

Let's Go on a Journey!

1. Title of the Journey _____

In just a few sentences, what **would you say** is the purpose of this Journey for the girls? Refer to the first few pages of the “How To” guide.

2. Turn to the **Sample Sessions** for your Journey. Locate this from your Table of Contents.

What is the title for Session 1 of this Journey? _____

Look at the Introductory Page for the Sample Sessions, “The Journey’s Sample Sessions.” What are some key points, on this page, that will **help you** guide the girls on this Journey?

Okay, let’s dive in to the sample for Session 1

3. Look at the Goal statement first. What words jump out at you that speak to the essence of this goal?

4. How does this goal in Session 1 relate to the outcomes that have been determined for this Journey? Refer to the chart showing the outcomes. To locate, See *Understanding the Journey's Leadership Benefits*” in your Table of Contents.

Ex. Brownies- “Give voice to their special qualities”-relates to the first Discover Outcome, “Girls discover a strong sense of self.”

How can we tell if girls have achieved an outcome?

Hint: See the labels at the top of the columns on the National Leadership Outcomes chart.

5. **An overview of this sample session.**

How many pages are devoted to Session 1? _____

Does a Session always have to equal 1 meeting time? _____

In addition to the title and the goal what additional information is included in the Sample that will help you guide the girls through this Session?

Remember one of the benefits of using the Journey is that everything is packaged for you. The outcomes girls will derive are identified and the activities are packaged to meet criteria for at least of the keys ;Discover, Connect or Take Action as well as the Processes.

Let's find evidence that the keys and processes are built into the Journey.

6a. Look at one of the activities for Session 1

What is the name of the activity? _____

Look over the description of the activity. Would you say this is a Discover, Connect or Take Action activity? *Note. It could be more than one.*

- 6b. Within Session 1, where is there evidence **of any** of the 3 Processes?
For a description of Girl Led, Learning by Doing and Cooperative Learning, Refer to the handout. “Girl Scout Processes” Also, refer to the pages within your “How to” Guide that talk about these processes in terms of this grade level.

Hint: Evidence of Girl Led may start with the words “let the girls, invite the girls, etc.

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

What does the girl’s book have in it that the “How To” guide doesn’t have; not specifically, but in general. *Example: Places to journal.*

What does the “How To” Guide have in it that the girl’s book does not have?
Example: The Outcomes for the Journey

Why do you think the “How To” guide does not mirror the girl’s book?

Do the following with a learning partner or your small table group. Incidentally this models cooperative learning as you are working together toward a common goal. Use Sample Session 1 and lay out the meeting with projected timeframes. A typical Girl Scout meeting may have these parts;

Start-up or Arrival activity

Opening

Business

Activity

Snack

Clean-up

Closing

A completed one is attached to provide an example. Once you have looked at this, try to complete one for your grade level for Session 1.

NOTE: As girls mature they will be able to take over more and more of planning their own meeting. So, keep in mind that these parts of a troop meeting may change based on the girls' decisions. This exercise, however, will give you practice in helping the girls lay out their meeting and budgeting their time.

Laying out a troop meeting

Grade level _____

Meeting Goal _____

Meeting Length _____

Time	Step	Description	Supplies	Who will lead
	Start-up/Arrival			
	Opening			
	Business			
	Activity/Activities			
	Snack/Treat			
	Clean-up			
	Closing			