts and resources.

5. If there is an expert 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. Even though the girls won’t complete a Take Action Project as part of this series, girls are still encouraged to continue on beyond this series to do their Take Action project to earn all the Agent of Change awards. It may be helpful to note that girls who do intend to complete a Take Action project and plan to earn all the awards offered on the journey will be one step closer to earning the prestigious Girl Scout Bronze Award (Grades 4–5). The first requirement for the Bronze Award is completing a Journey. Information about the Bronze Award can be found online at http://gsnyny.org/resources/ under “girls”.
Agent of Change Sample Schedule

Friday Evening
Total time: 2 hours and 10 minutes

Materials:

- Facilitator Guide
- Girl Books
- Opening Ceremony- Rope with knots for each girl to hold, list of Girl Scout Law, poster paper, index cards, pens
- “Me to the Max”- Girl Book
- “What makes me me? Or, I’m being framed”- Art supplies as simple or elaborate as you wish, magazines, scissors, glue or glue sticks
- Herstory, Dream Team and Moxie girls- Girl Book
- Who led the way for you? Girl book, paper, pens
- Dream Team Trading Cards- see appendix, girl book, paper, pens
- Closing Ceremony- power log

Opening Ceremony (20 minutes)- Recite the Girl Scout Law (make sure you have the Law visible for all the girls to read). Then give the girls a knotted rope. Ask the girls to each hold one of the knots in the rope and each take a turn to introduce themselves and tell everyone her reasons for joining Girl Scouts. After everyone has had a turn, ask the girls to tape the rope to a large piece of poster paper and write their name below the knot they held. Then, have them use the index cards to write one to three qualities from Girl Scout Law they’d like to discover during this Journey. Tape each index cards below the girl’s name on the paper. At the end of the Journey, they can revisit their rope poster.

“Me to the Max” (page 11 Girl Book) (10 minutes) - Discover yourself- “Have you ever done something you were proud of? It takes strength, skill, know-how, patience, and all sorts of qualities to do something you could be proud of? You’ve got the goods to do good!” Girls will complete the “Think about It!” on page 11 of the Girl Book. Questions include:
  - What do you think about your powers and strengths?
  - Why are they important?
  - How do your powers or strengths reflect the values of the Girl Scout Law?
  - Which value of the Law means the most to you?

“What makes me me? Or, I’m being framed?” (30 minutes)(page 13 Girl Book and page 48 adult facilitator book) - Girls will create a self-portrait collage by combining a picture of her with words that she feels best describe her. Girls can use pictures or words from the magazines or create their own. This is their time to be creative!
Dream Team Trading Cards (Page 52 adult facilitator guide and page 23 of the Girl book) (20 minutes)- Give each girl a small scrap piece of paper. Ask girls to write her answer to the following question: If you could be ANYTHING you want when you grow up-what would it be? Explain to the girls that these days, they can pursue their dreams, head a company, run a team, be a community leader, run for president, or fly to the moon- but that wasn’t always the case. There was a time (not too long ago) when women could not be doctors, lawyers, scientists, run for public office-or even vote! Even when women created art or invented something-they were rarely given credit for their ideas. Many women had to use male “pen names” so they would be taken seriously. Ask girls to name some women who are role models. Take notice of the women they list (Are they celebrities? What are they known for- Beauty? Fame? Talent?) In this meeting, girls will discover the accomplishments of powerful women role models. Give each girl a copy of the “Dream Team Trading Cards Heroines” information pages and a copy of the “Dream Team Trading Cards Template.” Have girls use the template to make trading cards for the women they admire the most. They can use the information about the women provided or use other role models. The girls might choose to include their moms, grandmothers, teachers, or Girl Scout leader! Have girls share their trading cards with the rest of the group. Girls will discuss their trading cards in their books.

Herstory, Dream Team and Moxie girls (20 minutes)- Start by sharing “herstory” (Girl book 17-19) with the girls. The girls will explore how powerful individual women have been throughout history. Then have the girls read about the Dream Team (pages 20-22 Girl book) and the Moxie girls (page 27 girl’s book). They then explore how their own individual powers can link them together to create a powerful team. They will also begin to see how power, leadership, and teamwork connect to the Girl Scout Law. Have them participate in a discussion about what they learned about the powerful woman and explore their surprises and discoveries.

Who led the way for you? (page 28 in the Girl book) (20 minutes) – Girls will use the ‘What makes a leader’ questions to think about what the questions mean to them. Girls will work with a small group or in a pair find and talk about a quality within the Girl Scout Law that fits one of the heroines they read about.

Closing Ceremony (10 minutes) - What is a power log? What are some examples of power usage? Introduce the Power Log on page 15 of the Girl book - Girls will keep a log of their daily activities for one full day (tomorrow), along with what kind of power they need to use throughout the day.
Saturday Morning
2 Hours

Materials:

- Facilitator Guide
- Girl Book
- Power Words List- Girl Book, Newsprint, markers
- A Truth, a lie and a wish- index cards, pens/pencils
- “Super Shelter Makers”- Girl book
- Super Heroine- paper, markers, glue, glitter, colored pencils, magazines, scissors, etc.

- Power Words List: (10 minutes)- Tell girls that today they will learn about the qualities of leaders by exploring the lives of real-life heroines. What is a heroine? Ask one girl to act as a “scribe” as the group lists the words they found in their word finds (page 26 in the Girl book) and any other ideas for words that describe what it means to be a heroine.

- A Truth, a Lie, and a Wish: (20 minutes) have each girl think of something true about herself, something false, and something that she wishes for. In secret, write each item on separate cards and label them “true,” “false,” or “wish.” Make sure the wish is something girls won’t mind sharing and that it is an achievable wish. Collect the wish cards from each girl and mix them up. Keep cards hidden and gather girls in a circle. Go around the circle and have each girl read either the truth or lie about herself. The rest of the group has to decide whether it is true or false. Next, read each wish card and ask girls to guess who each wish belongs to. As each wish is identified, give girls their wish cards back. After each girl receives her card back, have her write the “Power Words” that would help her along her journey to make her wish come true!

- Read “Super Shelter Makers”- (20 minutes) - Have the girls read the comic in their book and have the girls act out the characters to involve them in the story. This should be a fun experience learning about Girl Scouts that have the moxie to mobilize themselves, other girls, and the whole community.

- Create a Super Heroine: (70 minutes) - Divide girls into small groups and tell them they will be creating a Super Heroine. Groups will present their Super Heroine to the rest of the troop during lunch. Encourage girls to use their creativity to create a visual to use when presenting their Super Heroine to the rest of the troop.
  - Decide a name for their heroine.
  - Decide what powers she has.
  - Create a visual showing what she looks like.
  - Decide how she uses her powers to help others.
  - Make a list of leadership qualities she has using the power words list.
Saturday Afternoon
2 hours

Materials:

- Facilitator Guide
- Girl Book
- Types of Communities- Newsprint, Adult facilitator guide, markers, pens, crayons
- Building a Consensus/Fist to Five- see appendix

- Types of Communities: (45 minutes)
  - “A community can be any group of individuals who share common interests-real or virtual. A community can be a social group residing in a specific area or one that shares a common heritage. A community can be as simple as a group of organisms-such as plants or animals- living together in a specific region.” Page 66 of the adult facilitator guide.
  - Can you name any communities made of people. (hint: soccer team, club, church or temple, school, internet, city, table of friends at a lunchroom table, examples on page 69 of the Girl book)
  - Community Map (page 71 of Girl book) – Have girls draw a map of all of the communities they belong to. They can draw and write their locations. Each girl should show how she is at the intersection of them all!

- Building Consensus/Fist to Five (45 minutes) - With this activity, the girls understand the idea and meaning of consensus—that everyone agrees enough to work together. Now, invite the girls to choose an issue or question they want to decide on as a team—perhaps a trip, an option, or some other “detour” they’d like to experience on their journey. See the appendix or adult facilitator guide for more information.

- Closing Ceremony (30 minutes) from the adult facilitator guide page 71- read this quote:
  “The crowd gives the leader new strength.” - Evenius, Greek Writer
  Ask the girls to relate the quote to themselves. What does it mean that the crowd gives the leader strength? Have the girls interpret the meaning.

Snack
Saturday late afternoon
2 hours

Materials:

- Facilitator Guide
- Girl Book
- Community Service and Service Learning- see appendix
- Change it up- Girl book, newsprint, markers, pens/pencils.
- Next steps- see appendix for the checklist

- Community Service and Service Learning-
  - 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 listing of issues/problems that concern them, then research & 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.

- Change it up- Girl book pages 72-73- this activity will get the girls thinking about issues. Pose ideas and ask the girls to think about what they could do about these ideas. This will get their brains going. Write down the girls’ ideas on newsprint.

- Next steps- Take Action checklist review and start to think about issues you could address in your community.
Don’t have a whole weekend?

Here is a way to spread the activities over five weeks

- Session 1 - Opening Ceremony, “What makes me me? Or, I’m being framed”, Herstory, Dream Team and Moxie girls
- Session 2 - Who led the way for you?, Dream Team Trading Cards, power log
- Session 3 - Power Words List, A Truth, a Lie and a Wish, “Super Shelter Makers”- girl book, Super Heroine
- Session 4 - Types of Communities, Building a Consensus, Closing Ceremony
- Session 5 - Community Service and Service Learning, Change it up, Next steps

Continue your Take Action Project to earn all 3 Journey Awards!!
Appendix
Dream Team Trading Cards Heroines

*Use the information and pictures below about these “real life” heroines to help you create your Dream Team Trading Cards.*

**Emma Willard (1787 - 1870)**
Emma Willard was a pioneer of education - the first American woman to actively campaign for higher education (college courses) in math, science, and social studies for girls. She opened a girls' school in 1814, which educated hundreds of teachers. The Emma Willard School is still going strong today - almost 200 years later! It is located in Troy, New York.

**Sally Ride (1951 - )**
Sally Ride, a physicist and former NASA astronaut, was the first woman to enter space. She helped build the space shuttle's robotic arm. After she retired from NASA, she started a company called Sally Ride Science, a company that creates entertaining science programs for elementary and middle school students. She has been inducted into the National Women's Hall of Fame and the Astronaut Hall of Fame.

**Clara Barton (1821 - 1912)**
Clara Barton was one of thousands of women who cared for the multitudes of sick and wounded soldiers during the civil war. In 1881, she started the American Red Cross. She was a teacher and nurse and was known as having a “strong and independent spirit.” As President of the Red Cross, she established an orphanage to help children whose parents died in the Galveston hurricane in 1900.

**Jane Addams (1860 - 1935)**
Jane Addams and her friends began Hull House in Chicago to help the poor and homeless people with day care for their children and medical help. Jane Addams won the Nobel Peace Prize in 1931 and invented the profession of social work. Hull House also offered kindergarten classes, night classes for adults, and a library.

**Dolores Huerta (1930 - )**
A Girl Scout just like you, Dolores Huerta became known for fighting for the rights of agricultural workers. Her mother, a business woman, allowed farm worker families to stay for free in her 70-room hotel. As an adult working with community service organizations, Huerta lobbied for public assistance programs for farm workers and their families. She received many awards for her work serving farm workers, Latino, immigrants, and youth.

**Alice Paul (1885 - 1977)**
Alice Paul fought to win the right to vote for women. She was put in jail for standing up for women's rights. In jail she was cruelly force-fed. In 1920, the 19th Amendment to the Constitution was passed giving women the right to vote. Alice Paul continued to fight for women's rights in education and government.
Wangari Maathai (1940 - )
Wangari Maathai is a Nobel Peace Prize winner who used the simple idea of planting trees to create the Green Belt Movement in Kenya. By planting trees, poor women in rural villages combat soil erosion, improve water resources, provide wood fuel for cooking, and earn income from forestry. Wangari has helped women plant more than 20 million trees on their farms and on lands around school and churches.

Rachel Carson (1907 - 1964)
Rachel Carson was a biologist (a scientist who studied plants and animals) who wrote the book *Silent Spring*, a book about how plants and animals depend on each other to live and how they were being hurt by pesticides (like weed killer and bug spray). Her writing started the environmental movement to save the planet. She also wrote books to teach people how to show children to care for nature.

Sandra Day O’Connor (1930 - )
Sandra Day O’Connor was the first woman to be appointed by a President to sit on the Supreme Court - the most important court in the United States. She became a lawyer and then a judge during a time when few women went to law school. When Sandra graduated from law school, no male lawyers would give her a job so she and a friend started their own law firm.

Sojourner Truth (1797 - 1883)
Sojourner Truth was one of the earliest and most passionate of female abolitionists, fighting to free slaves - for she herself had once been a slave. By the 1840s, Truth had become a powerful speaker against slavery, often moving her audiences to tears with her firsthand accounts of what slaves were enduring at the hands of cruel masters.

Can you think of other “real life” heroines? What about people that you know personally—your mom, grandmother, friends, teachers, Girl Scout leaders? Make a trading card just for them! What skills and talents do they have? How do they use their personal powers to help others?
Dream Team Trading Cards Template

Using the blank trading cards and the "Dream Team Heroines" information, make a trading card for the women heroines you admire most. If you'd like, draw a picture on one side and fill in the information below. You can make one for anyone you admire. Add your friends! Add yourself!

(Name of heroine)

Was a Leader Because:

Accomplishments:

(Name of heroine)

Was a Leader Because:

Accomplishments:

(Name of heroine)

Was a Leader Because:

Accomplishments:

(Name of heroine)

Was a Leader Because:

Accomplishments:
Building Consensus: Fist-to-Five

With this activity, the girls come to understand the idea and meaning of consensus—that everyone agrees enough to work together.

Now, invite the girls to choose an issue or question they want to decide on as a team—perhaps a trip, an option, or some other “detour” they’d like to experience on their journey.

Then talk about what consensus means. Talk about why it’s important to reach a consensus: A team should agree on what it will be doing together so that each team member feels invested in the journey. Each girl should feel that her viewpoint is being heard. When it comes to team decision-making, the consensus-building process ensures that no one feels her view has been ignored.

Talk about what kinds of teams need to reach a consensus. For example:

• a sports team trying to do as well as possible
• a team of architects designing a house
• a team of people starting a new business venture

Next, let the girls know that, as a team, they will use a technique called “Fist-to-Five” to reach a consensus on the topic they’ve chosen to discuss. Explain that Fist-to-Five is an easy-to-use method that will show the girls how to develop, express, and reach a consensus.¹

Invite the girls to review the Fist-to-Five hand positions on page 37 of their book and be sure the girls understand them. If anyone holds up fewer than three fingers, they are given the opportunity to state their objections, and the team then addresses their concerns. A team continues the Fist-to-Five process until it achieves consensus (a minimum of three fingers or higher for all team members) or determines it must move on to another issue.

Once the girls have the technique down, they can use it as they move forward exploring the community and talking with its members about possible Take Action Projects. If they’ve already visited with community members, they may be ready to reach a consensus on their project. If not, they can use Fist-to-Five after they’ve met with and talked to community members.

Before talking with community members, invite the girls to:

- look over the project possibilities offered on pages 72–75 of their book
- think about the needs and issues they identified in their community maps.
- consider any issues that guest speakers talked to them about.
- offer up any other issues or ideas collected in the team’s Take Action Project Possibilities Bank (see page 13 in this guide).

Once the girls are ready with ideas from the community members, invite them to lead their own brainstorming session to narrow their choice to the best possible Take Action Project for them and the community. Invite a girl to write down all the possibilities the team comes up with. Then the girls can get busy with Fist-to-Five and reach a consensus.

Guide the girls to reach a consensus on their Take Action Project. This experience sets the girls on a path to the Power of Community Award. Once they’ve made their Team Decision, all they need to do is write their Team Hopes—on page 78 of their book.
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!**
Take Action Project Checklist

Keep this checklist as a handy reference—especially as the girls progress through their Take Action Project. It will assist you in ensuring that the girls are engaging in a high-quality action. Make some notes, if it’s useful, for how you went about accomplishing these important steps.

<table>
<thead>
<tr>
<th>CHECKPOINT</th>
<th>ACCOMPLISHED BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls identify assets and needs in a community.</td>
<td></td>
</tr>
<tr>
<td>Girls reach out beyond their circle to meet others—people who serve the community and those who might need service.</td>
<td></td>
</tr>
<tr>
<td>Girls make a team decision about what they will take action on.</td>
<td></td>
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<tr>
<td>Girls learn the steps needed to carry out an action plan.</td>
<td></td>
</tr>
<tr>
<td>Girls partner with others in a community.</td>
<td></td>
</tr>
<tr>
<td>Girls assist with project logistics (transportation requests, the open and close times of organizations, charting team tasks).</td>
<td></td>
</tr>
<tr>
<td>Girls take action alongside community members, joining forces with the community as it moves toward lasting change. (It’s important that the girls partner with community members and not see themselves as simply “helping” a community.)</td>
<td></td>
</tr>
<tr>
<td>Girls reflect on their action and assess what they gained from it.</td>
<td></td>
</tr>
<tr>
<td>Girls celebrate their community accomplishments with their partners.</td>
<td></td>
</tr>
</tbody>
</table>

From Agent of Change (Junior), page 19
Tips for Working with the Sample Sessions

NEED TO SCALE BACK? JUST STAY FOCUSED!

If you are limited to 6–8 sessions, keep in mind that you don’t have to do every activity. You’ll get the most out of each one by keeping it small in scale and focused. If possible, allow for Sessions 6 and 7 to be longer so that the girls have the time they need to engage in the action they plan.

KEEP IT GIRL LED

Let any ideas that the girls latch on to take them in the direction they’d like to go. For instance, the girls may want to extend the power log, word games, or the “Flip the Script” activity. These kinds of things will keep the sessions fresh and girl led.

If the Juniors’ time for this journey is not limited to 6–8 sessions—or you have more time at some sessions—you will be able to expand these key journey activities:

Herstory: As girls find and then share with one another the stories of powerful heroines, past or present, they can share them with a wider circle. That may mean other Junior teams, younger Girl Scouts, or older Girl Scouts (who can share their own ideas with the Juniors). Or the Juniors might create an exhibit of their heroine stories for a local library, school, or other community location.

Power Story: Girls can take their time creating their story and then decide how to share it with a larger circle. They might even display it for others to see.

Take Action Project: If the girls expand their Herstory and Power Story time, they may not start their Take Action Project until Session 6 or so—or even 8 or 9! At that point, they will be deciding on their project, and then planning and doing it for the remainder of the journey—which could stretch out to eight or even 10 sessions or maybe 12!

So, there’s no need to rush through and do everything in seven meetings. You could even add an additional session—or two—between Sessions 3 (“SuperShelterMakers”) and 4, where the girls get started on their Take Action Project. Or, if the girls are not so interested in that, keep that part of the journey smaller and jump into the Take Action Project sooner. Just be sure to let the girls’ time and interest shape whatever route you choose.

Detours Along the Journey

And if you and your “travelers” have time, be imaginative. Ask the girls how and when they’d like to get “off the highway” to stop at their own “roadside attractions.” They might want to add on:...
Story stuff: opportunities to experience how stories of all kinds are created and shared—whether plays (organize a trip to the theater!), films, books (writing, illustration, and design), photo essays, art exhibits, oral histories.

Trips to research various parts of the girls’ communities. Encourage the girls to jot down their observations. Sometimes the best project is right in their own backyard—the nearest playground, library, food pantry, or nursery school. Even a trip to the mall can spark the girls’ imaginations to come up with new ideas.

Outdoor (or indoor) activities that offer plenty of physical activity. If not enough are suggested in this guide, create some of your own—even if not elaborate.

Ask the girls what they enjoy—perhaps classics like tag, time to go a little crazy while listening to music, or a jumping-jacks break—and where they like to go. Their favorite places may be good spots to take the girls for a break, and they may be places that the girls want to improve in some way.

Simply getting out from time to time for a walk, a picnic, or to practice map reading and compass skills will also be welcome. The Juniors might even like to try a themed hike:

• to collect items from nature for collages. (Thought for the hike: Is there any way we can protect the trees in our area?)

• to find elements of the water cycle—snow or fog; run-off water; bodies of water or flowing water. (Thought for the hike: How much water do we waste when we brush our teeth with the water running?)

Crafts: And, if girls express interest, encourage arts and crafts opportunities as they arise. Several discussions or activities can easily be extended into craft projects. For instance, after the girls complete their “Power Logs,” some may want to make “power bracelets” to trade with one another—it keeps the “circle” theme going. Craft projects can also become mementos that the girls will keep in their books or incorporate into ceremonies.