

Let's Go on a Journey Worksheet
 Sample Answers for each grade level.

These entire sample answers relate to the It's Your World, Change It. If a different Journey is used, a little more search will need to be done.

1. The title is on the cover of the girl's book and the purpose is expressed within the introduction. In the It's Your World Change It, this is found on the pages following the Table of Contents.

Grade level	Title	Purpose
Daisy	Welcome to the Daisy Flower Garden	Page 5- GS Daisies learn –and learn to live by the GS Law.
Brownies	Brownie Quest	Page 5- Girls uncover the meaning of the 3 keys, Discover, Connect and Take Action
Juniors	Agent of Change	Page 5-Girls will move from a deeper understanding of themselves to realizing the power of a team and the impact as a team they can make on their community.
Cadettes	aMAZE: The Twists and Turns of Getting Along	Page 5-Girls gain tips and strategies for creating and sustaining healthy relationships and then discover ways they can help create broader circles of peaceful interactions.
Seniors	Girltopia	Page 5- Girls gain a sense of the reality of life for girls throughout the world. Then they envision an ideal world and engage in Take Action projects that move the real world closer to the ideal.
Ambassador	Your Voice, Your World: The Power of Advocacy	Page 5-To guide girls in gaining the confidence to become advocates in their own community.

2. What is the title for Session 1?

Daisy	Welcome to the Daisy Flower Garden
Brownie	Discovering....You, Values, Family
Junior	Discovering My Power
Cadette	First Impressions in the Maze
Senior	Girltopia: What's it All About?
Ambassador	Introduction: Find Your Cause

2. continued:

Key points from the introduction to the Sample Sessions

Daisy, page 33	Same format for each session. 60 minutes in length- but this is just suggested Everything can be adjusted to fit the group. Picture each session as a whole.
Brownie, page 41	Sessions are organized into 7 meetings- 60 mins/each Envision the session in its entirety Everything can be adjusted to the group. There are many ways to extend the Quest.
Junior, page 41	Each session- 60-90 minutes Activities can be shortened or lengthened. Reflection time is critical. Build in time for this. Closing ceremony-when you and the girls want one.
Cadette, page 27	Samples for 8 sessions, 75-90 minutes each. Partner with the girls to customize the Journey
Senior, page 33	Think of the session as a whole. Have pens and scrap paper handy. Discussions and reflection time will be throughout.
Ambassador, page	7 Sessions and it is stressed that these are just “samples.” Activities take them through the steps to earn the Advocate Award. Optional fun, team-building activities are also included. Jot down notes and questions to ask the girls on index cards

3. Key words from the goal statement for Session 1 in each grade level.

Daisy	get acquainted, values, unique identity
Brownie	special qualities of themselves and sister GS, values in GS Law.
Junior	Discover values and individual “powers.”
Cadette	Explore relationship obstacles, impact of first impressions.
Senior	Use positive values
Ambassador	Begin to create & lead their own advocacy experience.

4. How does the goal for Session 1 relate to the outcomes identified for this Journey?

Daisy through Ambassador. In some of the grade level Journeys the National Leadership Outcomes Chart, which precedes the sample sessions, links specific session activities to an outcomes. However, for the most part the benefits/outcomes for girls are the cumulative result of traveling through an entire journey. This is an important message!

- . How can we tell if girls have achieved an outcome?

Signs are indications that a girl has benefitted or achieved an outcome.

5. How many pages are devoted to Session 1? This varies from grade level to grade level. We want the volunteer to begin to appreciate the amount of “help” she will find by accessing the How to guide.

Does a Session always equal 1 meeting time? NO. The girls may decide they would like to spend additional time exploring some specific topic or perhaps they would like to spend less time on one particular activity. The key is to stay flexible and let go and let the girls determine the course of their Journey.

What additional information will the volunteer find, besides the title and goal.

This will vary from grade level to grade level, but all of them have the following:

- Bulleted steps
- Activities
- Sidebars with additional tips

- 6a. Let’s find evidence of the 3 keys within the Sample Session.

First they are asked to select one of the activities from Session 1, look at the description and determine if this is a Discover, Connect or Take Action activity, or perhaps a combination of one or more of the keys.

- 6b. Then they are asked to find evidence of any of the 3 Processes within the Sample Session 1. For Girl Led they will find several instances where it will say “let the girls or invite the girls and so forth. Almost all activities are very hands on or Learning by Doing and Cooperative Learning occurs whenever the girls are collaborating on a project or activity.

7. In schools, a teacher's lesson plan and the corresponding page from the student's textbook sometime appear together. In a Girl Scout Journey, the "How To" guide for the adult does not exactly line up with the girl's books.

Briefly, what does the girl book have in it that the "How To" guide doesn't have?

To name a few:

Extra stories

Places to journal

Extra activities

What does the "How To" Guide have in it that the girl's book does not have?

Outcomes chart for this Journey

Girl characteristics

Detour suggestions

Tips, tips, and more tips.

Why do you think the "How To" guide and the girl book do not mirror each other?

The format encourages the girls to make this their Journey and not the leader's.

The next exercise gives the volunteer(s) the opportunity lay out timeframes for Session 1, following the Parts of a Meeting Format. It is important to remind the volunteers that if we are truly applying the Girl Led concept, there may be meetings when this format is not followed. So, flexibility is key and letting go and letting the girls is an important part of the Girl Scout Leadership Experience.