Girl Scout Daisy Home Study Booklet

Girl Scouts of Central Maryland
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www.gscm.org
PROGRAM RESOURCES FOR GIRL SCOUT DAISIES

The following resources are available to help you as a Girl Scout Daisy Leader. You will need a copy of the essential resources to complete this Home Study Packet and answer the test questions. You will only need to use one of the Journey series to complete the Home study. Be sure you have both the Adult and Girl book for the series you choose to use to complete the course.

Program Resources for Girl Scout Daisies

Essential Resources for Leaders

**GSUSA Resources** (Available in the GSCM Store)

- **The Journey Materials** are the Core of the Girl Scout program.
  - Adult Journey Guides – “Daisy Flower Garden”, “Between Earth and Sky”, and “5 Flowers, 4 Stories, 3 Cheers for Animals”
  - Girl Journey Books – “Daisy Flower Garden”, “Between Earth and Sky”, and “5 Flowers, 4 Stories, 3 Cheers for Animals”
  - “Girls Guide to Girl Scouting for Daisies”
  - GSUSA website – [www.girlscouts.org](http://www.girlscouts.org)

**GSCM Resources**

- **Troop/Group Resource Packet** (Available through your Service Team or Membership and Community Development Specialist)
  - Volunteer Essentials – available in your Troop Resource Binder or on our website (this is a GSUSA document customized for our council)
  - Safety Activity Checkpoints – available on our website (this is a GSUSA document)
  - GSCM website – [www.gscm.org](http://www.gscm.org)

For additional resources, please visit Girl Scouts of Central Maryland’s store, Juliette’s Closet, and the Volunteer Resource Center.
DIRECTIONS FOR COMPLETING THE HOME STUDY

1. Be sure you have access to the essential resources for Girl Scout Daisy Leaders. (please see previous page)

2. Complete each section of the Home Study Packet.

3. If you have any questions, please contact Member Care at membercare@gscm.org or call 410-358-9711.

4. After reviewing the booklet, please complete the Course Work Packet and email the completed packet to membercare@gscm.org.

OBJECTIVES

By completing this packet, you will be able to:

1. Identify the three leadership keys and girl processes
2. Recognize the age characteristics of Girl Scout Daisies
3. List three age-appropriate group and individual behavior management techniques
4. Plan a Daisy meeting using the Daisy resources and customize your Journey.
5. Identify two ways to fund troop/group activities.

Now, let’s get started!
**THIS IS WHERE I AM**

The following content areas are included in this Girl Scout Daisy age-level Home Study packet. For each topic, please check the appropriate column that reflects where you are now:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>SKILLED IN</th>
<th>I THINK I CAN</th>
<th>MUST LEARN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with girls in grades K-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Girl Scout Daisy program resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning the Daisy troop/group year.</td>
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<tr>
<td>Planning activities in partnership with girls</td>
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<tr>
<td>Planning a troop or group meeting</td>
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<tr>
<td>Recognizing the GSUSA commitment to diversity.</td>
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<tr>
<td>Finding additional adult support</td>
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<td></td>
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<tr>
<td>Using council and community resources for troop/group activities</td>
<td></td>
<td></td>
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<tr>
<td>Funding troop/group activities</td>
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<tr>
<td>Assessing troop/group progress toward goals</td>
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<td></td>
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<tr>
<td>Other (please list)</td>
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<td></td>
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</tbody>
</table>

**Leadership Reflections**

1. How will your prior training or experience help you with girls in grades K–1?
   ________________________________________________________________

2. I decided to become a Daisy leader because: ________________________________
   ________________________________________________________________

3. The most important thing I want to accomplish when working with girls is:
   ________________________________________________________________
   ________________________________________________________________

4. One thing that concerns me about being a Daisy leader is: ________________________________
   ________________________________________________________________
   ________________________________________________________________
Using the “essential” resources, find the resource and page number for each of the following items.

<table>
<thead>
<tr>
<th>Information on:</th>
<th>Resource and Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Girl Scout Traditions and Ceremonies</td>
<td></td>
</tr>
<tr>
<td>2. Appropriate trips for Girl Scout Daisies</td>
<td></td>
</tr>
<tr>
<td>3. Girl/Adult ratios</td>
<td></td>
</tr>
<tr>
<td>4. Ceremonies</td>
<td></td>
</tr>
<tr>
<td>5. A Snapshot of the Journey</td>
<td></td>
</tr>
<tr>
<td>6. Girls Scout Daisies selling cookies</td>
<td></td>
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<tr>
<td>7. Awards for Girl Scout Daisies</td>
<td></td>
</tr>
<tr>
<td>9. The Daisy Circle</td>
<td></td>
</tr>
<tr>
<td>10. “Tips” for working with girls with special needs</td>
<td></td>
</tr>
<tr>
<td>11. The parent meeting</td>
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<tr>
<td>12. Earning the Daisy Petals</td>
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</table>
WORKING WITH DAISY-AGE GIRLS MATCHING GAME

The information and questions in this matching activity are based on “Understanding Daisy Age Girls” and “Make the Most of Daisies’ Skills” found in the Journey Guides for Leaders and pg. 32 of Volunteer Essentials. The following statements are about girls in grades K-1 in general. Remember – Every girl is unique, with different needs, interests, and levels of development.

<table>
<thead>
<tr>
<th>Characteristics of Girls in Grades K - 1</th>
<th>Strategies for Dealing with these Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Want to do things for themselves</td>
<td>A. Provide girls with an opportunity to develop new skills, that are not too far beyond their ability</td>
</tr>
<tr>
<td>2) Need the approval and support of adults and peers</td>
<td>B. Use games when you can for learning.</td>
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<tr>
<td>3) Want to try everything, but might not be able to finish what they start</td>
<td>C. Do activities that give girls an opportunity to ask questions and find answers</td>
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<tr>
<td>4) Prefer Large Motor Activities to small motor activities</td>
<td>D. Be prepared to move quickly between one activity and another.</td>
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<tr>
<td>5) Can’t sit still for very long periods of time</td>
<td>E. Acknowledge accomplishments and assist girls when they need your help</td>
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<tr>
<td>6) Enjoy a sense of competence socially and intellectually</td>
<td>F. Help girls understand a situation by using role-playing</td>
</tr>
<tr>
<td>7) Are curious, often asking the whys and whatfores of their surroundings</td>
<td>G. Give girls room to figure things out on their own</td>
</tr>
<tr>
<td>8) Cannot easily see a point of view different from their own</td>
<td>H. Provide lots of encouragement</td>
</tr>
</tbody>
</table>
Behavior Management

Select 1 characteristic for Kindergartners and First Graders from the activity you just completed that have implications for group and individual behavior management. Think about this characteristic and complete the following questions:

Trait/Characteristic________________________________________

-What inappropriate or undesirable behaviors might the girls display as a result of the behavior?

-What can be done in planning to reduce the possibility of such behaviors?

-What can be done to intervene if such behaviors occur?

EXAMPLE
Characteristic: Can’t sit still for long periods of time.
Undesirable/inappropriate behavior: Getting bored with activities, talking during activities, not paying attention, moving around meeting site.
Planning for Prevention: plan for varied activities during meeting

Answers – 1-G, 2-E, 3-H, 4-B, 5-D, 6-A, 7-C, 8-F, (some answers may fit for more than one question)
THE GIRL SCOUT LEADERSHIP EXPERIENCE

Girl Scouts builds girls of courage, confidence, and character who make the world a better place.

Leadership Keys:

Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect: Girls care about, inspire, and team with others locally and globally.

Take Action: Girls act to make the world a better place.

Discover Outcomes

1. Girls develop a strong sense of self
2. Girls develop positive values
3. Girls gain practical life skills
4. Girls seek challenges in the world
5. Girls develop critical thinking

Connect Outcomes

1. Girls develop healthy relationships
2. Girls promote cooperation and team building
3. Girls can resolve conflicts
4. Girls advance diversity in a multicultural world
5. Girls feel connected to their communities, locally and globally

Take Action Outcomes

1. Girls can identify community needs
2. Girls are resourceful problem solvers
3. Girls advocate for themselves and others locally and globally
4. Girls educate and inspire others to act
5. Girls feel empowered to make a difference in the world

Leadership Experience Model

Focus of Girl Scout Activities

Discover
Connect
Take Action

Girl Scout Processes

Girl Led Learning by Doing Cooperative Learning

Short-Term and Intermediate Outcomes

The specific knowledge, skills, attitudes, behaviors, and values girls gain in Girl Scouting.

Long-Term Outcome

Girls lead with courage, confidence, and character to make the world a better place.
Please read the **Girl Scout Promise** and fill in the following: On My Honor, I will try:

To serve_________________________________. To help__________________________________________

and to live_________________________________________.

Now read the **Girl Scout Law** and using your Daisy resources list an activity you might use to help the girls understand the parts of the law and what Daisy flower represents that part of the law.

<table>
<thead>
<tr>
<th>PART OF THE LAW</th>
<th>DAISY FLOWER</th>
<th>ACTIVITY YOU WANT TO TRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONEST AND FAIR</td>
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</table>
GIRL SCOUTS COMMITMENT TO DIVERSITY

The Girl Scout organization is committed to diversity. Remember that diversity means more than racial/ethnic differences. All aspects of diversity must be considered if we are to meet the needs of individual girls.

1. Give specific examples of what types of diversity might be present in Girl Scout groups. Identify some differences that are:
   - Visible
   - Not visible

2. If you have already met with your troop, list examples of the diversity in your troop.

3. Indicate your own personal goal for what your girls will learn about people who are different from them as a result of having experienced their Daisy Girl Scout experience.

4. The responsibility of the Girl Scout leader is to:
   - Be sensitive to differences.
   - Adapt program activities to meet individual needs.

Discovering Your Own Community

You may or may not find that you have many rich opportunities to expand your girl’s awareness and appreciation of individuals, customs, foods, etc that are different from their own within your troop and their families. However, we all have wonderful opportunities within our own communities.

1. Girl Scout Daisies are old enough to take short trips into their community. Volunteer Essentials gives specific ratios of girls to adults needed for meetings to take a trip with your girls. Fill in the following with the number adults required for each troop and activity:

<table>
<thead>
<tr>
<th>Number of Girls in the Troop</th>
<th>Meeting</th>
<th>Trip</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
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</tbody>
</table>

Now, think of people and places in your own communities that reflect these aspects of diversity

Refer to the chart “People to Meet and Places to Go” on the next page and add names of people and places in your own neighborhood that would be good resources to plan short trips or have individuals visit the meeting place to do an activity that reflects their culture with the girls.
<table>
<thead>
<tr>
<th>People to Meet</th>
<th>Places to Go</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business and Restaurant Owners</strong></td>
<td><strong>Local Businesses</strong></td>
</tr>
<tr>
<td></td>
<td>Ethnic and health grocery stores, clothing,</td>
</tr>
<tr>
<td></td>
<td>jewelry/crafts, ethnic restaurants</td>
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<tr>
<td><strong>Local Craft’s People</strong></td>
<td><strong>Studios</strong></td>
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<tr>
<td></td>
<td>Pottery/weaving studio, dance studio</td>
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<tr>
<td><strong>Travel Agents</strong></td>
<td><strong>Farmers Market</strong></td>
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<tr>
<td><strong>College Students/Teachers</strong> (who speak a</td>
<td><strong>Local Manufacturing</strong></td>
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<tr>
<td>foreign language)</td>
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<tr>
<td><strong>Members of different religious groups</strong></td>
<td><strong>Travel Agencies</strong></td>
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<td></td>
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<tr>
<td><strong>Foreigners</strong></td>
<td><strong>Houses of Worship</strong></td>
</tr>
<tr>
<td></td>
<td>Church, Synagogue, Mosque, Temple</td>
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<tr>
<td><strong>Military personnel</strong></td>
<td><strong>Other</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Others:</strong></td>
<td></td>
</tr>
</tbody>
</table>
PLANNING GIRL SCOUT DAISY ACTIVITIES

The Daisy Meeting
Using your various program resources, complete the following:

1. What is the purpose of:
   The Opening Ceremony

2. List two resources where you can find samples of appropriate Girl Scout ceremonies.

3. What is the Daisy Circle and how is it used?

4. How might you handle ideas that are too costly?

Planning a meeting using the Daisy Resources

1. Using the Meeting Planning Sheet found in the evaluation packet, plan a meeting using your Daisy resources.

2. After you have planned the meeting, choose one of the Journeys and complete the additional questions in the packet about that Journey.

3. Please return your meeting planning sheet with your evaluation packet.

Planning for the Daisy Year
The key points of calendar planning:

- Leave openings to decide on particular activities with the girls.
- Limit the girls’ choices to two or three items. Too many can be overwhelming.
- Look for opportunities to include families as part of the troop/group activities.
- Utilize family members as helpers or resource people.
- Take into consideration various religious holidays, observances, and cultural holidays the girls may celebrate. Include observances such as Black, Asian, or Hispanic History Month even if your troop may not include representation from these racial or ethnic groups.

Using your resources, select at least five possible activities that your girls may enjoy doing during the year and record them on the calendar on the next page.
THE GIRL SCOUT DAISY CALENDAR YEAR

Directions: Use this calendar to take notes as you plan for your Girl Scout Daisy Year.

- Leave openings to decide on particular activities with the girls.
- Take into consideration various religious holidays, observances, and cultural holidays the girls may celebrate. Include observances such as Black, Asian, or Hispanic History Month even if your troop may not include representation from these racial or ethnic groups.

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
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<tbody>
<tr>
<td></td>
<td>31—Juliette Low’s Birthday</td>
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</table>

<table>
<thead>
<tr>
<th>December</th>
<th>January</th>
<th>February</th>
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<tbody>
<tr>
<td>12—Girl Scout Birthday</td>
<td></td>
<td>22—Thinking Day</td>
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<table>
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<tr>
<th>March</th>
<th>April</th>
<th>May</th>
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<tbody>
<tr>
<td></td>
<td>22 Leader Appreciation Day</td>
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</table>

<table>
<thead>
<tr>
<th>June</th>
<th>July</th>
<th>August</th>
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GIRL/ADULT PARTNERSHIP (GAP)
Girl Ownership

The premise of Girl Scouts is to help girls grow. When working with girls you need to consider how much adult help each age and individual girl needs. Girls learn at different speeds. There are some things that are obvious: Girl Scout Daisies will need more adult assistance than older Girl Scout Brownies. Other things are not so obvious: each girl learns at different paces. Observe and offer assistance as needed.

Daisy

Daisy: Girls do well with making choices and doing activities with simple directions. They may need adult assistance in helping to focus on ideas. Leaders play an important role as an adult in a Girl Scout Daisy’s life to provide approval and support.

Adult Help Needed

Adults foster girl/adult planning by:

- Asking questions rather than providing answers.
- Guiding rather than leading.
- Advising rather than judging.
- Helping a girl to think through a decision rather than deciding for her.

In your own words, tell how the concept of Girl/Adult partnerships can benefit the girls and support the Girl Scout Leadership Experience.
RECRUITING HELP

Recruiting help for your troop is essential for you and the girls to have the best experience. Check out the section “Identifying Journey Helpers” in your Journey Leader’s Guide.

List the places that you and your co-leader can find help with your Daisy troop: Be sure to add resources that you know about in your area.

1. ____________________________ 5. ____________________________
2. ____________________________ 6. ____________________________
3. ____________________________ 7. ____________________________
4. ____________________________ 8. ____________________________

Family Members and Other Adults—Essential support groups that include parents, guardians, foster parents, grandparents, older siblings, and aunts and uncles. There are many ways these adults can help including the following. Check the ones you would like to have. Add any others that you think you will need.

• Driving for field trips.
• Leading a troop activity.
• Planning and carrying out an investiture ceremony.
• Watching the troop leader’s other children.
• Locating low-cost or no-cost materials for activities.
• Providing meeting snacks.
• Making phone calls.
• Filling out council forms.
• Recruiting other adults.
• Finding a troop sponsor
• Sponsoring a holiday party.
• Teaching a skill or hobby.
• Serving as the troop first-aider.
• Serving as the troop cookie manager.
• ____________________________
• ____________________________
• ____________________________
The Troop Committee – A group of three to five registered adults that give support to the troop. What are some of the things a troop committee could do?

1. 

2. 

3. 

4. 

Troop Sponsor—A community organization or business that has entered into an agreement with the council to sponsor a troop or a number of troops in an area.

See the GSCM Sponsorship Agreement - GSCM form 02-206 that may have been discussed in your Meet and Greet. (Available thru the Volunteer Resource Center or online at www.gscm.org)

Examples of places to look for a Troop Sponsor include:

- Religious groups.
- Parent/teacher groups.
- Men and women’s service groups.
- Professional and fraternal societies.
- Civic organizations.
- Major community employer.
- Local college/university.
- Labor groups.

What are some things your troop sponsor can do?

1. 

2. 

3. 

4. 

What are some things your troop could do in return?

1. 

2. 

3. 

4. 
Girl Scouts of Central Maryland provides several resources that will assist you in planning your Girl Scout events. They include:

- **GSCM Troop/Group Permanent Resource Packet** -- Notebook comprising many of the resources needed by troops including the following:


- **Safety Activity Checkpoints** – an online resource which provides safety information for specific Girl Scout activities. Please refer to this checklist when planning with the girls. http://www.gscm.org/volunteerresources/checkpoints.html

- **Leader’s Digest Blue Book of basic documents** – reflects the policies and procedures of GSUSA.

- **New Leader Quick Guide (02-1761)** -- Resource for new Girl Scout volunteers. Includes information to guide you through some basic events that occur in Girl Scouting.

- **Council Policies** - Listing of all policies that must be adhered to by GSCM volunteers.

- **GSCM website**: www.gscm.org

**THE PARENT MEETING**

Making use of family support takes planning. Read “Working with Parents and Guardians” in Volunteer Essentials. The Adult Journey Guides also give tips for working with families. Parent meetings are vital to the troop. Be sure that these meetings include:

- Getting acquainted.
- Learning what parents expect for their daughters in Girl Scouting.
- Completion of Paperwork – Membership and Health History Records
- Information on SHARE
- Discuss uniforms, troop numbers and ID strips
- Meeting times, locations, expectations [i.e. if they stay, where do they wait, siblings, etc]
- An overview of the Girl Scout Leadership Experience, including the Leadership Keys.
- A discussion about the girls’ interests and plans for the year.
- Discussions about troop financing.
- Make sure parents know what benefits they receive from Girl Scouting.
- Be clear. Let parents know you expect everyone to help in some way, match needs to interest.
- Continue to ask for help. If turned down, respond with, “I’ll call you later.”
- Be sensitive and aware of special family circumstances.
- Keep parents informed. Invite families to participate in events and activities.
- Thank people. Thank them verbally. Have girls write thank-you notes. Have a “thank-you” event.
For further information, refer to GSCM form 02-211, “How Families, Friends and the Community Can Help?” (Available thru the Volunteer Resource Center or online at www.gscm.org.) We also have a taped webinar “Engaging Parents” that you can find on our website’s training page.

**TROOP FINANCE**

There are Program Standards and Council Policies that apply to Daisy money earning.

- Girl Scout Groups are financed by dues, money earning-activities, and a share of money earned through council-sponsored product sale activities. Girl Scout Daisies may be involved in council-sponsored product sale activities only, and not collect money in any other way except through group dues or parental contributions. (Amended by GSUSA Board 6/15/2008)

- Money collected should not exceed what is needed to support troop activities.

- A family’s inability to pay should not be a barrier to participation.

**Ways activities and resources can be funded include:**

- **Parents can contribute** a monthly activity fee based on estimated budget if the leader has ascertained that parents are willing to do so. Note: An annual fee may impose a hardship on some families and should, therefore, be avoided.

- **Donations** could be sought for troop supplies

- **Sponsors** might be recruited; however: sponsors are not required to make any financial contribution to a troop – donations are voluntary.

**GSCM grants** can be secured for training adult leadership. Reference GSCM form 04-1121 Financial Assistance Application for Girl, Adult, or Troop/Group. (Available thru the Volunteer Resource Center or online at www.gscm.org.)

Discuss financing with the troop committee, with the troop sponsor, and with parents or guardians.

The following is a list of potential expenses incurred by Girl Scout troops. Check the ones that you think you will have. Write how each of these items may be financed. Add others.

___ Entry fees to park or zoo ______________________________________________________________

___ Craft supplies ________________________

___ Program fees for a council event ______________________

___ Printing costs ________________________

___ Daisy Pins and awards ______________________

___ Snacks ______________________

___ Resource books for troop library ______________________

___ Food for a hike or picnic ______________________

Others:________________________________________________________________________________

________________________________________________________________________________
Assessing Troop Progress

Read “Understanding the Journey’s Leadership Benefits”, in the Journey’s Leader Guide. This section identifies the outcomes or benefits the girls will achieve by working on their Journey. It also shares sample “signs” or indicators that the outcomes are being achieved.

As you plan with the girls, remember to apply the Leadership Keys and Girl Scout Processes to your activities.

Assess the troop’s progress periodically throughout the year to see if the girls are displaying some of the indicators to show that the outcomes are being achieved. More information on the outcomes and indicators can be found in Transforming Leadership, Focusing on Outcomes of the New Girl Scout Leadership Experience. This booklet is available in our store, the VRC, or on the GSUSA website.

THANK YOU!

We hope you enjoy your time as a Girl Scout volunteer.

Please complete and return your Coursework Packet.
You may keep this workbook for your records.