



OUTDOOR SETTING BADGEWORK

SENIORS • AMBASSADORS

Table of Contents

Civic Badges	8
Entrepreneur Badges	29
First Aid Badges	42
Girl Scout Way Badges	60
Space Science Badges	71



These activities can take place outside of your normal meeting location, your town common, a public park, or even on one of our GSCWM camp properties. Be sure to reserve your space at camp by contacting info@gscwm.org. The badges are completely adapted to be earned outside following COVID-19 guidelines. As always, all badge requirements are customizable to meet the needs of your space, time, and the interest of the girls. Can you or the girls think of optional activities? Go for it!

TIPS TO GET YOU STARTED: Adjusting to any new situation can be challenging-but not impossible. To help you and your troop navigate through in-person, outdoor meaningful troop experiences safely, here are some tips for success:

- Be prepared: know the council's guidelines for in-person troop meetings found on our website at GSCWM.org, search Troop Meeting Guidelines-Phase 3 Reopening under forms.
- Establish new routines for your "new normal" from the very first meeting; acknowledge that these are new routines to keep everyone safe and that it is understandable to feel some stress or anxiety, and that's okay. At a time of uncertainty, routines provide a sense of normalcy and helps girls know what to expect. Girls are more likely to develop new habits when they understand their importance.
- Positive thinking is important, and positive thinking stems from positive conversations. Go around the circle as part of your opening or closing and have girls share two things they appreciate about their day. These conversations help to foster empathy and patience with each other. The most important thing is to encourage open communication as you adjust to changes together.
- Model healthy habits yourself; you are always the girls' role model.
- Know that meetings do not have to be perfect and you should not feel pressured to have them be so. Meeting in person is already giving girls what they need most: a connection to others and a sense of normalcy.
- Build into your meeting some movement time, sitting in one place for any amount of time is not only boring, but unhealthy.
- **Relax. You've got this. And when the girls see that-so will they!**

KEEP EVERYONE SAFE BY:

- Enforcing that face coverings need to be worn at all times, except when eating or drinking. Let them know that they are protecting their sister Girl Scouts by doing so! Always appeal to their better nature and help them to expand their circle of caring.
- Finding creative ways to keep girls at least six feet apart, and make it part of the new routine.
- If water and soap are not available, have them use a hand sanitizer often. It's even a good idea to purchase little bottles, labeled with each girl's name, and make necklaces out of them or put them in their own supply box. Your first aid kit should have extra hand sanitizer at all times.
- If outside handwashing facilities are available and needed, having everyone wash their hands with soap and water for at least 20 seconds. That's the amount of time it takes to sing this new fun version of the song Make New Friends:
 Make new friends, but keep the old
 One is silver, and the other gold.
 Wash your hands this entire song
 20 seconds won't seem so long!
 You protect me, and I'll protect you
 And together, we will see this through!
- Remind girls that you have extra masks if they should cough or sneeze into theirs and need a new one. Be sure your first aid kit has plenty of extras. Have them immediately throw away their mask and wash hands and/or sanitize them.
- Remind girls to avoid touching their faces, including rubbing eyes, touching noses or mouths. Make it a game by telling them you need their help and to say BEEP every time they see you touching your face, and you'll say BOOP back to them to say thank you. And you'll help them by saying BEEP when

you see them touching their face, and they'll say BOOP back to thank you.

- Explain to the girls that they will always have their own supplies and should not share any supplies, snacks, food or drinks with others. This is one time when not sharing, is caring.

GIRLS CAN BE SOCIALLY DISTANT AND STILL HAVE FUN, HERE ARE SOME WAYS:

- Large hula hoops for each girl, and they stay in the hula hoop for the meeting whether they are sitting, walking, or doing activities.
- Have girls make sit-upons at their first meeting that are used for activities, not only to sit on, but to be a reminder to keep their distance. You can lay them out before they arrive or have them do it when they arrive.
- Pool noodles are a great way to keep girls distant while moving about; you can even use them for a soft game of fast walking, distance tag if the girls need something active to do.
- Have girls bring their own blankets and/or lawn chairs that will serve as their special spot throughout the meeting that they will pack up and bring home at the end.
- Frisbees, discs, traffic cones-are all great items to use to mark off areas for girls to sit and to remind them of their boundaries during activities.
- Play Save the World: a quick game where the leader calls out "Save the World" to see how quickly girls can get back to their safe spots when girls need reminding.
- Dollar Store plastic caddies are a great way to keep each girls' personal supplies (like crayons, scissors, tissues, sanitizer, etc.), and also a way to mark where to be for meetings. They are also a great way to make preparing for meetings easy.
- If you are on large lawn, you can tape off "roads" and "parking lots" to help girls know where they can walk and how distant to be. Use chalk if you have a large parking lot space for your outdoor meeting.
- You don't have to stay put! Take the girls on a socially distant walk around your meeting location. Use a rope with knots tied AT LEAST six feet apart for each girl to hold onto during your walk.
- If you're doing an activity that would require an adult to help the girls with, consider inviting their own adult to attend the meeting to work directly with her; this may mean splitting your troop up into two separate meetings to stay within the current guidelines. Also consider making it a walk-away activity that the girls can take home, work on them with their own adults and bring them back next meeting.

GENERAL MEETING INFORMATION: All Girl Scout meetings have some of the same components:

PREMEETINGS:

Supplies: Dues container, Leader's notebook, pen/pencil, a table or surface to put materials on; any activity supplies that will be needed pre-sorted, placed out for girls to take back with them to their spots or on the table/ground to be picked up one at a time before the activity begins.

Time: 10 minutes

Directions: As girls are arriving, make sure everyone is staying at least six feet apart. You can place items out (sit-upons, blankets, supply caddies, etc.) where they should sit, or have them pick up their items and find their own spot. Take attendance as girls arrive and have the girls put their dues in the container. Be good role models and make sure the leaders are staying six feet apart from the table and girls at all times.

SNACK TIME:

Supplies: If your troop is doing snacks, you can have the girls bring their own or supply individually wrapped, pre-packaged food and drinks. There is no shared cooking or serving utensils for food allowed under the COVID-19 guidelines.

Directions: Have the girls enjoy their snacks as they arrive before the official start of your meeting (unless it is part of a later activity), especially if you meet right after school. Remind girls that they are not to share their snacks with anyone. This is one time when sharing is not caring. While girls are eating, remind them that as soon as they are done, they will need to put their face coverings right back on. Have the girls bring their trash up one at a time to dispose of in your trash bag before the meeting starts. *If your troop is shortening your meetings due to being outside, you might even think of dropping snacks at this time so your meeting time is spent on your activity, not eating.

OPENING AND WELCOME:

Supplies: Any size American Flag

Time: 10 minutes

Direction: Bring the girls together in a wide circle, at least six feet apart from each other. Welcome the girls to your outdoor space. Start the meeting by saying the Pledge of Allegiance, and the Girl Scout Promise and Law. Only one girl should hold the flag and they can take turns weekly doing it. Make introductions if this is your first meeting by having girls go around the circle and share their name and something about themselves. Do your housekeeping by sharing where the bathrooms are (if they are available to you) and how they are to be used. Go over the COVID-19 guidelines for the meeting (mask at all times except when eating, maintain six feet of distance, sanitizing, etc.). Tell them what badge you are working on today. If this is not your first meeting, ask the girls if they remember what they did last week and do a brief review. Have the girls go to their activity spots, or stay in the circle depending on what your activity will be.

BADGE ACTIVITY:

Supplies and time: Will vary, depending on the badge activity you and the girls picked. Badge activities are listed below. As always, all badge activities are customizable based upon your space, time together, and the interest of the girls. Did you or the girls think of something that might be more fun or creative to do, that would still meet the basic idea of the activity? Go for it!

CLEAN UP: Girls should always be encouraged to clean up their areas, and leave the meeting location better than they found it. When it is clean up time, remind the girls that they need to keep at least six-feet apart. You can encourage girls to bring their materials and trash to the front of your meeting area one at a time. Having a bag/box out for your supplies and a bag for your trash is a great way to get everything put away quickly and ready for your pack up.

CLOSING AND WRAP UP:

Supplies: None

Time: 10 minutes

Directions: Bring the girls back together in a wide circle at least six feet apart from each other. Have the girls share something at the end of every meeting related to the badge work that they did; for example: something new that they learned, why they think learning about this subject is important, etc. Or have them share something they appreciate about their day or about Girl Scouts. While in the circle, remind the girls (and the parents now there and listening) about any items they need to bring next week, or information they need to hear again. This is a good time to also positively reinforce the girls on the great

job they did today keeping their masks on, socially distancing, etc. and thank them for being responsible Girl Scouts and keeping their sisters safe. If this is the last meeting to completing a badge, congratulate the girls and show them the badge that they have earned. Dismiss the girls one at a time to the table where you have laid out the badges to get their badges before leaving (unless you plan to hold a Court of Awards Ceremony where they receive their earned badges and awards all at once).

Have the girls cross their arms right over left (still distant, and never touching) and start the Friendship Squeeze by pretending to squeeze the girl's hand next to them, and putting their right foot out to show the squeeze has been passed. The next girl in the circle does the same, until all members of the circle have had the "squeeze" and their right foot is out. Have the girls twist out in place and say, "Do a good turn, Girl Scout". You can change that up to say anything you want, like: "Good night, Girl Scouts"; "Stay safe, sisters", etc. Remind the girls to wait until they are dismissed to leave, and to grab any materials that they need to take home.

BADGE ACTIVITIES: Have the girls pick the activities they want to complete based upon their level.

Have extra time after completing your badge activity or need to change it up? See the list of Back Pocket Activity Fillers following the badge activities for some quick, socially distant fun! And again, all badge activities-as always-are customizable based upon your space, your time, and the interest of the girls.

BACK POCKET ACTIVITY FILLERS: Here are some great activities that you can do without any prep or equipment, and keep girls socially distant. The girls can be in a wide circle, six feet apart or spread out over your meeting area. Use these activities when you find yourself with extra time after doing your meeting activities or when girls are getting fidgety and need a change of pace. These will help keep girls having a fun meeting, and not running around next to each other!

Freeze Dance: Everyone dances while the music plays and freezes as soon as the music stops. Hold that position until the music starts again. If someone doesn't immediately freeze or starts before the music, have them do either 10 jumping jacks or five push-ups before taking their seat.

Simon Says: Girls follow the directions of Simon, and sit when Simon doesn't say "Simon says" until one girl remains standing. Use directions like: Simon says jump in place 10 times; Simon says turn around; etc. Do not use directions like: Simon says take five steps forward, as these will move girls from their spots. You can even spice it up for older girls by telling them to do the opposite of what Simon says!

Bust a Rhyme: Choose a leader to say a word like "cat", the next girl to the right says a word that rhymes with it. Continue around until it gets back to the leader, and then the next girl is the leader and the game continues. If someone gets a word wrong, can't think of something or says a made-up word, all girls do five jumping jacks (or five squats, etc.).

Detective: Choose a "detective" to put their heads down and cover their ears and eyes. Choose a leader who will start initiating movements (like jumping jacks, kicks, hand waving, etc.) that everyone else will copy. The "detective" stands in the middle of the wide circle, at least six feet away from others, and has to figure out the leader in three guesses. Next game, the leader becomes the detective and the game continues.

Storytellers: Select one girl to start as the storyteller. The storyteller says either one word or one sentence, and then each girl adds on their own word or sentence. When you get back to the storyteller, she has to retell the story and all of its add ons. To add in movement, once a player says their part, have them do a physical activity like run in place or hold a position like a tree pose until all players have gone.

Animal Kingdom: Have the girls form a wide circle, with at least six feet between each other. Select one girl to be the zookeeper and have her stand in the middle of the circle, still keeping her distance from others. The zookeeper closes her eyes and turns around a few times before stopping, pointing at someone, and shouts out an animal. The girl who was pointed at makes the sound of the animal the zookeeper shouted out. The zookeeper has three chances to guess who made the sound before switching places with the person who made the sound.

Up, Down, Stomp, Clap: Explain and demonstrate that when the leader says: UP, girls will stand and lift their arms up; DOWN, girls will scrunch down and put their arms down; STOMP, girls will stomp their feet once; CLAP, girls will clap their hands once. Choose a leader, who will give a series of commands for the girls to follow, for example: Stomp, clap, stomp, up. Everyone follows the commands. Change up the game by making it a little more fun: round 2: UP and DOWN become opposites; round 3: STOMP and CLAP become opposites.

Kitty Cat Careers: One girl is chosen to be the kitty cat and stands up front of everyone (you can mark the spot so it is consistently distant from the other girls). The kitty cat acts out a career without talking-meowing is OK! For example, she acts out cutting someone's hair. The other girls shout out their guesses and when the kitty cat hears the correct career, she shouts out YES and everyone sings, "Meow, meow, meow, meow, meow, meow, meow, meow. Kitty Cat Careers! (clap, clap), Kitty Cat Careers!" The girl who guessed correctly is the next kitty cat.

Heart Smart: Pick a girl to be the "doctor". The doctor will call out an activity that can be done in place (like jumping jacks, push ups, toe touches, etc.). The doctor then calls out things that are good for the heart (walking, vegetables, sports, fruits, running, etc.). When the doctor calls out the item, players do the activity that was called. If the doctor calls out things that are bad for the heart (germs, fast food, soda, not wearing a mask, not socially distancing, smoking, etc.), the players do not do anything. If a player messes up, she does a quick little silly dance and rejoins the game.

Memory Making: Say to the girls, "I have been on many different adventures recently, but I forgot my camera on every one of them! I need you to help me recreate some of my favorite moments so I can have some photos. I am going to describe some of my memories, and I need you to try and recreate them in 30 seconds using only your body and your imagination." The player who demonstrates moves closest to the leader's memory wins! You can even take an actual socially distant photo to make a scrapbook! All of the other girls will do five star jumps.

CIVIC BADGES: FOR SENIORS AND AMBASSADORS



Democracy for Seniors: Grades 9-10

- Learn all about the three branches of government-and more.
- Do 5 activities (multiple options to pick from)



Democracy for Ambassadors: Grades 11-12

- Become an expert on your government and the roles of the officials you'll help elect.
- Do 5 activities (multiple options to pick from)

DEMOCRACY FOR SENIORS

Activity #1: Find Out About Local Government (two options-pick one)

Option #1: Steps: Girls take a field trip to their local town office, city hall, or mayor's office.

Option #2: Steps: Girl will talk to an expert about local Government.

Option #1: Field Trip

Materials: None

Prep: Contact the local town office, city hall, or mayor's office to make arrangements for the girls to meet outdoors at their location, and to see if someone would be available to talk to the girls. If there is someone available, share the COVID-19 guidelines so they know what to expect. Make sure the meeting place has an area big enough outdoors to hold your troop meeting so that the group can stay at least six feet apart. If the building is open to the public during this time and they will do tours, break the girls into smaller groups and alternate groups inside for the tour, and outside for discussions. If the building is not open to the public at this time, that's ok! Meeting somewhere other than your normal meeting place is always fun-and will help the girls focus on your topics. Make sure parents drop off their girls at this location, no carpooling/transportation is allowed.

Start by giving the girls a little bit of background information and letting them know what they can expect at the meeting today (whether they will have a guest speaker, be able to tour, etc.).

To the girls: We all know at least a little bit about the government in Washington, D.C.—but how much can you say about how things are run locally? Today we're meeting at our (local town office, city hall, mayor's office) to learn more about our local government. We're going to find out about the jobs that are done and talk about local elections. We're also going to find out if turnout rates in elections have changed in recent years and if so, how?

Say a little bit about what the girls will be doing today, including any information you want to share about today's location (including safety tips and rules). If you've set up time for them to talk with someone, let them know who that person is and what kinds of questions they might want to ask.

As you're asking questions or listening to other people talk, you may hear some words that are new to you. If you don't know what something means, ask! There's a good chance someone else has the same question, and then we'll all know the answer. Do you have any questions right now? If not, let's get started!

Option #2: Talk to an Expert

Materials: None

Prep: Invite a guest to speak to the girls about their local government, it can be an elected official, a teacher, a lawyer, or even a judge. Share the COVID-19 guidelines so they know what to expect.

To the girls: We all know at least a little bit about the government in Washington, D.C.—but how much can you say about how things are run locally? Today we have a special guest who is going to talk to you about our local government. Talk a little bit about the guest who is visiting your meeting today. Let

the girls know if she is someone who has been elected to local office, or if she is a teacher, a lawyer, or a judge.

Our guest is going to explain some of the jobs that are done in our local government and talk about local elections in our city [or town]. We're going to find out if turnout rates in elections have changed in recent years and if so, how? You are also going to have time to ask her any questions you may have. As you're asking questions or listening to other people talk, you may hear some words that are new to you. If you don't know what something means, ask! There's a good chance someone else has the same question, and then we'll all know the answer.

Do you have any questions right now? If not, let's get started!

Activity #2: Find Out About State Government (two options-pick one)

Option #1: Steps: Girls research their state government and compare it to other nearby states.

Option #2: Steps: Girls research the most current election in their state and talk about their findings.

Option #1: Compare Your State

Materials:

- Notebook for each girl
- Pen/pencil for each girl
- Senior Three Branches of Government handout, one per girl (found in the VTK resources)
- Girls will need individual cell phones (or they can do the research ahead of time and bring it with them, or get into groups with girls who have cell phones)-no sharing of cell phones

Have the girls pick up their materials one at a time as they arrive to the meeting.

To the girls: Now that we've learned about our local government, we're going to find out about our state government. State governments look a lot like the government of the United States. State governments and the United States government are all made up of three parts, or branches: legislative, executive, and judicial. You can see all three of the branches on the Three Branches of Government handout.

Today we're going to learn more about our state government and compare it to others in the country. Take some time to research our state government and find out everything you can about how it's run. Then, compare it to another state nearby. (They can look at different states, or you can assign specific states to small groups of girls.) How are they alike? Can you find any differences? After you've done some research, we'll talk about your findings together.

Remind the girls to keep their distance, and this includes no sharing of cell phones to research. Give girls time to research, then discuss their findings and find the answers to any questions they may have.

Option #2: Explore an Election

Materials:

- Notebook per girl
- Pen/Pencil per girl
- Three Branches of Government handout, one per girl
- Printed materials about your state's most recent election, one per girl

Prep: Have the girls pick up their materials one at a time when they arrive to the meeting.

To the girls: Now that we've learned about our local government, we're going to find out about our state government. State governments look a lot like the government of the United States. State governments and the United States government are all made up of three parts, or branches: legislative, executive, and judicial. You can see all three of the branches on this handout.

Today we're going to take a closer look at our state's most recent election. Does anyone remember anything about it? Do you know who was running? Were there any questions on the ballot? Take some time to do a little research on the election. Who were the candidates? How close were the outcomes?

Were new laws decided upon? How many people voted?

Give girls some time to do research. When they're finished, talk about their findings and ask them to come up with some ways to increase voter turnout in your state. Suggest the girls run a "Make the VOTE" campaign, make a video appealing to young women to vote or pledge to talk to at least three eligible voters who will commit to vote in the next election. Girls cannot hold signs for specific candidates-or campaign in any way for a specific candidate but they can hold signs promoting the vote.

Activity #3: Find Out About the Federal Legislative Branch

Option #1: Steps: Girls write a letter to a federal senator or representative from their state.

Option #2: Steps: Girls research the federal budget and decide how they'd recommend allocating funds if they were a member of Congress.

Option #1: Write a Letter

Materials:

- Notebook per girl
- Pen/pencil per girl
- Envelope per girl

Prep: Have the girls pick up their materials one at a time as they arrive.

To the girls: In our last meeting, we talked a little bit about the three branches of government. Does anyone remember what they are?

The three branches of government are legislative, executive, and judicial. The legislative branch of our government is the branch that creates laws. The legislative branch of the United States government—the part of the government that makes laws—is also called Congress. Congress has two chambers: the Senate and the House of Representatives.

Big or small, every state in the country is represented by two people in the United States Senate. The House of Representatives is a little more complicated. There are currently 435 House members, and the number for each state is decided by the size of its population.

Does anyone know the names of some of our national representatives? If not, let's look them up now and decide on one to contact. We're going to write a letter to one of our representatives today. If you have your phone, go ahead and look up some of our national representatives and you can share about them to us. What do they care about? Where do they stand on some important issues that you care about? If you don't have your phone, you can be the note taker for someone who does—keeping your safe distance, of course.

Have the girls pick a representative they would like to write. The goal is to write a letter about an issue that matters to them. They should open the letter with Dear Senator/Representative (last name), and share their name, that they are a Girl Scout working on their Democracy Badge and that they live in their district. Is there an issue in the news right now they think is important? Do they think there's something more that lawmakers can do to help? The letter should detail why the issue is important and what action they'd like to see from them. Be sure to have them close out their letter with they would like a response to their letter, and then sign. The letter should also include their full name and address at the end. Have the girls fill out their envelopes with their address, and the local address of their representative. Tell the girls you will mail the letters the next day and if they should happen to receive a response, they should bring it in and share it.

Option #2: Build a Budget

Materials:

- Drawing pad for each girl
- Markers for each girl
- Printed research about the federal budget for the girls to review, one per girl

Prep: Have the girls pick up their supplies one at a time as they arrive.

To the girls: In our last meeting, we talked a little bit about the three branches of government. Does anyone remember what they are? The three branches of government are legislative, executive, and judicial. The legislative branch of our government is the branch that creates laws. The legislative branch of the United States government—the part of the government that makes laws—is also called Congress. Congress has two chambers: the Senate and the House of Representatives.

Big or small, every state in the country is represented by two people in the United States Senate. The House of Representatives is a little more complicated. There are currently 435 House members, and the number for each state is decided by the size of its population.

Today we're going to take a closer look at one of the responsibilities of Congress: building the federal budget. Federal is another word for national. Take a little time to research the big buckets of spending in the United States. What percentage of the budget is typically spent on the military? What about health care? After you've done some research, create your own pie chart showing how you'd recommend allocating funds if you were a member of Congress.

Give girls time to do their research and create their pie charts, then have girls share them out and talk about them. Why did they choose to allocate the funds as they did?

Activity #4: Find Out About the Federal Executive Branch (three options-pick one)

Option #1: Steps: Girls look at a historical election and imagine how they'd change the losing candidate's campaign strategy.

Option #2: Girls compare different systems of government and create a presentation of what they've learned to share with the larger group.

Option #3: Girls research the Electoral College and debate doing away with it or keeping it in place.

Option #1: Rethink an Election

Materials:

- Notebook per girl
- Pen/pencil for girl
- Girls use their own individual cell phones-no sharing (or work with a girl who has one)

Prep: Have the girls pick up their materials one at a time as they arrive.

To the girls: The executive branch of the United States government includes the president, vice president, and cabinet members. The president chooses members of their cabinet, or advisors; and they are approved by the Senate.

We're going to take a closer look at a presidential election in this activity. Choose a historical presidential election and do some research about the campaign. Then, imagine you are the campaign manager for the losing candidate. What could you have done differently to bring your candidate to victory?

If girls do not have phones, they can work in pairs or small groups with someone who does as long as they maintain their six foot distance and do not share cell phones. Give girls time to research and come up with some ideas and write them down. Then have the girls share their campaign strategies with the rest of the group.

Option #2: Compare Governments

Materials:

- Notebook per girl
- Pen/pencil per girl
- Girls will use their own individual cell phones or get in groups with those who have one-no sharing of cell phones

Prep: Have the girls pick up their materials one at a time on the way in.

To the girls: The executive branch of the United States government includes the president, vice president, and cabinet members. The president chooses members of their cabinet, or advisors; and they are approved by the Senate. We've been looking at our system of government in this badge, but ours is just one way of doing things.

We're going to look at three different systems of government in this activity: democracy, monarchy, and oligarchy. I'm going to break you into three groups. Each group is going to do some research on one of these three systems of government. Then you're going to share what you've learned with the rest of the

group in a presentation. It doesn't have to be anything formal—you can keep it loose and be creative!

Ask who has cell phones they are willing to use for this activity; you need at least one girl per group who does (no sharing). Give girls time to do their research and share their short presentations. After everyone has had a chance to share, talk about what they've learned. Which do they think is the best system? Why?

Option #3: Explore the Electoral College

Materials:

- Notebook per girl
- Pen/pencil per girl
- Girls will use their own individual cell phones or work with girls who do (no sharing cell phones)

Prep: Have the girls pick up their materials one at a time as they arrive.

To the girls: The executive branch of the United States government includes the president, vice president, and cabinet members. The president chooses members of their cabinet, or advisors; and they are approved by the Senate.

Have any of you heard of the Electoral College? Does anyone know what it is? The Electoral College is not a place—it's a group of people. It was a compromise decided on by the Founding Fathers of the United States, who could not decide how the president should be elected. Some members thought Congress should choose the president; some thought the president should be chosen by a straight popular vote of the country's citizens. There was also debate about whether each state's vote should count equally.

Take a little time to do some research about the Electoral College. If you have questions, we'll find the answers together. Once you've done some research, we're going to hold some mini debates. I'll break you into pairs and you'll debate doing away with the Electoral College or keeping it in place. Then you'll switch sides.

Girls who are willing to use their cell phones for this activity can be paired up with someone who doesn't have one, if necessary. Remind the girls to maintain their distance, and no sharing cell phones. Give girls time to do some research and hold their debates. Once each girl has had a chance to argue both sides, have each girl share with the larger group which side she agrees with more and why. OPTION: You can also split your group up into small groups, instead of pairs.

Activity #5: Find Out About the Federal Judicial Branch

Option #1: Steps: Girls choose one Supreme Court justice (past or present), review their voting history, and talk about which cases were most significant.

Option #2: Steps: Girls research term limits for Supreme Court justices and debate whether or not to put them in place.

Option #1: Judge a Justice

Materials:

- Notebook per girl
- Pen/pencil per girl
- Girls will use their individual cell phones or pair up with someone who has one-no sharing cell phones
- Prep: Have the girls pick up their materials one at a time as they arrive.

To the girls: We've talked about two branches of our government: the executive branch and the legislative branch. Does anyone remember the name of the third branch of government? The judicial branch of the government is made up of courts and judges. The system ladders up to the highest court in the country, the Supreme Court. The Supreme Court is made up of nine people called justices. We're going to think about these nine justices in this activity.

You're going to choose one Supreme Court justice, past or present, and find out everything you can about their voting history. You may have a justice in mind that you'd like to learn more about, or you can choose one at random—it's totally up to you. As you're researching the decisions they've made, think about which case you think was the most important. Do you agree with their decision? Once you've had a chance to review, we'll come back together for everyone to share their thoughts.

If girls do not have their own cell phone to use for this activity, they can pair up with another girl who does, keeping their distance and not sharing cell phones. Give girls time to research, then make sure each girl has a chance to share her findings.

Option #2: Look Into Term Limits

Materials:

- Notebook per girl
- Pen/pencil per girl
- Girls will need their own individual cell phone (or pair up with someone who has one)-no sharing cell phones

Prep: Have the girls pick up their materials one at a time as they arrive.

To the girls: We've talked about two branches of our government: the executive branch and the legislative branch. Does anyone remember the name of the third branch of government? The judicial branch of the government is made up of courts and judges. The system ladders up to the highest court in the country, the Supreme Court. The Supreme Court is made up of nine people called justices. We're going to think about these nine justices in this activity.

Supreme Court justices are appointed, not elected, and serve life-long terms. That means they generally keep the job until they resign or pass away, though Congress does have the power to impeach justices in

extreme cases. Some people believe that this system needs to be changed.

I'm going to put you into pairs, and together you're going to find out everything you can about the arguments for and against putting term limits in place for Supreme Court justices. Debate one side, then switch places and take the other position. Which side do you agree with? Why?

If girls do not have their own individual cell phone, pair them up with another girl who does (no sharing). Give girls time to do some research and debate each side of the issue. Then have the pairs report out on their thoughts to the rest of the group.

DEMOCRACY FOR AMBASSADORS

Activity #1: Find Out About Local Government (two options-pick one)

Option #1: Steps: Girls take a field trip to their local town office, city hall, or mayor's office.

Option #2: Steps: Girls talk to an expert about local government and local elections.

Option #1: Field Trip

Materials: None

Prep: Contact the local town office, city hall, or mayor's office to make arrangements for the girls to meet outdoors at their location, and to see if someone would be available to talk to the girls. If there is someone available, share the COVID-19 guidelines so they know what to expect. Make sure the meeting place has an area big enough outdoors to hold your troop meeting so that the group can stay at least six feet apart. If the building is open to the public during this time and they will do tours, break the girls into smaller groups and alternate groups inside for the tour, and outside for discussions. If the building is not open to the public at this time, that's ok! Meeting somewhere other than your normal meeting place is always fun-and will help the girls focus on your topics. Make sure parents drop off their girls at this location, no carpooling/transportation is allowed.

Start by giving the girls a little bit of background information and letting them know what they can expect at the meeting today (whether they will have a guest speaker, be able to tour, etc.).

To the girls: Have you ever looked at voting data from local elections? In most cases, turnout is very low-but some very important decisions are made at the local level of government.

Today we're meeting at our (local town office, city hall, mayor's office) to learn more about our local government. We're going to find out about local government and local elections. Be sure to ask any questions you can think of. Find out if they have suggestions for ways you might help increase voter turnout in local elections.

Say a little bit about what the girls will be doing today, including any information you want to share about today's location (including safety tips and rules). If you've set up time for them to talk with someone, let them know who that person is and what kinds of questions they might want to ask.

As you're asking questions or listening to other people talk, you may hear some words that are new to you. If you don't know what something means, ask! There's a good chance someone else has the same question, and then we'll all know the answer. Do you have any questions right now? If not, let's get started!

Ask the girls if they have any ideas of how they can help increase voter turnout. While Girl Scouts cannot campaign for a political candidate, they can get out there and encourage voters to participate in a civic duty. What ways can they do that to help increase the numbers at the polls?

Option #2: Talk to an Expert

Materials: None

Prep: Invite a guest to speak to the girls about their local government and local election, it can be an elected official, a teacher, a lawyer, or even a judge. Share the COVID-19 guidelines so they know what to expect.

To the girls: Have you ever looked at voting data from local elections? In most cases, turnout is very low—but some very important decisions are made at the local level of government. Today we have a guest who is going to talk to you about our local government.

Talk a little bit about the guest who is visiting your meeting today. Let the girls know if she is someone who has been elected to local office, or if she is a teacher, a lawyer, or a judge.

Our guest is going to explain some of the jobs that are done in our local government and talk about local elections in our city [or town]. You are also going to have time to ask her any questions you may have. Do they have suggestions for ways you might help increase voter turnout in local elections, for example?

Let's get started!

Be sure to follow up to get their ideas of how they can increase voter turnout. While they cannot campaign for a political party, they can still influence the community to get out and vote.

Activity #2: Find Out About State Government

Option #1: Steps: Girls research a contentious issue from a recent-or upcoming-election in your state, then debate the issue from both sides.

Option #2: Steps: Girls research their state government and compare it to that of the federal government.

Option #1: Explore Two Sides

Materials:

- Notebook per girl
- Pen/pencil per girl
- Three Branches of Government handout, one per girl (found in the VTK resources)
- Printed materials about a divisive issue in your state (make sure both sides are equally represented), one per girl

Prep: Have girls pick up their materials one at a time as they arrive.

To the girls: Now that we've learned about our local government, we're going to find out about our state government. State governments look a lot like the government of the United States. State governments and the United States government are all made up of three parts, or branches: legislative, executive, and judicial. You can see all three of the branches on this handout.

Today we're going to take a closer look at an issue that's been [or is] divisive among the people of our state. It could be a ballot measure or simply a topic of discussion among citizens. Use the printed handout and take some time to research the topic from both sides. You may be sure that you already know what side of the issue you're on but try to keep an open mind. Then I'm going to put you in pairs-be sure to keep your safe distance- and together, you're going to debate the issue. Debate one side, then switch places and take the other position.

Give girls time to do some research and debate each side of the issue. Then have the pairs report out on their thoughts to the rest of the group.

Did this activity help you see both sides of the issue? Did it change your feelings at all?

Option #2: Compare Your Governments

Materials:

- Notebook per girl
- Pen/pencil per girl
- Three Branches of Government handout, one per girl (found in the VTK resources)
- Girls will need individual cell phones (or do the research at home and bring it to the meeting)-no sharing cell phones

Prep: Have girls pick up their materials one at a time as they arrive.

To the girls: Now that we've learned about our local government, we're going to find out about our state government. State governments look a lot like the government of the United States. State governments and the United States government are all made up of three parts, or branches: legislative, executive, and

judicial. You can see all three of the branches on this handout.

Today we're going to spend some time comparing our state government to the national (or federal) government. On your own or in small groups—it's up to you, just remember you have to keep your safe distance from each other at all times—find out everything you can about the way our state government is run. If you don't have a cell phone, you can pair up with someone who does and they can help you research—no sharing phones, please. Then compare what you find with the federal government. How are they alike? How are they different? Keep notes as you go, and when you're finished, we'll compare them.

Give girls time to research, then come together to discuss their findings with the larger group.

Activity #3: Find Out About the Federal Legislative Branch

Option #1: Steps: Girls write a letter to a federal senator or representative from their state.

Option #2: Steps: Girls research gerrymandering and learn about some of the solutions that have been proposed.

Option #1: Write a Letter

Materials:

- Notebook per girl
- Pen/pencil per girl
- Envelope per girl

Prep: Have the girls pick up their materials one at a time as they arrive.

To the girls: In our last meeting, we talked a little bit about the three branches of government. Does anyone remember what they are?

The three branches of government are legislative, executive, and judicial. The legislative branch of our government is the branch that creates laws. The legislative branch of the United States government—the part of the government that makes laws—is also called Congress. Congress has two chambers: the Senate and the House of Representatives.

Big or small, every state in the country is represented by two people in the United States Senate. The House of Representatives is a little more complicated. There are currently 435 House members, and the number for each state is decided by the size of its population.

Does anyone know the names of some of our national representatives? If not, let's look them up now and decide on one to contact. We're going to write a letter to one of our representatives today. If you have your phone, go ahead and look up some of our national representatives and you can share about them to us. What do they care about? Where do they stand on some important issues that you care about? If you don't have your phone, you can be the note taker for someone who does—keeping your safe distance, of course. Please do not share cell phones.

Have the girls pick a representative they would like to write. The goal is to write a letter about an issue that matters to them. They should open the letter with Dear Senator/Representative (last name), and share their name, that they are a Girl Scout working on their Democracy Badge and that they live in their district. Is there an issue in the news right now they think is important? Do they think there's something more that lawmakers can do to help? The letter should detail why the issue is important and what action they'd like to see from them. Be sure to have them close out their letter with they would like a response to their letter, and then sign. The letter should also include their full name and address at the end. Have the girls fill out their envelopes with their address, and the local address of their representative. Tell the girls you will mail the letters the next day and if they should happen to receive a response, they should bring it in and share it with the troop.

Option #2: Dive Into Gerrymandering

Materials:

- Notebook per girl
- Pen/pencil per girl
- Printed information about gerrymandering for girls to review, one per girl

Prep: Have the girls pick up their materials one at a time as they arrive.

To the girls: In our last meeting, we talked a little bit about the three branches of government. Does anyone remember what they are? The three branches of government are legislative, executive, and judicial. The legislative branch, or Congress, is the branch of the United States government that creates laws. Two groups make up Congress: the House of Representatives and the Senate.

Big or small, every state in the country is represented by two people in the United States Senate. The House of Representatives is a little more complicated. There are currently 435 House members, and the number for each state is decided by the size of its population.

Today we're going to take a closer look at gerrymandering. Have you heard that word before? Does anyone know what it means? If not, can one of you look up the term in the printed materials you have or on your phone and share a definition before we start?

Now take some time to find out everything you can on the topic. What is the history? Do you see examples in our state? Research some of the solutions that have been proposed—and even come up with some of your own. When you're finished researching, we'll come back together and talk about your findings.

Give girls time to research, then regroup to discuss what they've learned.

Activity #4: Find Out About the Federal Executive Branch (three options-pick one)

Option #1: Steps: Girls look into voter turnout for the last presidential election and think about ways to increase it for future elections.

Option #2: Steps: Girls research political parties and think about which one aligns most closely with their values.

Option #3: Steps: Girls research the role of lobbyists in the most recent presidential election.

Option #1: Encourage Voting

Materials:

- Notebook per girl
- Pen/pencil per girl
- Girls will use their individual cell phone (or pair up with someone who has one)-no sharing of phones

Prep: Have girls pick up their materials one at a time as they arrive.

To the girls: The head of the executive branch of the United States government is the president. The vice president and cabinet members are also part of this branch. The president chooses members of their cabinet, or advisors; then they are approved by the Senate.

We're going to look at voter turnouts for presidential elections today. Take some time to research turnout rates in our state--and the rest of the country--for the last presidential election. If you do not have your own cell phone to use, pair up with someone who does-just be sure not to share your phone, please. And of course, keep your safe distance. Did most adult citizens cast a vote? If the number was far from 100 percent, why do you think that might be?

Next, research potential options for increasing voter turnout. Once you've done that, we'll regroup and talk about what you've found.

After girls have spent some time researching:

Who would like to share some of the information they found? What options for increasing voter turnout did you find? Before we move on to the next activity, make a plan for taking part in at least one of these options.

Option #2: Explore Parties

Materials:

- Notebook per girl
- Pen/pencil per girl
- Printed information about at least three political parties, one copy per girl

Prep: Have girls pick up their materials one at a time as they arrive.

To the girls: The head of the executive branch of the United States government is the president. The vice president and cabinet members are also part of this branch. The president chooses members of their cabinet, or advisors; then they are approved by the Senate.

We're going to explore political parties today. Candidates for president in the United States may be Democrats, Republicans, or members of a third party. In the United States, a third party is anything other than the Republican or Democratic parties. Do you know what the State of Massachusetts is?

Try to take a step back from everything you've heard about these parties—from your parents, your social media feed, your friends, and the news. Research the ideologies, including one or two third parties. Which aligns most closely with your values?

Give girls time to research.

Does anyone want to share anything they learned? Did anything surprise you in your research? How could you test the waters by learning more about one or more political parties in our area? Would you be interested in attending a meeting for young members? Remember, you can always change your mind in the future or vote for a candidate from a different party!

Option #3: Look Into Lobbying

Materials:

- Notebook per girl
- Pen/pencil per girl
- Girls will need their individual cell phones (or can pair up with someone who has one)-no sharing cell phones

Prep: Have girls pick up their materials one at a time as they arrive.

To the girls: The head of the executive branch of the United States government is the president. The vice president and cabinet members are also part of this branch. The president chooses members of their cabinet, or advisors; then they are approved by the Senate. We're going to look at how lobbying affects presidential elections today.

Have you heard the word "lobbying" before? Does anyone know what it means? If not, can one of you look up the term on your phone and share a definition before we start?

Now take some time to research the role of lobbyists in the most recent presidential election. What kind of influence do you think they had, and how do you feel about it? After you've done some research, we'll regroup to talk about what you've found. If you don't have your own phone to use, you can pair up with someone who does-but remember, no sharing phones and keep your safe distance.

Activity #5: Find Out About the Federal Judicial Branch (two options-pick one)

Option #1: Steps: Girls research a Supreme Court Case from history.

Option #2: Steps: Girls research mock trials and either hold a quick mock trial in this meeting, or plan to spend more time on one in the future.

Option #1: Judge a Case

Materials:

- Notebook per girl
- Pen/pencil per girl
- Girls will need to use their individual cell phone (or pair up with someone who does)-no sharing cell phones

Prep: Have girls pick up their materials one at a time as they arrive.

To the girls: We've talked about two branches of our government: the executive branch and the legislative branch. Does anyone remember the name of the third branch of government? The judicial branch of the government is made up of courts and judges. The system ladders up to the highest court in the country, the Supreme Court. The Supreme Court is made up of nine people called justices.

We're going to take a closer look at a Supreme Court case today. Choose a Supreme Court case, it could be from many years ago, or something more recent, and find out everything you can about it, keeping the following questions in mind:

- *What was the process to get to the Supreme Court?*
- *What was the decision?*
- *How close was the vote?*
- *Do you agree with the result?*

Once you've had a chance to do some research, we'll regroup and talk about your findings. If you do not have your own cell phone you can work with, pair up with someone who does but remember, there is no sharing of phones and you'll need to keep your safe distance.

Option #2: Hold a Mock Trial

Materials:

- Notebook per girl
- Pen/pencil per girl
- Girls will need to use their individual cell phones (or pair up with someone who has one)-no sharing of phones

Prep: Have girls pick up their materials one at a time as they arrive.

To the girls: We've talked about two branches of our government: the executive branch and the legislative branch. Does anyone remember the name of the third branch of government? The judicial branch of the government is made up of courts and judges. The system ladders up to the highest court in the country, the Supreme Court. The Supreme Court is made up of nine people called justices.

Mock trials can be a great way to learn the ins and outs of the court system; you're going to do one

together in this activity. You could try a fictional case or a real-life one—there are lot of examples online. Take a little time to watch some informative videos of the mock trial process, and then dive in! After you've done a little research, we'll come back together for a group discussion about your ideas. You can decide how much time you want to spend on the trial. You could hold a short mock trial today or try a longer one at our next meeting. We can decide together after you learn more about the process. If you don't have your own cell phone to use, you can work in pairs with someone who does just remember, please do not share phones and be sure to keep your safe distance.

Give girls time to research, then decide whether they'd like to have a short trial now or a longer one later on. If they decide to do it later, they can still earn the badge today--just make sure you have a plan for the mock trial in place. Make your plans and have fun with it!

ENTREPRENEUR BADGES FOR SENIORS AND AMBASSADORS



Senior Business Startup Badge: Grades 9-10

- Find out more about the entrepreneurial mindset and what it takes to start your own business.
- Do all 5 activities



Ambassador Entrepreneur Accelerator Badge: Grades 11-12

- Think and act like an entrepreneur as you bring your business vision to life, learn how to work with a team, and motivate people to take a chance with you.
- Do all 5 activities

SENIOR BUSINESS START UP BADGE:

Activity #1: Come Up With an Idea You Can Turn into a Business

Steps: Girls create breakout teams to brainstorm ideas for their product, service, or technology

Materials:

- Notebook for each girl
- Pen/pencil for each girl
- Entrepreneurial Mindset, one per girl (found in the VTK resources)
- Be the CEO of You: Team Effort, one per girl (found in the VTK resources)
- Inspiring Entrepreneurs handout, one per girl (found in the VTK resources)

Prep: Have the girls pick up their supplies on their way into the meeting.

To the girls: The best ideas can come from a team of people with diverse perspectives and skills, so I'm going to break you out into small groups to brainstorm. Once you're inspired with an idea, you'll create your prototype. Start by thinking about things that can be improved with a product, service, or technology.

Entrepreneurs start with a process that explores the possibilities for their idea. They often fail before they succeed and use failure as an important tool to learn and improve. Let's find out more about the entrepreneurial mindset and what it takes to start your own business.

Read the Entrepreneurial Mindset handout with the group. Encourage them to continually refer to it and use it as their guide while earning this badge.

Entrepreneurs also know teamwork is one of the most powerful tools for creating a business. How do you get the most out of a group of people? As the leader, you want to empower them so they will support you.

Ask them to read their Be the CEO of You: Team Effort handout on their own.

Break the girls into smaller teams, reminding them that they still must keep a distance of at least six feet between them as they work.

In your small teams, come up with problems and brainstorm products, services, or technological solutions. Come up with as many ideas as you can, no matter how out of the box they might be! Review the ideas and talk about how to combine, improve, or implement them. Then pick an idea to develop into a business.

Ask them to read the Inspiring Entrepreneurs printout on their own for inspiration.

Allow time for brainstorming. When girls are done brainstorming:

How did you use the entrepreneurial mindset while developing your idea? Why is teamwork important? How did brainstorming with a team help? Is your idea a product, service, or technology—or a combination of these things? Tell us about it. (For example, girls may have an idea for a service that could also use an app.)

Activity #2: Design a Prototype and Get Feedback

Steps: Girls interview and share their ideas with an entrepreneur, then create a prototype.

Materials:

- SWOT Analysis handout, one for each girl (found in your VTK resources)
- Notebook for each girl
- Pen/pencil for each girl
- Craft materials for girls to create a prototype, enough for each girl (cardboard, paper, string, rubber bands, etc. You can have the girls bring in materials they think they need to create their prototype)

Prep: Invite at least one or two business owners or entrepreneurs to your troop meeting. Share the COVID-19 guidelines so they know what to expect. Share the topics of the meeting and that the girls will be sharing their ideas for feedback from them. If you have a large troop and will go over the COVID-19 guidelines for gatherings, consider splitting your group into smaller meetings with your guests.

To the girls: Any idea can be improved by making changes! An entrepreneur finds out how to make her idea the best it can be. For this activity, we invited business owners and entrepreneurs for you to share your ideas. First, each of our guests will share what their business background is, what roadblocks and failures they've faced, and what solutions they came up with.

Have girls take turn sharing their idea with one of the guests. If there's time, girls can talk to more than one guest. Be sure the girls thank your guest for joining them.

Give each girl a SWOT Analysis handout. Read through it with the girls.

When someone gives you opinions or information, or offers you a way to make something better, that's called feedback. Use the SWOT Analysis to help organize any feedback you receive in your notebook. Ask yourself: What could I change about this idea? What would I do to make this idea better? Once you've improved your idea, create a prototype, blueprint, or written proposal for your idea.

When girls are ready to start designing their prototype:

Remember that a prototype means creating a model of your product that will help your idea come to life! It can be as simple as a drawing or it could be a 3-D model made with things like cardboard, paper, string, or rubber bands. If you brought in materials, you can use those too. Don't worry; a prototype is not supposed to be perfect!

When girls are finished designing their prototype:

Did anything you heard from our guests inspire you? If so, how? What was more challenging—sharing your idea or creating your prototype? Why? Did you come up with more than one idea? After you leave this meeting, make a plan to talk to more local business owners and entrepreneurs to share your prototype and get their feedback. Try to talk to at least three different people to get plenty of feedback. And if there are any other materials you need to improve on your prototype, bring those next week as well.

Activity #3: Revise Your Prototype

Steps: Girls take the feedback they received from industry professionals about their idea, then make changes based on that feedback.

Materials:

- Notebooks for each girl
- Pen/pencil for each girl
- Craft materials for girls to work on their prototype, enough for each girl (you can suggest they bring in items they will need to use for their own prototype as well)
- Business Startup Iteration handout, one for each girl (found in the VTK resources)

To the girls: Entrepreneurs have the courage to try something and have it not work. They know that's just part of the process of learning, improving their idea and bringing it to life. Before this meeting, you received feedback from an industry professional about your idea. (Note: If girls were unable to talk to anyone, they can go online on their own phone to target an industry professional in a field related to their business idea. Then have them read and/or watch interviews and articles to get information about how the industry professionals developed their ideas and launched their businesses. Make sure girls explore what worked and what didn't, and how they made changes or improvements along the way.) Think about the changes you want to make based on their feedback. (Or from what girls discovered online.)

Have the girls go up one at a time to pick up their supplies, including a copy of the Business Startup Iteration handout.

Iteration means repeatedly changing something to end up with the result you want. You can use iteration to make improvements to your business plan, from before you launch your product to after it's been in the market. Make the changes to your prototype that you think will improve your idea. Your changes might include adding something new, rearranging your design, or replacing one thing with another. Is there part of your product, service, or technology that you could replace to improve it? Could you use different materials for your product or better technology to provide your service?

Give girls time to work on their changes.

What kind of changes did you make to your prototype? How did the changes improve your idea? What changes did you make based on your input from an industry professional or online research?

Activity #4: Create Your Business Plan

Steps: Girls will develop a brick-and-mortar business plan.

Materials:

- Notebook for each girl
- Pen/pencil for each girl
- Business Startup Planning Guide, one for each girl (found in the VTK resources)
- Reaching Your Customer handout, one for each girl (found in the VTK resources)

Prep: Have the girls pick up their supplies one at a time as they arrive at the meeting.

To the girls: Now that you've refined the prototype of your product, service, or technology, think about how you will organize your business. A business plan helps you consider all the things you need to get your product, service, or technology to the people who need it—and keep it running. Answer the questions in the Business Startup Planning Guide using the information collected in your market research. Get an idea of how much investment money you might need to launch your business.

“Brick and mortar” is a term referring to an actual building, retail store, or office where customers would come to buy your product, service, or technology. Decide on where this will be, the size, and what the rent might be. What kind of signage will you have? Will you need to rely on foot traffic, meaning will you need a location in a mall or on a street front with lots of pedestrians? Work these details into your business plan.

Has anyone ever worked on promoting a business or event, maybe something like your cookie business or an event you were part of? Tell us how you reached people to let them know about it.

Part of your business plan should also include how you will reach your customers. Read through the Reaching Your Customer handout for ideas.

Have them work on their brick-and-mortar business plan using their Business Startup Planning Guide and Reaching Your Customer handouts.

What was it like creating a business plan for your idea? Did you make more changes to your idea while creating your plan? If so, what were they? What details did you include in your plan?

Activity #5: Make Your Pitch

Steps: Girls will learn how to make a pitch and pitch their business to the troop.

Materials:

- Notebooks for each girl
- Pen/pencil for each girl
- Pitch It! Handout, one for each girl (found in the VTK resources)

Prep: Have the girls pick up their supplies one at a time as they arrive to the meeting.

Read over the Pitch It handout together.

To the girls: You'll practice your pitch to our group and then do it again for your family. A pitch is when you try to convince someone that you have an idea you want them to agree with, or a product you want them to buy. Make sure to get feedback about your pitch. Find out if there is something you could do to improve it. Storytelling is a powerful sales tool. By sharing something memorable, you can capture your audience's attention, motivate them, gain their trust, and motivate them to take action. Come up with an anecdote about why you created your product or service. Practice your pitch until it feels like a conversation, not a speech.

Give girls time to work on their pitches, and then present their pitches to the group.

What was it like to pitch to the group? Did you get ideas about how to make your pitch better? Tell us about them. Did your audience understand your product and how it works? How did the audience react to your product and how it works?

AMBASSADOR ENTREPRENEUR ACCELERATOR BADGE

Activity #1: Come Up With a Business Idea and Create a Prototype

Steps: Girls create breakout teams to brainstorm ideas for their product, service, or technology, then create a prototype for their idea.

Materials:

- Notebooks for each girl
- Pen/pencil for each girl
- Entrepreneurial Mindset handout, one for each girl (found in the VTK resources)
- Be the CEO of YOU: Team Effort handout, for each girl (found in the VTK resources)
- Inspiring Entrepreneurs handout, one for each girl (found in the VTK resources)
- Craft materials for girls to create a prototype, enough for each girl (cardboard, paper, string, rubber bands, etc. You can have girls bring in their own personal supplies as well.)

Prep: Have the girls pick up their notebooks, pens/pencils and handouts on the way into the meeting. Lay out the other supplies across the table/ground ahead of time.

To the girls: The best ideas can come from a team of people with diverse perspectives and skills, so you'll break out to brainstorm in small groups. Once you're inspired with an idea, you'll create your prototype. Start by thinking about things that can be improved with a product, service, or technology. Entrepreneurs start with a process that explores all the possibilities for their idea. They often fail before they succeed and use failure as an important tool to learn and improve. Let's find out more about the entrepreneurial mindset and what it takes to start your own business.

With the group, read the Entrepreneurial Mindset handout together. Encourage them to continually refer to it and use it as their guide while earning this badge.

Entrepreneurs also know that teamwork is one of the most powerful tools for creating a business. How do you get the most out of a group of people? As the leader, you want to empower them so they will support you.

Ask the girls to read the Be the CEO of YOU: Team Effort handout on their own.

Break into small teams to come up with problems and brainstorm products, services, or technological solutions. Come up with as many ideas as you can, no matter how outside the box they might be! Review the ideas and talk about how to combine, improve, or implement them. Then pick an idea to develop into a business.

Ask the girls to read Inspiring Entrepreneurs on their own for inspiration.

When girls are done brainstorming:

Now you will create a prototype of your idea. Remember that a prototype is a model of your product that will help your idea come to life! It can be as simple as a drawing or it could be a 3-D model made with things like cardboard, paper, string, rubber bands-and anything you may have brought in. Don't worry; it's not supposed to be perfect!

Have the girls start thinking about their ideas, while one girl at a time goes to the supplies and gets

what she needs. Remind the girls that they should only touch what they are taking, and taking only what they will use. If they brought materials, they can use those too. When girls are finished designing their prototype:

How did you use the entrepreneurial mindset while developing your idea? Why is teamwork important? How did brainstorming with a team help? Is your idea a product, service, or technology—or a combination of these things? Tell us about it. (For example, girls may have an idea for a service that could also use an app.)

Activity #2: Develop a Customer Profile

Steps: Girls brainstorm with each other to get feedback about their target market.

To the girls: A customer profile is information about a group of people that will be the most likely to purchase or use your product, service, or technology. Now that you have your prototype, do a brainstorming session in small groups. If the girls in your group are not potential customers, have them imagine they are. Ask questions like: Is this something you would buy or use? What can I do to improve this idea? Then study the results. What do their comments tell you about how you can change your product? Create a customer profile based on what you find.

When girls are done with their surveys:

What did you find out about your customer base? Who are they? What do they like--or want to improve--about your idea? What was it like to brainstorm with each other? Did you change your prototype once you got their feedback? If so, how? Between now and the next meeting, brainstorm with more people (friends and family) who you think could be your target customers. Make more changes to your prototype based on their feedback.

Activity #3: Conduct Market Research

Steps: Girls talk to at least two business owners or entrepreneurial business leaders about their idea, then make changes to their prototype based on the feedback.

Materials:

- Notebooks for each girl
- Pen/pencil for each girl
- Craft materials for each girl (have girls continue to bring in what they will need to make changes to their prototype)
- Entrepreneur Accelerator Iteration, one for each girl (found in the VTK resources)
- DIFE handout, one for each girl (found in the VTK resources)
- 4 chairs (camping chairs, fold up chairs, etc.)

Prep: Invite at least two business owners or entrepreneurial business leaders to your meeting. Share the COVID-19 guidelines so they know what to expect. If you have a larger troop, you may need to split your troop up and do this in smaller meetings so you do not go over the COVID-19 gathering guidelines.

Have the girls pick up their notebooks, pen/pencil and handouts as they come into the meeting one at a time. Lay out the other supplies on the table/ground for the girls to come up to later. Have the chairs set out ahead of time, six feet apart from each other in pairs in two separate locations.

To the girls: Entrepreneurs have the courage to try something and have it not work. They know that's just part of the process of learning, improving their idea, and bringing it to life. Today you are going to share your business idea with at least two business owners to get their feedback.

Introduce the guests and have them give a brief introduction about what they do, their business, etc.

While girls are with our guests, the rest of you can go up one at a time to pick up materials you may need to make any changes while you are waiting. Be sure to ask them questions about the feedback that they give you and take notes. Who is ready to go now?

When all girls have had their turns with both guests:

Think about the changes you want to make based on the feedback that you received; you'll have a chance to do that later. Be sure to thank our guests for coming!

Iteration means repeatedly changing something to end up with the result you want. You can use iteration to make improvements to your business plan, from before you launch your product to after it's been in the market. What sets your idea apart from others?

Use the DIFE handout to help you look at your customers and understand the value your product, service, or technology has. Make the changes to your prototype that you think will improve your idea. Your changes might include things like adding something new, rearranging your design, or replacing one thing with another. Is there part of your product, service, or technology that you could replace to improve it? Could you use different materials for your product or better technology to provide your service?

Give girls time to work on their changes.

What kind of changes did you make to your prototype? How did the changes improve your idea? How did DIFE help you define your customers and value? What changes did you make based on your input from one off the business owners?

Activity #4: Come Up With a Business Model

Steps: Girls will work on their business model and plan.

Materials:

- Notebook for each girl
- Pen/pencil for each girl
- Entrepreneur Accelerator Planning Guide, one per girl (found in the VTK resources)
- Reaching Your Customer, one per girl (found in the VTK resources)
- Business Model, one per girl (found in the VTK resources)

Options: Girls can research business models online at home and bring information to the meeting OR speak to a business owner/entrepreneur about their ideas and business models and bring in their notes. Another option could be to invite in a business owner/entrepreneur to meet with girls one-on-one to go over their business model ideas.

Have the girls pick up all of their materials one at a time as they arrive to the meeting.

To the girls: Now that you've refined the prototype of your product, service, or technology, think about how you will organize your business. In this activity, you're going to use the research you did at home to find the best business model for your idea. Use the Business Model handout as you research the different ways your business can operate. Then use the Entrepreneur Accelerator Planning Guide to draw up your business plan.

Has anyone ever worked on promoting a business or event, like your cookie business or an event you were part of? Tell us how you reached people to let them know about it. Part of your business plan should also include how you will reach your customers. Read through the Reaching Your Customer handout for ideas.

Have girls work on their research and then their business plan. If you brought in a guest, introduce them and have the girls sit one-on-one to discuss their ideas for their business model to get direct feedback; or do it in a group discussion so that all girls are hearing the feedback as well.

What was it like researching a business model for your idea? How did your mentor/research help you create your business plan? Did you make more changes to your idea while creating your plan? If so, what were they? What details did you include in your plan?

Activity #5: Pitch Your Business

Steps: Girls practice their pitch to the group before doing it one again for their family or someone in the community.

Materials:

- Notebooks for each girl
- Pen/pencil for each girl
- Pitch It! handout for each girl (found in the VTK resources)

Prep: Have girls pick up their materials one at a time as they walk in. Have the girls read Pitch It! on their own while waiting for the meeting to begin (or go over it together).

To the girls: To finish our Entrepreneur Badge, you'll practice your pitch to our group and then do it again for your family- or even someone in the community. A pitch is when you try to convince someone to agree with your idea or buy a certain product. Make sure to get feedback about your pitch from our troop. Find out if there is something you could do to improve it. Storytelling is a powerful sales tool. By sharing something memorable, you can capture your audience's attention, motivate them, gain their trust, and motivate them to take action. Come up with an anecdote about why you created your product or service. Practice your pitch until it feels like a conversation, not a speech.

Give girls time to work on their pitches, then present them to the group. Encourage them to ask for feedback from the group.

What was it like to pitch to the group? Did you get ideas about how to make your pitch better? Did your audience understand your product and how it works? What changes will you make before pitching to your family or someone in your community?

If there is time, have the girls make any changes they need to their pitch. Remind the girls that pitching their business to their family or someone from the community is the last requirement to earning their badge.

FIRST AID BADGES: FOR SENIORS AND AMBASSADORS



Senior First Aid Badge: Grades 9-10

- Find out how to differentiate between minor and major injuries, provide emergency treatment in some life-threatening situation, and share important information about injuries or illness.
- Do the listed activities; there are two meetings below that will cover the Senior badge requirements.



Ambassador First Aid Badge: Grades 11-12

- Know how to handle injuries and other urgent medical situations that can happen outdoors.
- Do the 5 activities listed (multiple choices under each)
- Tip before takeoff: If you haven't earned the Senior First Aid Badge or had any formal training in first aid and CPR, a basic first aid course through your local Red Cross chapter or Girl Scout council before starting this badge.

Activity #1: Find Out How to Perform Triage

Materials:

- Notebook per girl (they will use this notebook throughout their badge work activities)
- Pen/pencil per girl
- Girls will need to use their individual cell phones (or get into groups with girls who have their own)- there is no sharing of cell phones. You can also print out any research needed for the activities, one per girl
- Individually wrapped, prepackaged healthy snacks and drinks (smoothies, waters)
- Your troop's First Aid Kit, see Activity #5
- First Aid Badges, one per girl (unless you are holding a Court of Awards Ceremony at the end of your year)

Prep: Have the girls pick up their materials as they arrive.

To the girls: An emergency room doctor sees every possible condition that patients might have, from burns to illness. Their job is to make an on-the-spot diagnosis, often life-saving ones. In your notebook, write down any condition you can think of that an emergency room physician might be faced with-make a big list!

As a Girl Scout Senior, you are on the go between home, school, and your activities. You never know when you'll find yourself in the middle of an emergency. Would you know what to do?

Have any of you ever needed medical attention or had to give medical attention to someone else? Please share your story! By earning this First Aid Badge, you'll learn to tell the difference between minor and major injuries. Triage is the process of sorting patients based on the severity of their injuries. It's what emergency room doctors have to do every day. In what type of situation do you think triage is performed? Right-in a situation where several people are injured, such as a train wreck or boating accident.

Have the girls share some of the conditions they came up with for emergency room doctors and talk about whether they think they're minor or major and which ones require immediate attention. Some conditions might be:

- Car accident injuries
- Sports injuries
- Burns
- Appendicitis
- Broken bones, cuts from falls
- Heart attack, chest pain
- Breathing problems: asthma, pneumonia
- Loss of vision or hearing
- Unconsciousness
- Drug overdose
- Food poisoning
- Allergic reaction from insect bite, food, medications
- High fever

When you witness an emergency, does anyone know the steps to take? First you check to make sure the area is safe before rushing to someone's aid. Then you call 911. Then offer assistance to the injured person.

Activity #2: Head Injuries

Steps: Girls research to find out how to handle head injuries and not complicate or make an injury worse.

To the girls: Head injuries require special care and can complicate CPR or rescue breathing.

You are going to break into 3 groups-be sure to keep your safe distance from each other! If you do not have your own cell phone, be sure to be in a group with someone who does. Remember, no sharing cell phones. Each group will research how to assist a specific head injury victim and then share what you learned with the group. Be sure to take notes in your notebooks.

Group 1: The head injury is from a blow to the head by an object but it did not break the skull. Your patient is unconscious.

Group 2: The head injury is from a blow to the head by an object that penetrated the skull and entered the brain; it could be from a car accident or gunshot wound.

Group 3: The head injury is a concussion from being shaken, a sports accident, or a fall.

Have girls research the situation and what they would do and share out with the group.

Learning to recognize a serious head injury and give basic first aid can save someone's life. What's the first step? (Answer: Call 911. Make sure the scene is safe.)

What are some signs to get medical help right away after a head injury? (Possible answers: If she becomes sleepy, behaves abnormally, has a severe headache or stiff neck, if her pupils are unequal sizes, if she's unable to move an arm or leg, if she loses consciousness, or vomits.)

What are some things you can do?

Possible answers:

- Check the person's breathing and see if she needs CPR.
- Stop any bleeding by pressing a clean cloth firmly on the wound.
- Do not move the person's head unless she's vomiting, even then only do so with a medical professional's guidance.
- Apply ice packs to swollen areas.
- If it's a concussion, make sure the person is monitored for at least 24 hours. She will need to be awakened every two hours to make sure she responds normally.

What are some things you shouldn't do?

Possible answers: Do not . . .

- Wash a deep head wound with a lot of blood.
- Remove any objects sticking out of a wound.
- Move the person unless necessary
- Shake the person if she seems dazed.
- Remove a helmet if you think there is a serious head injury.

Activity #3: Neck Injuries

Steps: Girls research to find out how to handle neck injuries and not complicate or make an injury worse.

Materials:

- Girls' notebooks
- Pen/pencil per girl
- Girls will need their own individual cell phone (or work with someone who has their own)-no sharing of phones; or you can provide printed information for each girl

Prep: Have the girls pick up their materials one at a time as they arrive.

To the girls: Just like head injuries, neck injuries require special care.

We're going to break into three groups and research how to assist a neck injury victim and then share what you learned for the group. Remember to keep your safe distance-this includes no sharing of phones. Be sure to take notes!

Group 1: The neck injury is from falling off a hiking trail. The patient ran into a tree. Her neck and back are in odd positions.

Group 2: The neck injury is from a car accident. The driver has extreme neck pain and stiffness from whiplash. She can't raise her head from a pillow.

Group 3: The neck injury is from a skiing or kayaking accident and the girl is still in the water.

Have girls share the situation and what they would do.

Just like a head injury, learning to recognize a serious neck injury and give basic first aid can save someone's life.

What's the first step? (Answer: Call 911. Make sure the scene is safe.)

What are some signs to get medical help right away after a neck injury? (Possible answers: If she's in severe pain, if she can't move her head or neck, if she has numbness or weakness or loss of movement in arms and legs, if she has any unusual feeling or sensations.)

What are some things you can do?

Possible answers:

- Tell the patient to lie still and not move her neck or head until help arrives.
- Keep the person warm with blankets or covering.
- Make sure head, neck and spine are in a neutral position, if possible, for example by placing towels at either side of the head.
- If the girl is still in the water, do not move her. Try to find a board or something to put underneath her to stabilize her body and make sure she doesn't move. Be aware of the potential for hypothermia.

What are some things you shouldn't do?

Possible answers: Do not:

- Move the person unless necessary.
- Shake the person if she seems dazed.
- Remove a helmet if you think there is a serious head injury.
- Roll a person alone or without professional medical assistance.

Activity #4: Stay Calm and First Aid

As the Have the girls pick up their healthy snacks and drinks and take a short break. While they are taking their break, talk about emergencies and first aid, and the importance of staying calm.

A big part of handling emergencies is to try and stay calm. Giving first aid can be scary for the person who is trying to help, as well as the patient. What are some ways that you stay calm in emergency situations?

Girls might say:

- Take a deep breath.
- Pause if you are feeling panicky or confused.
- Find a first-aid kit, if possible.

Why is it important to stay calm?

Girls might say:

- To help figure out what the emergency situation is.
- To be able to be able to plan your next step.

Also remember that emergency situations may change so you may need to keep assessing it. Always make sure the scene is safe. For example, if you're in around a fire or near a flood, you may need to find shelter. If you're near a car accident, stay out of the road. If you're near something that could combust, leave the area immediately. Watch for debris hiding under things that have fallen. Be aware of everything happening around you.

Activity #5: Packing a First-Aid Kit

Materials:

- Your troop's First Aid Kit, including: Sanitizing hand wipes or hand sanitizer; Adhesive bandages; Scissors; Gauze pad; Roll of adhesive tape; Alcohol; Cotton swabs; Tweezers; Thermometer; Aspirin; Antibiotic ointment; Ice pack; Plastic medical gloves; Emergency blanket; Pens or markers
- Index cards for each girl

Prep: Spread all the first aid items out on a table/blanket for your troop's first-aid kit.

When you go on a camping trip, you'll be asked to bring a first-aid kit. You might also want one for your backpack, at home, or at school to be ready if someone (or you!) needs first aid. Part of giving good first aid is being prepared with the right items to treat a minor injury.

What should you have in your portable first-aid kit?

Hold up items one at a time and have girls take turns one by one, saying what it is, how it would be used, and then add it to the first-aid kit. You can have girls put on gloves and pick up the items one at a time as well.

Which of these items would you bring on a camping trip? (All!) Are there things you would add? Like a flashlight to see in the dark? Something for bug or snake bites? Water? (Always!) Which of these items would you like to carry in your backpack?

Activity 6: First Aid Take Action

Steps: Girls brainstorm Take Action ideas and careers for First Aid skills. Incorporate this step into your closing discussion.

Knowing CPR and earning the First Aid Badge are great steps towards helping people. Did any of the activities or research you've done so far spark an idea for a Take Action project?

Keep a list of any ideas girls might have.

If you've enjoyed learning about first aid so far, what kind of career do you think you might want to explore?

Girls might say: Military doctor; Emergency medical technician; Emergency room doctor; Pharmacist; CPR instructor; Nurse

SENIOR FIRST AID BADGE: Meeting 2 activities: *Inviting your troop's First Aider to join this meeting would be a perfect way for girls to learn these first aid steps! You don't have to do it all alone!

Activity #1: Gathering Materials

Steps: Girls will gather materials to make splints, slings, and crutches.

Materials:

- Girls' Notebooks
- Pen/pencil per girl
- Items girls can use to make slings, splints and crutches (be creative: spatulas, wooden spoons, rulers, bandanas, belts, pencils, old blankets, towels, rags, socks, etc.)-enough materials for girls to each have a variety
- Tape for each girl (duct tape or bandage tape)
- Gauze and foam pads for each girl
- Scissors for each girl
- Individually wrapped, prepackaged healthy snacks and bottled waters for each girl
- Ask the girls to bring in a fairly large stuffed animal friend for this meeting-no practicing on people

Prep: Lay out all of the materials ahead of time. Have girls pick up their notebooks and pens/pencils as they arrive.

To the girls: Check out the items here to make slings, splints, and crutches and look around out here to find more things you can use, such as sticks and pieces of wood. But make sure to only take wood that has fallen-never take anything off a tree or plant. And remember to keep your safe distances.

Activity #2: First Aid in the Outdoors-Slings, Splints and Crutches

Steps: Girls will use everyday objects to learn how to make slings, splints and crutches.

You might have to deal with accidents and injuries in the outdoors, especially when you're on a hike or campout. Falls from hiking can cause sprains and breaks. Poisonous plants can cause rashes. Accidental burns from a campfire. Has anyone experienced an injury while on an outdoor trip? In our next activity, you'll learn to make DIY slings, splints or crutches.

In a fall, you might injure your leg, ankles, arms, or wrists. The first thing you need to do is get the injured area immobilized and supported.

*If you invited a First Aider to join you, let them demonstrate to the girls how to do slings, splints and crutches. If not, suggest to the girls to use their own cell phones-no sharing-to look up on line quick demonstration videos when it is time to practice.

A good rule of thumb is to immobilize the next joint up from the injury. Let's say the foot is broken, then splint up the ankle. If the ankle is sprained, splint up the knee. If it's a knee injury, splint up the hip. You'll need enough padding to stabilize the injury and to add pressure to keep it from swelling, so use whatever padding material you can find. Because we can't work on each other-we need to keep ourselves at a safe distance and no touching, right? We are going to practice on ourselves!

Have the girls go up one at a time to pick up 2-3 items they will be able to use to create splints, slings and crutches, and remind them not to forget the items they collected.

For your splint, make sure to start with a stiff splint material. Tape or tie material around it, but not so tight you cut off circulation. For a crutch, try to create a fork at the top, either with rope or tape. Try to make your crutch about 4 feet in length. For a sling, look around for cloth materials you can use to tie a sling to support a broken arm.

Let the girls practice doing different splints, slings and crutches and sharing them with the group. Remind girls that for now, caring is not sharing.

Activity #3: Outdoor Emergency Drills

Steps: Girls will break into pairs and figure out what needs to be done for medical treatment in emergency drills.

Come up with a scenario of something that might happen in the outdoors. These are great! You are going to pair up and discuss the emergency situation one at a time. First, one of you will speak from the victim's side-setting the scene, explaining the different types of injuries etc.; and the other will speak from the emergency responder's side-what has to be done first, how you would treat the different injuries and the situation. Think about what is in a first aid kit that you may need. Think about what other resources are around that you could use. Once you've had a great conversation, read the other person's scenario and do the same thing. If you can think of other scenarios to challenge each other, go for it! And please remember to keep your safe distance. Here are some scenarios to get you thinking:

Ideas for scenarios:

- Campers come back from a hike with rashes from poison ivy, poison oak, and bee stings.
- It's extremely hot weather and some campers have fainted or are dehydrated.
- Hikers are in a high elevation and have headaches, shortness of breath, nausea, and are dizzy.
- Five hikers have fallen down a steep slide on a trail and have strained ligaments and cuts.
- Three campers have suffered burns from a campfire.
- A camper cuts herself on a hatchet or cutting knife, it's not deep but she's bleeding.
-

Activity #4: Stay Calm and First Aid

As the girls take a short break and enjoy a healthy snack, talk about emergencies and first aid, and the importance of staying calm.

You learned last meeting how a big part of handling emergencies is to try and stay calm. Giving first aid can be scary for the person who is trying to help, as well as the patient. What are some ways that you stayed calm in emergency drills you just did or when you were in an actual emergency?

Girls might say:

- Take a deep breath.
- Pause if you are feeling panicky or confused.
- Find a first-aid kit, if possible.

Why is it important to stay calm?

Girls might say:

- To help figure out what the emergency situation is.
- To be able to be able to plan your next step.

Activity #5: Drug and Alcohol Poisoning

Steps: Girls research and share different drug and alcohol poisoning scenarios and find out what to do.

If someone has overdosed on drugs or had so much to drink that they're suffering from alcohol poisoning, that person's life could be in danger. It's important to recognize the warning signs and know how to care for the person until help arrives. You are going to break up into two teams: one will research alcohol poisoning, the other will research drug overdose. You are going to want to find out two things: What are the symptoms for a drug overdose and alcohol poisoning? And what kind of first can you give someone who has overdosed on drugs or has alcohol poisoning? Be sure to keep your safe distance and no sharing cell phones, please.

Have each group present their findings to each other.

Have the girls find a way to celebrate the completion of earning their Senior First Aid Badge—anything from an air high-five (no touching), to singing a song or cheer they make up, to being inspired to share what they've learned.

AMBASSADOR FIRST AID BADGE: Do all 5 activities (multiple choices):

Materials:

- Notebook per girl-to be used at every meeting
- Pen/pencil per girl
- Ambassador First Aid Badges for each girl (unless you are holding a Court of Awards Ceremony at the end of your year)
- Girls will need to use their own individual cell phones (or pair up with another who has one)-no sharing phones
- Additional materials based upon the activities the girls pick

Activity #1: Learn how to deal with medical emergencies in the wilderness.

Choices: Do One:

Backcountry: Interview someone from a search-and-rescue team about the kinds of emergencies you might encounter on a backcountry trip and how to handle them. OR

Open water: Interview a certified lifeguard, emergency medical technician

(EMT) who works on open water, or Coast Guard medic about how to handle the kinds of emergencies you might encounter on the ocean or large body of water. OR

Mountains: Talk to an EMT, wilderness first responder, or rescue squad member with wilderness first aid training about the emergencies you might encounter on a trip in the mountains, including high-altitude sickness, and how to handle them.

Prep: Invite a guest to your meeting based on the options above. Share the COVID-19 guidelines with them so they know what is expected. Depending on who the girls chose to meet, consider holding your meeting in a different outdoor location, such as one of council's camp properties (make reservations ahead of time at info@gscwm.org) or your local park. Parents will need to drop girls off-remember, no carpooling or transporting at this time.

To the girls: Adventure trips test your limits, build new skills, and increase your confidence, all while you enjoy the thrill of being outdoors. They also create the possibility of serious medical emergencies. We're going to find out how to handle a worse-case scenario in a particular kind of terrain during your interview with our guest today.

Introduce the guest and what they do. Encourage the girls to ask lots of questions and take notes

Activity #2: Research careers that save lives in extreme conditions.

Choices: Do One:

Wilderness: Interview a lifeguard, park ranger, or member of a wilderness search-and-rescue squad, or ski patrol. OR

Disaster preparedness: Interview a firefighter, EMT, or member of a local emergency response unit who's trained to handle major disasters such as hurricanes, floods, earthquakes, or terrorist attacks. OR

Military medicine: Interview a combat medic or member of a military unit to find out more about how they care for soldiers during training exercises or combat.

Prep: Pick one of the options below and invite a guest to your meeting. Share the COVID-19 guidelines with them so they know what is. Depending on who the girls choose to meet, consider holding your meeting in a different outdoor location, such as one of council's camp properties (make reservations ahead of time at info@gscwm.org), a local emergency shelter, fire station, etc. You'll want to make sure the outside area is in a safe location, and is big enough to ensure social distancing. Parents will need to drop girls off-remember, no carpooling or transporting at this time.

To the girls: some people go to work each day ready to save lives in extraordinarily tough situations. Find out more about these careers today when you interview our guest. Be sure to ask about the training and education needed, and the situations where they've used their experience.

Introduce the guest and what they do. Encourage the girls to ask lots of questions and take notes.

Activity #3: Find out how to care for a critically injured person.

Choices: Do One:

Take a wilderness first aid course. Find a course taught by a certified instructor or endorsed by an accredited organization such as the Wilderness & Remote First Aid course offered by the Red Cross. OR

Interview a doctor, nurse, EMT, or first responder. Find someone who specializes in wilderness or survival medicine and ask about the techniques they use to keep people alive in remote areas. Have them go what you would need to do to treat injuries you may encounter in your outdoor activities. OR

Discover how to use what's on hand in an emergency. With the help of a doctor, nurse, or EMT who specializes in disaster or survival medicine, find out how common items found in the house or car might help keep a critically injured person alive when emergency help is delayed.

Prep: Invite a guest to your meeting based on the options above. Share the COVID-19 guidelines with them so they know what is expected. Depending on who the girls chose to meet, consider holding your meeting in a different outdoor location, such as a hospital, fire station or police station. You'll want to make sure the outside area is in a safe location, and is big enough to ensure social distancing. Parents will need to drop girls off-remember, no carpooling or transporting at this time.

To the girls: In a remote location or extreme situation that prevents help from reaching you, it's important to know how to keep someone who is critically injured alive until professionals can take over. We're going to find out how to keep an injured person alive for 16 to 24 hours.

If you have invited a guest, introduce the guest and what they do. Encourage the girls to ask lots of questions and to take notes.

Activity #4: Know how to move an injured person.

Choices: Do One:

Research different methods to move an injured person. Either at home or during a meeting on your own individual cell phone (no sharing phones), research how to move someone with various injuries and watch at least three different videos. Discuss with your troop what you learned. You can even bring in an old friend-stuffed animal-to practice and demonstrate on (because we need to keep each other safe and stay distanced). OR

Take a wilderness first aid course. Find one that teaches different techniques for carrying people to safety on your own or with others. This may be the same course you take to complete Step #3.

To the girls: When you took your first aid and CPR certification course-or earned your Senior First Aid Badge, you learned not to move someone with a serious injury. But sometimes there's no choice. If there's an immediate danger, such as fire, fallen power lines, traffic, or flooding, you may need to move the person out of harm's way. We're going to find out how to do this safely. Today we are going to research when someone should be moved, and how to properly move them. (Unless they are taking a wilderness first aid course). And then you are going to come back to the group and share what you have learned. If you do not have your own individual cell phone, go ahead and pair up with someone that does and work together-but remember, keep your safe distance and do not share cell phones, please.

Give the girls time to research and come back together as a group to share what they have learned. If they brought in a stuffed friend (animal), they can demonstrate the different ways to move a body safely.

Activity #5: Explore real-life examples for handling wilderness emergencies.

To the girls: When you read about a tragedy or accident in which people are injured, often there's an average person who doesn't panic and uses a little bit of training and a lot of courage to save someone's life. We're going to find out more about everyday heroes by picking one of these activities:

Choice #1: Explore wilderness survival.

Read a book or magazine article or see a movie that tells a real-life story about people who faced an emergency in the wilderness. Note what they did or didn't do to create the situation and how they handled it. If you pick this choice, you can read your books at home and share back with the troop. If you want to work on this at a meeting, we can pull up magazine articles on our own cell phones and share what we've learned. And if you want to watch a movie-maybe we can even find a way to set up an outside theater and bring our blankets. The next option is:

Choice #2: Investigate extreme first aid.

Find at least five news items about everyday people who saved someone's life using first aid during an extreme situation. Share them with friends and family and discuss common threads in the stories. Did the heroes have training? What do they credit with helping them save someone else's life? And our third option is:

Choice #3: Interview an everyday hero.

Talk to someone who used first aid to save a life, or someone whose life was saved by a person who gave them first aid. What aspects of their training were most helpful? How did they make decisions about what to do? Did anything unexpected happen that they had to deal with?

Those are our three choices to finishing up our Ambassador First Aid Badge. What would you like to do? Great, let's make our plans then! And let's not forget to include a way to celebrate-when you have done this last step, you will have earned your Ambassador First Aid Badge!

GIRL SCOUT WAY BADGE FOR SENIORS AND AMBASSADORS



Senior Girl Scout Way: Grades 9-10

- Share the Girl Scout way and bring together generations of Girl Scouts.
- Do all 5 activities (multiple choices in each activity)



Ambassador Girl Scout Way: Grades 11-12

- Find out how you can share the Girl Scout legacy.
- Do all 5 activities (multiple choices in each activity)

SENIOR GIRL SCOUT WAY BADGE:

Materials:

- Girls should have their own notebook they can use at all meetings
- Pen/pencils per girl
- Girls may need to use their individual cell phones (or pair up with someone who does, or do research at home) for some of these activities; no sharing of phones
- Other materials are based on the choices of activities the girls make

Activity #1: Explore Girl Scout Music

To the girls: Singing brings us all together and helps us feel connected, strong, and proud. Girl Scouts sing in special places or to mark special times-or sometimes just for the fun of it! As a Senior, dig into the Girl Scout songs that have connected our Movement across time and space.

Choices: Do One:

Add to the canon of Girl Scout songs! Find popular songs that convey something about the Girl Scout spirit, or write your own words to a pop song with a catchy beat. Teach it to your Senior sisters, then sing it together at a Girl Scout event. Can you think of a way to share your song with others without having to go to a meeting or inviting a group to ours? OR

Trace the roots of traditional Girl Scout songs. Find three songs Girl Scout like to sing from cultures around the world. Learn their history and how they changed as they passed from the original languages into English. Are the songs part of a traditional celebration? If you can, find out how each became a Girl Scout song. Then learn to sing the songs, teach them to a group of younger Girl Scouts, and share what you learned about the songs. How can you share your songs right now, when we cannot have large group gatherings or inside meetings? OR

Preserve old Girl Scout songs. Reach out to Girl Scout alumnae who love to sing, and make recordings of them singing their favorite old songs. From the recordings and your time with these women, learn the songs and teach them to a group of younger Girl Scouts. Keeping our sister Girl Scouts is especially important right now (especially our older ones who may be more vulnerable). Can you think of a way you can do this requirement without meeting them face-to-face?

Activity #2: Help Younger Girl Scouts Celebrate a Special Day

To the girls: The Girl Scout celebrations honor women and girls who change the world. As a Senior, help younger Girl Scouts celebrate a special day. Use your leadership skills to encourage leadership in a younger group of girls, guiding them to turn their ideas and imaginations into a successful event! We aren't able to meet younger girls in person right now—we have to put safety first—so we are going to have to think creatively when working on this requirement. Younger girls are doing the same thing we are, holding smaller meetings outside. Many troops are even meeting virtually. Be creative!

Choices: Do One:

Celebrate for the Girl Scout Way Badge. As Step #2 of their Girl Scout Way Badges, each level of girls celebrates a different occasion: for Brownies, it's Juliette Gordon Low's birthday; for Juniors, it's the Girl Scout Birthday; and for Cadettes, it's Girl Scout Week. Review how each group can complete each step, and assist them in bringing their celebration to life. Think like the pros, and consult with the girls on their choices for fun themes, decorations, games, activities, and songs! Are there other ways to help them plan and celebrate, without being together? Councils and troops have been thinking creatively since March—now it's your turn! OR

Help younger girls bridge up. Bridging ceremonies honor girls' growth and all they've learned and accomplished as Girl Scouts—and all they will do in the future! Help girls create a fun and meaningful bridging ceremony they'll always remember. Many bridging ceremonies didn't take place last year at all, or their leaders and girls thought outside the box! Some even took place virtually. How can you make sure these meaningful ceremonies take place this year, safely? OR

Share in planning and carrying out a Scouts' Own. Use your experience to help girls make their ceremony even more special—what tips and inspiration can you bring from your favorite ceremonies? How can you help add even more passion, heart, and substance to the ceremony?

What is a Scout's Own? A Scout's Own may be a carefully planned and rehearsed ceremony, or it may be an almost spontaneous time when Girl Scouts reflect together on a shared experience. Anytime and anyplace where Girl Scouts gather together—right now outdoors, outside of our meeting spaces, our local parks, even on our council's camps—is the right time and place! The beauty of nature, unusual examples of honor or courage or kindness, inspiration in music or art—any of these would be great themes. A good Scout's Own brings the theme to life through poetry, stories, music, and pictures. Whatever the theme, it is the “uplifting of hearts” that really makes this ceremony a traditional Scouts' Own.

The question is, how can you help plan and carry out a Scouts' Own, while keeping your younger sisters safe? Can you write a “how-to” manual? Create a presentation of thoughts and suggestions? Can you host a Zoom event?

Activity #3: Spread Sisterhood Through the Girl Scout Law

To the girls: “Sisterhood” doesn’t just mean sisters in your family. All the girls and women who are Girl Scouts try to live by the Girl Scout Law. That’s what unites us as a Girl Scout sisterhood. In your Senior badge, reflect on the Law’s ten important lines, and share your thoughts and inspiration with your sisters.

Choices: Do One:

Create your own list of laws tied to the Girl Scout Law. As a Senior, the world is opening up to you—even though right now, it may feel like the opposite! As you head out to explore it, change it, and enjoy it, think about how you’ll carry on the Girl Scout ways. Write out the lines of the Girl Scout Law, and under each write one specific commitment or action you want to incorporate into your life. Share your list with your Girl Scout sisters, and discuss their ideas, too. OR

Help define the Girl Scout Law. Sometimes it’s hard to know exactly how to put the concepts of the Law into practice. For example, does “respecting authority” only mean following rules and laws? Does being courageous mean saving someone’s life, or can it also mean standing up for what you believe in, even when others disagree? For each line of the Law, write some examples you’ve seen in your life—whether the actions were by Girl Scouts or by other leaders you respect. Then share your list with your sister Girl Scouts, and ask for their ideas, too! OR

Activity #4: Leave Your Environment Better Than You Found It

To the girls: It's the Girl Scout Way to care about the world around us-whether it's a room, a campground, or the world. As a Senior, help protect and promote your environment-it's more important now than ever!

Choices: Do One:

Plan the seed of a Take Action project. Interview parks or community recreation staff about the biggest challenges and constraints they have in keeping their area clean and green. What issues could Girl Scouts help address-or what issues need innovative solutions? Brainstorm ideas that you or other Girl Scouts might put into action in Take Action projects for your It's Your Planet-Love It! Leadership Journeys. (You might use strategies from your Social Innovator Badge!) Keep your list as inspiration, and share it with other Girl Scouts, too. How can you interview people safely, keeping your social distance? Could you arrange Zoom chats or phone calls? Could you make a list and split it up with the rest of the troop and each plan an outdoor visit with an adult? Are there outdoor areas you could interview in your community? OR

Beautify your environment. Everyone is using the outdoors now more than ever! Organize a large-scale project that will benefit the outdoors. Can you hold a poster contest for all Girl Scouts where submissions are ways to protect or improve the environment? Posters can be collected and displayed throughout your community to inspire others. Can you hold a weekend beautification project at your local park and schedule troops throughout the weekend, keeping the gatherings small-but still making a big impact? Can you organize a town-wide clean-up day and encourage community members to get out and clean their streets? Be creative! OR

Leave the human "environment" better than you found it. For one week, make it your practice to leave the people you encounter feeling "better than you found them." Do at least one concrete action each day. Example activities might be: surprising your parents by playing their favorite song on an instrument, making a point of telling your circle of friends why you miss seeing them right now, thanking people for wearing their masks and protecting you, or making homemade cards and secretly delivering them to your neighbors. Everyone needs a smile right now-it's the perfect time to leave people better than you found them!

Activity #5: Enjoy Girl Scout Traditions!

To the girls: Traditions bring people together. A tradition can be a special food, a ceremony, a song-anything that's passed along through the years. Celebrate and share with others all that Girl Scouting does for girls, and help those traditions stay strong for another 100 years (and more!).

Choices: Do One:

Learn from famous Girl Scouts. Research the biographies of three famous Girl Scouts or Girl Guides in different professional fields. Know their backgrounds, accomplishments, leadership qualities, and how their lives reflect the values of the Girl Scout Law. What creative way can you share their stories about how Girl Scouting prepares girls for future success with parents of younger Girl Scouts and interested community members that doesn't involve large gatherings or being indoors? Can you think of another way to share?

You can find many famous Girl Scouts online but here are some to get you started: Madeline Albright, former U.S. Secretary of State; Shirley Temple Black, former actress and former U.S. ambassador; Martha Stewart, TV personality, CEO; Sheryl Crow, singer; Sandra Day O'Connor, former Associate Justice, U.S. Supreme Court; Gloria Steinem, author; and Rebecca Lobo-Rushin, WNBA basketball player. OR

Advance diversity. Go online to get statistics and stories about diversity in the Girl Scouts. Then, take one action to help make the Girl Scouts an organization every girl has access to. Perhaps it's helping your volunteer team hold a Zoom "Get to Know Girl Scouts" night for families from diverse groups, or introducing kindergarteners in an immigrant community to the Daisy Flower Friends by offering Zoom reading nights. OR

Showcase your own traditions. First, watch *The Golden Eaglet*, a promotional film for the Girl Scouts made in 1918, on YouTube. Talk with your Senior friends about the similarities and differences in Girl Scouts now and then. Finally, make your own three-minute video that shares your ideas about why Girl Scout traditions are important and how they benefit girls. Girls who see it might be inspired to get involved in the fun, friendship, and action! Be sure to work together to write down your ideas, plan out your scripts and pull this all together. Will you make the video during a meeting or will you each do pieces of it and pull it all together? Be creative!

AMBASSADOR GIRL SCOUT WAY BADGE:

Materials:

- Girls should have their own notebook they can use at all meetings
- Pen/pencils per girl
- Girls may need to use their individual cell phones (or pair up with someone who does, or do research at home) for some of these activities; no sharing of phones
- Other materials are based on the choices of activities the girls make

Activity #1: Use Song to Bring People Together or to Spread a Message

To the girls: Singing brings us all together and helps us feel connected, strong, and proud. Girl Scouts sing in special places or to mark special times – or sometimes just for the fun of it! As an Ambassador, use song to help you share what you care about most. Is your passion caring for the environment? Supporting girls' rights around the world? Teaching younger girls how to get along? Inspire others to spread the message.

Choices: Do One:

Use music to move people to action. Throughout history, songs have helped rally people to causes. Find songs that give voice to hopes and concerns, learn their histories, and think about how and why they inspire. Then, pick a song that matches a cause about which you're passionate, sing it with others, and get others inspired, too – that's often a first step to making change. OR

Organize a Zoom songfest for younger Girl Scouts. It's a great time to connect with others right now through song! Does your local volunteer team have a Zoom account you can use? Find out! Or find out other options that may be available to you. Then, decide on the message you want your songs to spread. Maybe it's friendship, or hope, or even just fun! Then research songs around that message that you want to include in your songfest-and learn them if you don't know them. It's a Girl Scout way to know the history of the songs we sing, so share those histories with the girls too. Consider putting your songs into a document you can share so the girls can follow along and keep. OR

Bring generations together in song. While we can't invite Girl Scout alumnae to an in-person event right now, you can invite them to a virtual event centered on singing – perhaps an alumnae songfest during Girl Scout Week – and get former Girl Scouts singing their favorite Girl Scout songs and recalling cherished memories together! Just because they are an older generation, doesn't mean they don't have the technology-and they certainly need connection to others right now! Learn some songs from them that are no longer sung so you can pass them on to the Girl Scouts' future.

Activity #2: Celebrate World Thinking Day

To the girls: Girl Scout celebrations honor women and girls who change the world. As an Ambassador, celebrate World Thinking Day. This event, which takes place every February 22, is both a chance to celebrate international friendships and, also, a reminder that the Girl Scouts of the USA is part of a global community: the World Association of Girl Guides (WAGGGS). Check the WAGGGS website to find out this year's World Thinking Day theme-it changes every year. And then, help younger Girl Scouts with one of the activities below. You'll need to think creatively and outside of the box to keep everyone following the current COVID-19 guidelines.

Choices: Do One:

Follow in the steps of female leaders. Find out about women who have been leaders this year in areas relevant to the World Thinking Day theme. Think about the leadership qualities they've demonstrated and the lines of the Girl Scout Law they embody. Then, share what you've learned by helping younger Girl Scouts plan a project honoring these women – perhaps a video interview, or making a display to be hung up at the library, or a collective letter to your local newspaper about them. OR

Make World Thinking Day cards. Get a group of girls thinking about what world peace and international friendship mean to them, and help them turn their ideas into drawings, paintings, collages, or other images for World Thinking Day greeting cards. You don't need to do this in person-you can create an informational flyer, maybe even a contest-and share it with their leaders. Then, take the initiative to find a group that the cards will inspire and educate – perhaps the girls' classmates, community members, or friends overseas. Organize sending the cards to the group you find. OR

Earn their Thinking Day award. Research the World Thinking Day theme of the year online-it changes every year-and the steps girls need to complete the award at their grade level. Then, plan a virtual workshop for adult volunteers to help them assist girls in earning the award. Collect any supplies the girls will need, and assemble resource kits for the adult volunteers and arrange for a socially distant drop off of materials.

Tip: Try to celebrate on World Thinking Day to enjoy the power and joy of the whole sisterhood – or you celebrate another day of your choice.

*The Juliette Gordon Low World Friendship Fund was brought into being to honor Juliette Low and her dream of increased understanding and friendship among girls around the world. The fund provides the ways and means for exchange visits between Girl Scouts and Girl Guides of other countries. If you are interested in making a donation – on your own or with your group – more information is available on the Girl Scout website. These contributions are, also, used to support the World Thinking Day Fund, which helps to encourage the development of Girl Guiding and Girl Scouting in new countries. Some ideas as a group, donate: a dime for every pair of shoes you own; a quarter for every day you don't make your bed for the month; a penny for every time you go on social media for a week; etc. Be creative-and have fun with it!

Activity #3: Share Sisterhood Around the World

To the girls: “Sisterhood” doesn’t mean just sisters in your family. All the girls and women who are Girl Scouts try to live by the Girl Scout Law. That’s what makes us a Girl Scout sisterhood – our Law unites us. In your Ambassador badge, use the Law’s 10 important lines to get closer to women and girls around the world.

Choices: Do One:

Explore an issue affecting girls and women globally. Invite a guest speaker to talk to your group about education, economic empowerment, health services, or other issues affecting women and girls. Your speaker might be a Peace Corp volunteer, someone from an aid organization, teacher, author, or a member of the religious community or armed forces who has served overseas. Guide a discussion of how you might use the Girl Scout Law to make a difference in the issue. Be sure to share the COVID-19 guidelines with your guest so they know what is expected. OR

Organize an event on women and STEM careers. People with careers in science, technology, engineering, and math (STEM) solve problems that affect girls and women around the world by figuring out how to use resources wisely to make the world a better place. But, in the U.S., men outnumber women in STEM careers nearly three to one. Help narrow the gap: Host a virtual panel discussion to educate and inspire girls about STEM jobs. Guide the discussion to encourage girls to consider how geology, civil and environmental engineering, product innovation, nanotechnology, ethnobiology, and other fields could help them share the Girl Scout Law through their careers. If you cannot host a live discussion, you can record your interviews and share them with others. OR

Interview a global citizen. Find a woman in an international career field (perhaps a pilot, hotel staffer, international banker or teacher, naval officer, or translator) who is from another country or has lived abroad. Learn all about her job in an interview, socially distant or even over Zoom. Discuss the ways her job embodies – or could embody – the Girl Scout Law. Share what you’ve learned creatively – perhaps in an article for your local paper, in a career collage you keep by your desk for inspiration, or by organizing a roundtable “world thinking” careers discussion for your troop where each of you share what you’ve learned. OR

Women and Water. Girl Scouts doing their World neighbors badge in 1980 were challenged to try this activity – and Brownies on their WOW!Journey take part in a similar activity. If you lived in one of the many desert or dry areas of the world, would you be able to carry water for long distance? In many places, women and girls must carry most or all the water needed in their homes each day. Try carrying a large pail nearly full of water around a block, a playing field, or a one-acre lot without spilling a drop. Then, see if you can carry a container with a small amount of water in it on your head for a short distance. Practice until you can walk with the container 3 meters (about 10 feet) without dropping it.

Activity #4: Leave Your World Better Than You Found It

To the girls: It's the Girl Scout way to care about the world around us – whether it's a room, a campground, or the world. As an Ambassador, try one of these choices to gather ideas right now for improving the world today – and at every stage of your life.

Choices: Do One:

Find ideas to use your leadership and ideas in government. Choose a civic issue that you want to affect throughout your life, and explore ways to make government a better place. Your list should include at least 10 strong ideas: Gather them through brainstorming with other Girl Scouts, by speaking with elected officials, and by researching the organizations working in your area right now. What are they doing? What still needs to be done? OR

Gather ideas to work for a healthy planet. Choose an environmental issue that you want to affect throughout your life, and explore ways to make the environment a better place. Your list should include at least 10 strong ideas: You might focus on a specific ecosystem, such as forests, oceans, seashores, rivers, grasslands, mountains, or farmland, and research organizations working to protect that kind of area. What are other activists doing right now? How effective does the work seem to be? How could you support that work, and what else could you do? OR

Brainstorm ideas for social change. Choose a social issue that you want to affect throughout your life, and explore ways to improve the systems that create or contribute to the issue. Your list should include at least 10 strong ideas: You might gather them through discussions with advocates for your issue, speaking with elected officials, or spending an afternoon volunteering for an organization doing work in your area of interest. What's being done? What more could you do?

Tip: The ideas you gather in this step might even be the seed of your Gold Award or another Take Action project!

Activity #5: Enjoy Girl Scout traditions!

To the girls: Traditions bring people together. A tradition can be a special food, a ceremony, a song – anything that’s passed along through the years. Share your passion for Girl Scouting with the Movement’s next generation – and help our traditions stay strong for another 100 years (and more!).

Choices: Do One:

Pass down a tradition. Which Girl Scout traditions mean the most to you? Pick one that has exemplified your Girl Scout experience – perhaps a song, recipe, ceremony, or celebration – and share it with younger girls in a short video. Or, you might teach a vintage Girl Scout- and still useful – Girl Scout skill in a short video. OR

Start a Girl Scout tradition of your own. What have you created in Girl Scouting that you would like to go down in the Movement’s history? Perhaps it’s a song you wrote, a camp recipe you created, a particular way you completed a badge activity, or a successful program for which you can write a manual for girls and adult volunteers. Share it with the Girl Scout community in a sustainable-and socially distant way. Maybe a short video you post in a Girl Scout feed, a YouTube posting, or a book you put in the library. OR

Share the Girl Scout way by example. Find a fun way to show Daisies how the Daisy Flower Friends represent parts of the Girl Scout Law, how those values are important to leaders, and how they are leaders, too. Can you create story videos about each petal and the piece of the Law it represents? Can you create activity packets that will help them learn about them in their meeting place? Be creative and have fun!

SPACE SCIENCE

FOR SENIORS AND AMBASSADORS



Senior Space Science Expert: Grades 9-10

- Explore light and discover what it teaches us about the Universe.
- Do all five activities



Ambassador Space Science Master: Grades 11-12

- Explore, observe, design, and communicate your space science discoveries-just like scientists and engineers.
- Do all 5 activities

SENIOR SPACE SCIENCE EXPERT:

Activity #1: Uncover the Stuff You're Made Of

Steps: Girls will explore a universe without supernovae.

- Materials:
- Notebooks for each girl
- Pen/pencil for each girl
- Supernovae Cards printed out, one set (found in the VTK resources)

To the girls: When a star, at least 8 to 10 times the mass of the Sun, dies, it explodes in a supernova. It produces so much energy that it shines brighter than the hundreds of millions of stars in its galaxy. The energy of the explosion creates some of the heavier elements required for life as we know it-but what would the world look like if these supernovae never existed? Today we are going to play a game to find out.

Have girls one at a time pick up a Supernovae blue element card until they are all gone-do not pass out the green item cards. Also have them pick up their notebooks and pens/pencils.

Okay, I have a pile of green cards, each with an item listed on it. I'm going to read it out loud. Once the item is announced, the rest of you should look to see if it is listed on your blue element card. If it is-stand up.

If anyone is standing, this means the item listed on the green card is made from elements produced by supernovae-without supernovae, this item wouldn't exist. I'm going to make a pile to my left of items that wouldn't exist. If we come upon any green item cards that are not made from one of the blue elements, I'm going to place the card in a pile to my right. Let's go through all of the item cards and see which ones end up in which pile.

At the end of each round, anyone standing should keep their blue element card and sit back down; they will use the same blue element cards each round.

Once the girls have gone through all the green cards, take the pile to the right -the item not made of elements produced by supernovae-and read them out again.

Without the elements created by stars going supernovae, this is all that would exist. This is what the world would look like without supernovae... Are you surprised? What does this tell you about the impact of supernovae? How often do you interact with objects that contain elements from supernovae?

List some of the items from the pile to the left, if necessary, to remind the girls.

Do you think you could survive in a world without supernovae? What would be different? Record your thoughts in your observation notebook.

Activity #2: Explore the Brilliance of the Stars

Steps: Girls will scrapbook the lives of stars and draw parallels between the life cycle of a star, and humans.

Materials:

- Lifecycle of a Star, enough for each girl (found in the VTK resources)
- Supplies to make a scrapbook, enough for each girl (scrapbook paper, stickers, stencils, whatever you want)
- Art supplies for each girl (color pencils, markers, etc.)
- Scissors for each girl
- Glue stick for each girl

To the girls: Do you remember where the elements that make up cars, buildings, trees, birds, or even our bodies come from? Yes! Scientists have discovered that most of the elements were made in normal stars, while the heavier elements originated from supernovae. In fact, the iron in your blood and the calcium of your bones were once part of a star. When a massive star explodes at the end of its life—an event called a supernova—the star’s elements scatter into space.

Today we are going to scrapbook the lives of stars from life to death. This will be a great resource for sharing what you’ve learned with your family, friends, or even younger Girl Scouts.

Have the girls go up one at a time to grab their supplies, including a copy of the Lifecycle of a Star handout.

Use the Lifecycle of a Star handout to create the content in your scrapbook. Using the photos as inspiration, chronicle the lifecycle of a star from its birth phase to its death phase. As you do this, can you draw parallels between the lifecycle of a star and the lifecycle of a human? Consider scrapbooking a human’s lifecycle alongside a star’s. What similarities or differences can you find?

During its death phase, as a star runs out of nuclear fuel, some of its mass flows into its core. Eventually, this causes the core to become so heavy that it cannot withstand its own gravitational force, which causes the core to collapse. For high mass stars, this collapse results in the giant explosion of a supernova. For low-mass stars, like our Sun, as the core collapses the outer layers of the star are expelled and form a planetary nebula. The core remains as a white dwarf star and eventually cools to become a black dwarf. In addition to supernova and dwarf stars, other types of stars can end their lives as black holes, neutron stars or brown dwarf stars.

Let’s get started! Be creative! Find a way to complete the activity that will make you excited. You can draw illustrations inspired by the photos, or cut the photos out and paste them in, make a flipbook-whatever works best for you.

Activity #3: Discover Telescopes as Light Collectors (two options-pick one)

Option #1: Steps: Girls learn about Pointillism and create a piece of art.

Option #2: Steps: Girls will discover why telescopes are so powerful.

Option #1: Pointillism Art Project

Materials:

- Paint brushes, cotton swabs, crayons, or markers for each girl
- Drawing pad for each girl (optional: a canvas for each girl)
- Paint for each girl (have girls put a dabs of paint on paper plates so they each have their own or have individual paints)
- Pointillism handout for each girl (found in the VTK resources)

Prep: Have the girls pick up their supplies one at a time on the way into the meeting.

To the girls: Modern astronomical images, taken by ground and space-based telescopes, are made with CCDs divided into pixels. A CCD is a charged couple device-the same type of imaging device in digital cameras and smartphones. You've probably zoomed in on a digital photo and saw the pixels, but from farther away, the pixels blend into an image.

In the 1880s, artists developed a technique called Pointillism that created the same effect used in the production of today's digital photos. Artists use tiny dots of paint that, when you stand back, blend into an image-just like pixels in a digital photo. Take a look at your Pointillism handout to see an example.

Pointillism can be found in music too-in fact, Stephen Sondheim wrote a musical inspired by Georges Seurat's pointillist painting "A Sunday Afternoon on the Island of La Grande Jatte." In the musical, "Sunday in the Park with George," Sondheim draws upon pointillist techniques, embedding them into his compositional language.

Today, using the supplies and pointillist techniques, you are going to create a piece of art. When you're finished, you will have created a picture that is similar to a zoomed-in digital photo-just like those taken by ground and space-based telescopes. Feel free to practice a few different techniques before you start your final product. What would it look like if all the dots were the same size? Do the size of the dots matter? What do you want your painting to look like when you step back? What happens when you place a blue and yellow dot next to each other? What about two other colors? I'm excited to see your finished products. Let's get started.

Option #2: Why Telescopes are so Powerful

Materials:

- Notebooks for each girl
- Pen/pencil for each girl
- Bag of dried beans or lentils, split up into baggies or paper cups for each girl
- Ruler for each girl (optional: a drawing compass for each girl)

Prep: Have the girls pick up their supplies one at a time as they come into the meeting.

To the girls: Binoculars and telescopes collect light using large lenses or mirrors. The larger the lens or mirror, the more light they collect. And the more light they collect, the higher the resolution, or image detail, you can see. So, the size of the lens or mirror, which collects the light, directly correlates to the amount of detail we can see through a telescope.

Today we're going to explore how much light is collected by your eye in comparison with binoculars and telescopes.

I want you to draw three separate circles in your notebook and label each one: One circle should have a diameter similar to that of the pupil in the human eye (roughly 1/4 of an inch), the second one should be the same as a lens on a pair of binoculars (roughly 2 inches), and the third should be comparable to the lens or mirror of a backyard telescope (between 4-8 inches).

Once the girls have finished:

Let's imagine that one bean, or lentil, is about the size of your pupil, representing the amount of light your eye can collect. Now fill each circle with a single layer of beans or lentils. How many beans or lentils fit into each? How does the amount of light collected by binoculars compare to that of the naked eye? Because binoculars and telescopes collect more light, they are able to help us see more. The James Webb Space Telescope is roughly 1,000 times the diameter of the human pupil (256 inches)-how many beans, or lentils, could the Webb telescope hold? How much more could we see with its help? How would you calculate this? Record your answers and observations in your notebooks.

Activity #4: Find the Light in the Darkness (two options: pick one)

Option #1: Steps: Girls use a model to learn about shifting stars and stellar parallax.

Option #2: Steps: Girls join the Citizen Science Movement (using personal cell phone or working at home).

Option #1: Shifting Stars

Materials:

- Notebooks for each girl
- Pen/pencil for each girl
- Ping-pong ball and a moveable stand to hold it (or string to hang it from tree)
- String tied in a 6-8 foot circle
- 15-20 small pieces of paper (various colors) and tape

Prep: Before your meeting, place the small pieces of paper in a 10-foot row on a building, fence, etc. that will serve as a starry background. Place the moveable stand halfway between the wall (starry background) and a marked off line where the girls will line up, across from the wall. Put the ping-pong ball (your star) on the stand. Your star should roughly be in the middle between the line, and the wall/fence. Place the string tied in a 6-8 foot circle (the Earth's orbit) opposite side from the wall/fence, in front of the line the girl's will stand on. The nearby star (ping-pong ball) is between the wall/fence and the circle. Have the girls pick up their notebooks and pens/pencils one at a time as they arrive.

To the girls: Astronomers calculate the distances to the nearest stars by measuring their positions against the background of more distant stars or galaxies. They make two measurements about 6 months apart, when the Earth is on the opposite sides of the Sun. The two measurements gauge the apparent shift in the nearby star's position. This shift is called "stellar parallax." We are going to create a model today, so we can experience stellar parallax. Let's go!

The papers you see on the wall/fence is our starry background. The ping-pong ball will serve as our nearby star. And the circle you see on the ground represents the Earth's orbit. Let's have everyone line up in a line, staying at least six feet apart, right there opposite from the wall/fence-our starry background. Make sure to bring your notebook and pen/pencil with you. (Between them and the wall is the circle on the ground, and the ping-pong ball).

Hold up your index finger at arm's length in front of you and close your left eye. Line up your finger with the nearby star (ping-pong ball). Then, open your left eye and close your right eye. Blink back and forth several times. What happened?

Once the girls have had a chance to experiment with this:

The star that is closer appears to move more than the stars that are farther away. This is parallax- the perceived shift in the nearby star's position. Now, we are each going to take turns walking the orbit of the Earth (the circle of string) and notice the position of the nearby star (ping-pong ball) and its relationship to the starry wall. What happens to the position of the star (ping-pong ball) against the starry background over a year's time (one walk around the Earth's orbit)? Make your observations in your notebook while everyone takes their turn.

Once they've had a chance to answer:

Astronomers take two different measurements as the Earth orbits the Sun, then they plug them into a mathematical formula, triangulate the star, and the answer tells them how far away the star is from the Earth. Can you think of other ways to use parallax to measure distance? What about the distance to a tree? A mountain peak? The Moon? Record your ideas in your observation notebooks.

Option #2: Join Citizen Science

Materials:

- Notebook for each girl
- Pen/pencil for each girl
- Individual cell phones; or girls can work on this option at home with computers (girls cannot share right now)

Prep: Have the girls pick up their notebooks and pens/pencils as they arrive at the meeting.

To the girls: Space scientists worldwide collect information - data- as they do their research. With modern technology, there is more data than individual scientists can manage alone-they need your help. Today you are going to explore ways that you can be a part of this people-powered research model-a movement called Citizen Science. You can help volunteers and scientists from around the world comb through data for new discoveries using new technologies. You could map Mars, find the next supernova, discover an odd galaxy, catch the signal of a planet orbiting a distant star, or something completely different. Since scientific understanding is based in evidence, your help is essential.

On your personal cell phone (or at home on your computer), visit <https://science.nasa.gov/citizenscientists>, and see what piques your interest. We won't have enough time for you to explore everything there is to discover about your chosen subject, so decide how you want to engage with your project after our meeting (more work at home, sharing your findings with our troop, etc.). Be sure to share your findings with your family and friends-exposing them to things they may know nothing about.

Activity #5: Share Your Knowledge

Steps: Girls will share what they have learned about the lifecycle of a star in a performance art piece.

Materials:

- Notebooks for each girl
- Pen/pencil for each girl

To the girls: Scientists are passionate about sharing their findings and any new questions they may have. Today we are going to create a cosmic lifecycle performance to share what you've learned, acting out the lifecycle of a star in a performance art piece. It could be a dance, mime, a piece of theatre, or spoken word poetry. Be sure to think about all aspects of the performance, such as props, costumes, music, and lighting, which will help you portray the dynamism of a star's lifecycle.

We will start planning your performance piece today. When you go home, you can even look on the internet for inspiration. Check out NASA's "The Lifecycles of Stars" article or look at some Stellar Evolution infographics on NASA's site for some inspiration (if they have cell phones, they can start now). What other materials have we used that might help to inspire you? Be sure to refer back to your scrapbooks and any other materials to help get you started. While we cannot invite a lot of extra people to our meetings right now, we'll put on a show for each other! Be sure to bring any items you think you may need next week for our show! Go up one at a time to grab your notebook and pen and get started!

Can you think of any other ways we could share our cosmic lifecycle performances? Let's pick one and do it!

Encourage the girls to find a way to share their performances with other members of the community, their family and friends, or other Girl Scouts-that does not involve meeting inside or in person at this time. Could they record their show and share it? Where could they share it? Could they hold a virtual Zoom show outdoors with another troop? Your meeting location would have to have internet outdoors to make this option viable.

AMBASSADOR SPACE SCIENCE MASTER BADGE:

Activity #1: Discover Worlds Beyond Earth (two options-pick one)

Option #1: Steps: Girls will design a habitat for an alien world after learning about the Moon and Mars.

Option #2: Steps: Girls will create a postcard or travel brochure about their chosen celestial location. * All girls need their own cellphone for this activity or will require at home work to be done prior to the meeting.

Option #1: Alien Habitats

Materials:

- Notebooks for each girls
- Pen/pencil for each girl
- Art supplies and recycled objects to build with (ie. paper towel tubes, scraps of paper, clean plastic tubs and lids, chipboard from cereal or snack boxes, straws, wooden skewers, string, pencils, etc.); enough for each girl to pick from (or have girls bring in their own items that they alone will use)
- Scissors for each girl
- All About Mars copies for each girl, from <https://mars.nasa.gov/allaboutmars/>
- The Moon copies for each girl, from <http://moon.nasa.gov/about.cfm>

To the girls: Have you ever wondered what it would take for us to live somewhere other than the Earth? Scientists and engineers are currently planning habitats for the Moon and Mars, so that in the near future, people can explore these worlds in person.

Today we're going to design and build a prototype for a livable habitat on one of these locations. What do you think it will take to live there? Think about the temperature differences. What would you wear? How will you breathe? What about water? How will your habitat protect you from the elements? Where would you sleep? How would you combat gravity-or the lack thereof? Keep in mind that the Moon and Mars are rocky like the Earth, but otherwise, they are very different. You are going to go up one at a time to first grab your notebook and pen, and copies of the All About Mars and The Moon handouts. Come back and begin sketching out a rough draft of your idea. When you have a plan, you can go back up one at a time to grab your art supplies.

Explore the All About Mars and The Moon handouts to gather information for designing your habitat, then start building. When you're finished, I want you to share your designs and walk us through your decision-making process.

Option #2: Mission Experts

Materials:

- Notebooks for each girl
- Pen/pencils for each girl
- All girls need individual cell phones (or research can be done at home before the meeting)
- How Long handout, one per girl (found in the VTK resources)
- Drawing pad for each girl
- Color pencils/markers for each girl

To the girls: What is one of your favorite places to visit? Why? What were some of your favorite things to see or do there?

Today you are going to imagine what it would be like to visit a celestial location. You're going to invent another world-just like sci-fi writers do all the time. Choose any Solar System body-from Mercury to Pluto, an asteroid, one of the hundreds of moons orbiting in our system, or one of the thousands of exoplanets orbiting distant stars-and create a tourist brochure or postcard depicting the location. Come on up one at a time to grab your supplies.

Here are some things to think about: Why would it be an interesting place to visit? What would be some of the sights to see? Is it a great vacation spot? How far away is it from the Earth? Visit these sites to help get you started: Solar System: <http://solarsystem.nasa.gov/planets>; Exoplanets: <https://exoplanets.nasa.gov>. (If girls do not have individual cell phones-no sharing- have the girls do this research before the meeting.)

It's possible that you might see some vocabulary that you don't know-that's ok. Look up the words you don't understand. As you explore, use the How Long resource to determine the best mode of transportation and length of time it would take to get to your location from Earth. You can find the distances for each planet on the suggested websites. Once you've finished, you'll take turns sharing your brochures and/or postcards. I wonder which location will be the most intriguing!

Activity #2: Dive into NASA Science (two options-pick one)

Option #1: Steps: Girls will learn about the different careers by speaking to someone in a field of interest (girls will need individual cell phones or to do the research at home before the meeting).

Option #2: Steps: Girls will explore NASA's Science Mission Directorate (girls will need individual cell phones or to do the research at home before the meeting).

Option #1: Professionals in the Field

Materials:

- Notebooks for each girl
- Pen/pencil for each girl
- STEM Professionals Resource handout, for each girl (found in the VTK resources)
- This activity will require each girl to have their own cell phone-no sharing; or to do the research at home before the meeting.

Prep: Have the girls pick up their materials one at a time as they arrive at the meeting.

To the girls: One of the best ways to understand any specialization is to speak with someone who's immersed in it-someone who does it for a living. In doing so, you'll gain a deeper understanding of your chosen division-which could lead to the exploration of an inspiring career path.

To do this, you are going to interview a scientist, engineer, industry expert, or educator in your chosen division and discuss potential career opportunities at NASA. You can arrange a Zoom interview, or if they live nearby-you can even invite them to a meeting. Use the STEM Professionals Resource to help connect you with a STEM professional. After you identify someone you'd like to speak with, draft an email on paper requesting some of their time. Then, compile a list of questions you want answered in anticipation of your meeting. Once you've finished, I want you to share the division you've chosen, the person you'll be reaching out to, the email you've written, and some of your questions.

We can work together on any areas where you might need help, and then, once we've made any necessary revisions, you'll reach out and connect with them. I can't wait to hear what they say.

Option #2: NASA's Science Mission Directorate

Materials:

- Notebooks for each girl
- Pen/pencil for each girl
- Careers in Space Science handout, one per girl (found in the VTK resources)
- For this activity, girls will need their own cell phone-no sharing-or will need to do the research at home before the meeting
- A list of the websites below for each girl

Prep: Have the girls pick up their materials on the way into the meeting and begin looking at the Careers in Space handout.

To the girls: By now you've decided on a division of the Science Mission Directorate that appeals to you, it's time to do some exploring. Visit the following sites and use the Careers in Space Science handout to gather some more information about your chosen specialization.

Heliophysics: <https://science.nasa.gov/heliophysics> Planetary Sciences: <https://science.nasa.gov/solar-system>

Earth Sciences: <https://science.nasa.gov/earth-science> Astrophysics: <https://science.nasa.gov/astrophysics>

Additional Resource: <https://science.nasa.gov/about-us>, or <https://aas.org/files/resources/Careers-in-Astronomy.pdf>

What are the big questions? What do we know? What is unknown? What missions are scheduled for the near future? What is the most interesting piece of information you discovered today? What role can you take in your chosen directorate? Write down your findings in your observation notebooks.

When you're finished, share with the troop, in a creative way, what you've learned about your division. What is the most compelling way you could communicate what you discovered today? This is something that scientists have to contemplate when sharing findings-how to keep their audience engaged. Be sure to share any questions you ran up against-maybe your Girl Scout sisters have discovered some of the answers in their research.

Activity #3: Explore Your Interests

Option #1: Steps: Girls will plan a field trip to an outdoor science center, planetarium, or observatory.

Option #2: Steps: Girls will contribute to the science community. *This is an individual step done at home

Option #1: Field Trip

Materials:

- Notebook for each girl
- Pen/pencil for each girl
- List of possibly locations, one per girl

Prep: If the girls do not have their own cell phones they can use-no sharing-you can look up potential locations they could visit and provide information for them to discuss. You can also have them do this research before coming to the meeting. Have the girls grab their supplies as they arrive to the meeting.

To the girls: Many communities have science centers, planetariums and observatories-often these are at museums or universities. Let's find out what is available in our community and plan a field trip. Once we find something that is available, we'll have to do some research to see if they are open during the COVID restrictions, and that they are meeting our own council's COVID-19 guidelines. This means that there needs to be programming done outdoors, not inside (at this time). If we cannot find somewhere doing this, can you think of another outdoor field trip we could take where we could do something with the sky? Let's start exploring.

Option #2: Contribute to the Science Community

Materials:

- Computer with internet (this option will need to be worked on at home)

To the girls: Throughout the year, NASA and other organizations offer competitions for students. The competitions are inclusive of a variety of hands-on opportunities, including art, essay writing, film making, designing experiments for the Space Station, or creating a cube satellite for launch. Some of the competitions require little time commitment and are a great way for you to dig deeper on the topics you've started exploring in this badge.

Look at some open competitions offered by NASA here: <https://www.nasa.gov/audience/forstudents/stu-competitions-current-ops.html>. If you don't see something that interests you-check out the Google Science Fair, something in your local community, or search for student science competitions on the internet. It's possible you might want to dig deeper into your citizen science project from an earlier step-that's great. Start exploring!

Activity #4: Dig Deeper (three options-pick one)

Option #1: Steps: Girls will build their own telescope and learn how to use it to go stargazing.

Option #2: Steps: Girls will discover Citizen Science and NASA.

Option #3: Steps: Use a telescope remotely.

Option #1: Build Your Own Telescope

Materials:

- Notebook for each girl
- Pen/pencil for each girl
- Telescope kits (many options online based upon your budget and the girls' interests)
- Girls will need their individual cell phones-no sharing-or to do the research piece at home
- Dark night to stargaze

To the girls: Today you're going to build a telescope. As you undertake this project, I want you to consider how gaining this knowledge, and the information you might obtain from looking through a telescope, can inform the space science division you've chosen to explore. What can you discover through a telescope that might create a deeper understanding of your division? How does your division use telescopes in their research? Why is it useful to know how space science tools work? Record your answers in your notebooks, then share your thoughts with the troop.

Once the girls have had a chance to share:

We're going to put together our own telescopes that we will use to do some stargazing! Let's put together a telescope. Come on up one at a time to grab your materials.

Let's look at this observation guide for some tips before we go stargazing: [http:// teachingwithtelescopes.org/observing.html](http://teachingwithtelescopes.org/observing.html).

If the girls do not have individual cell phones they can use-no sharing-send the link home with them so they can review the guide before you go stargazing. If they need to review the guide at home, the girls can get begin to get the feel of how to use the telescope at this meeting and go stargazing at your next meeting with what they've learned in the guide.

Option #2: Become a Citizen Scientist

Materials:

- Girls will need their individual cell phones-no sharing (or do this at home)
- Notebook for each girl
- Pen/pencil for each girl

Prep: If the girls do not have individual cell phones-no sharing-they can take this requirement home to do on their computers. Be sure that they report back to you and the troop their findings.

To the girls: Now that you've started digging deeper into the division that most interests you, it's time to apply the knowledge you've acquired and become a citizen scientist. You can be a citizen scientist right now, no degree required! Scientists and engineers worldwide use tools to collect an immense amount of

data-this is the first step to making discoveries about our natural world-and now, people just like you and me can help by becoming citizen scientists.

As a citizen scientist, you'll contribute by using tools to collect additional data, or help to analyze what's already been amassed. The goal is to get a taste of the Citizen Science project that aligns with the division you've chosen. You may not have time to engage as much as you'd like, but after exploring a bit today, consider digging deeper on your own. Let's get started at: <https://science.nasa.gov/citizenscientists> or <https://scistarter.com/girlscouts/info>

For some division specific projects, check out:

Heliophysics: Aurorasaurus-report auroras from your location.
<http://www.aurorasaurus.org/>

Planetary Science: Backyard Worlds-help find planet 9 or 10 or... <https://www.zooniverse.org/projects/marckuchner/backyard-worlds-planet-9>

Earth Science: Globe Observer-photograph clouds and compare your observations with NASA's.
<https://observer.globe.gov/about/get-the-app>

Astrophysics: Galaxy Zoo-help classify galaxies. <https://www.galaxyzoo.org>

Record any findings in your notebooks. What did you discover? Did your experience prompt any questions?

Once you've engaged with a citizen science project, share with the rest of us. What was interesting to you? What did you learn? Was becoming a citizen scientist easy? Difficult? Would you consider revising your approach? Exploring a different project? How might you share your findings with others? Who would be interested in your discoveries?

Option #3: Use a Telescope Remotely

Materials:

- Notebook for each girl
- Pen/pencil for each girl
- Girls will need individual cell phones-no sharing-or bring this requirement home to work on

To the girls: Now that you've started digging deeper into the division that most interests you, it's time to apply the knowledge you've acquired by engaging with remote telescopes.

Join other astronomy enthusiasts and use telescopes to take images of the night sky, or dig into live data and explore space weather-checking out sunspots, solar storms, and auroras. Some great sites for accessing online telescopes are:

MicroObservatory is a great place to try out online observing. Check it out at <http://mo-www.cfa.harvard.edu/MicroObservatory>.

SkyNet Junior taps into an international network of robotic telescopes. Learn more at <https://skynetjuniorscholars.org>.

Slooh allows you access to a variety of telescopes located around the globe. See more at <https://slooh.com/>.

As you capture images and comb through data, consider how this information is relevant to your chosen division. What does this information tell you? How does it deepen your understanding? What are the next steps? Do your findings lead to more questions? Record your answers in your notebooks. Once you've finished, share your findings with the troop.

Option: Wouldn't it be fun to do an outdoor screening together? If your outdoor meeting space has internet and access to electricity-find a projector and explore the sky remotely-together!

Activity #5: Share What You've Learned (two options-pick one)

Option #1: Steps: Girls Will Express Themselves Through Visual Art

Option #2: Steps: Girls Will Design and Present a Performance Piece

Option #1: Expression Through Visual Art

Materials:

- Notebook per girl
- Pen/pencil per girl
- Individual cell phones-no sharing (optional)
- Art supplies based upon what each girl picks as her project (plan this out in advance)

To the girls: An important part of the research process is sharing what you've discovered-scientists regularly present at conferences and seminars, and publish their research.

Today you are going to design and create visual art using your findings from the last two meetings. Use this visual art piece to communicate what you've learned. Before photography and digital technology, astronomy findings were expressed through drawings.

Here are some ideas to get you started:

- *Make a comic book or graphic novel*
- *Build a model of a spacecraft*
- *Print space images on fabric and make a quilt or a pillow cover*
- *Paint space images*
- *Create a mobile of the Solar System*
- *Create a game*
- *Make a carving*
- *Construct a sculpture*

Once you've finished, you'll share your visual art piece with the troop.

Then, we can work together on the best strategy for sharing what you learned with others-like your friends, family or younger Girl Scouts. Who would want to interact with your final product? Why? Who should interact with your final product? Why? How do these groups of people take in information? Is it the same? Different? How can we best reach your audience? What do you want your audience to take away from your presentation? We have to be creative here-we still have to adhere to COVID-19 guidelines-but we do need to share what we've learned! Think about it!

Let's get started!

Option #2: Present a Performance Piece

Materials:

- Notebook for each girl
- Pen/pencil for each girl
- Any props or costumes the girls want for their performance (individual girls can bring in their own)
-

To the girls: An important part of the research process is sharing what you've discovered-scientists regularly present at conferences, seminars, and publish their research.

Today you are going to design and present a performance piece using your findings from the last two meetings. This performance piece should communicate what you've learned. Put together a skit or a play, write and do a reading of space related poems, compose music, change the lyrics to songs, or host a web lecture-whichever medium speaks to you. You can look at a Dance Your Ph.D. contest started by science journalist, John Bohannon, here: https://en.wikipedia.org/wiki/Dance_Your_Ph.D.

Once you've finished, we will work together on the best strategy for sharing it with others. Who would want to interact with your final product? Why? Who should interact with your final product? Why? How do these groups of people take in information? Is it the same? Different? How can we best reach your audience? What do you want your audience to take away from your presentation? We have to be creative here-we still have to adhere to COVID-19 guidelines-but we do need to share what we've learned! Think about it!

Let's get started!

