The Girl Scout

Bronze Award

Guidelines for Girl Scout **Juniors**

Girl Guidelines

Welcome to the Girl Scout Bronze Award, a leadership adventure for you and more than half a million other Girl Scout Juniors across the country and around the world. Imagine what you can accomplish when you team up with others and use your special skills and interests to take action and make a difference in the world!

As you can tell, this Girl Scout Bronze Award adventure is big—in fact, this award is the highest honor a Girl Scout Junior can achieve. As you and your team plan and complete your project, you'll develop more confidence, meet new people, and have the kind of fun that happens when you work with other Girl Scouts to make a difference.

Here are the steps you'll take to earn your Girl Scout Bronze Award:

1. Complete a Junior Leadership Award.
2. Build your Girl Scout Junior team.
3. Explore your community.
4. Choose your Girl Scout Bronze Award project.
5. Make a plan.
6. Put your plan in motion.
7. Spread the word.

When you go for the Bronze Award, you represent what Girl Scouts can achieve in their communities. And, of course, you want to do that in a way that's fun for you —and for everyone else involved, too! Earning the Girl Scout Bronze Award involves the time to complete a Leadership Award, and then a suggested minimum of 20 hours build-ing your team, exploring your community, choosing your project, planning it, put-ting your plan in motion, and spreading the word about your project. The suggested hours help you think about your commitment to doing your very best with each step. That's different for every Girl Scout, so these hours aren't a rule, just a friendly reminder. You're a Girl Scout, which means you will earn your award with courage, confidence, and character and make a difference in the world around you!

Step 1

Step 1: Complete a Junior Leadership Award.

The first requirement for earning the Girl Scout Bronze Award is completing a Girl Scout Leadership Award. If you haven't done one yet, now's the time! Most girls say they spend three or four months on a Leadership Award, but that's not a rule: Take all the time you need. When you've finished your award, set aside some time to think about all you learned and accomplished.

Here are some questions you might want to think about:

- How did you use the values of the Girl Scout Law during your Girl Scout Junior Leadership Award?
- What did you Discover about yourself?
- Who did you Connect with?
- How did you Take Action, and what did you learn?

Then take your next step:
Creating your very own Girl Scout Bronze Award adventure.

Step 2

Step 2: Build Your Girl Scout Junior Team

What's a Girl Scout Junior team? That's you and other Girl Scout Juniors who are on this adventure together, plus your troop/group volunteer. If there are no other Girl Scout Juniors in your neighborhood, seek out some friends your age—they can even join Girl Scouts and earn the award with you! More girls equal more friends, more ideas, and more ways to make a difference.

After you've built your team, hold a meeting, and spend some time getting to know each other. After all, making new friends is one of the fun parts of being a Girl Scout! You could start by playing a game at summer camp, or at school. Of course, if you're working with other girls in your troop, you already know each other quite well. Even so, you prob-ably don't know everything about each other. You might be surprised at what you learn about girls you've known since kindergarten!

It's also a good idea to think about what you each enjoy doing the most. Soon, your team will explore and choose an idea for a Take Action project. Keep handy your team's list of what each member loves to do; it will help you in a few ways:

- **You'll know the special talents each of you can bring to the project you choose.**
- **You'll learn more about each team member so that you can be a great Take Action team.**
- **You may even touch on something that becomes the beginning of an idea for a Take Action project!**

Here are some questions to help you pinpoint your interests:

- **Do you read everything you can get your hands on—even the back of the cereal box?**
- **Do you love playing with your pets?**
- **Do you spend hours painting, singing, or dancing?**
- **Are you always in motion—riding your bike, surfing, or playing soccer?**

Really spend some time thinking about all the things you love to do, from conducting science experiments to taking care of younger kids to whipping up fruit smoothies for your friends!

At the end of your first meeting, talk about what everyone thinks the group should do to be a great team, like "listen to others without interrupting" or "help out at each meeting." Write the suggestions on a large piece of paper, and post it on the wall whenever you have team meetings.

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Step 3

Step 3: Explore Your Community

There are many ways to make a difference, so what's the best project idea for your team? One that you come up with yourselves, of course! How can you do that? The first step is to take a close look at what's going on right around you. Maybe you have ideas from when you did your Leadership Award—was there a project you didn't have time for that you could work on now?

Start by exploring your community: your block, your neighborhood, or your school. As you walk or bike around town, keep your eyes open for ways you can make a posi-tive change. As you take a bus to school or ride in the car with your parents, look for problems that should be fixed. (You might even spot something that could make everyone's daily ride on the school bus a little bit better!) As you spend the day in school, take note of how things could be improved.

Here are a few tips:

- **In addition to observing on your own, you can make this a team activity. Get together as a group to walk around your school or your block, talking about what you see.**
- **Keep a notebook handy to jot down what you see, plus any ideas about possible projects.**
- **Keep an open mind as you look around! Sometimes, ideas come from seeing a problem that needs to be fixed, such as people wasting paper in your school. Sometimes they come from seeing a chance for improvement, such as painting a wall mural that celebrates your neighborhood's history.**
- **Feeling stuck? Think about something that would make your life better; chances are, other people have that same idea! For example, maybe you'd like to exercise more because you know it will make you healthier, but you don't know how to get started. Other people might feel the same way. How about creating a "Let's Move It!" club that meets once a week after school? You can jump rope, play hopscotch, run races—anything that keeps you active!**

The following Observation List is a great way to keep track of your observations. Write your observations in the left-hand column, and then write your possible solutions in the right-hand column. A few examples are listed to get you started. After you have filled in your chart, circle the three ideas that matter most to you. But don't worry if you don't have many "Maybe We Could" ideas yet. The important thing is to identify what you care about and want to take action on.

Observation List

Observation ***What do you see and hear around you? Here are ideas for what to look out for.***	**Maybe We Could...** ***Possible project ideas to make a difference.***
Our Girl Scout meeting space isn't very "green," and we'd also like to make the space more fun for younger Girl Scouts.	Add fun decorations that are also "green," and figure out how much energy we use during our meetings.
A recent flood damaged more than 100 homes in town.	Find out how people prepare for floods; think of ways to share what we learned.
Add your own . . . what else do you observe in the course of a day in your life?	

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Here are a couple of examples to show how an observation led to a Take Action project (Steps 4–6 will give you more tips about how to do the same thing yourself):

Example #1
Lucia and her Junior team were going after their Girl Scout Bronze Award, so they all agreed to be extra observant of everything going on around them. Here's what Lucia observed and how it turned into their Take Action project:

1. First, Lucia noticed that cars whizzed down the street near their school. This happened a few days in a row—it seemed to be a real problem.
2. Then, she heard on the news that in the last year there had actually been several accidents in that same area.
3. The Junior team asked their troop/group volunteer to help them find out how people in their community decided where stop signs were needed.
4. After a visit to both the police station and a local government office, here's what the Juniors did: They wrote a petition asking for a new stop sign on the road near their school, got local residents to sign it, and then presented it to their local government officials. Result: A new stop sign, slower traffic, fewer accidents, and safer kids! Plus, a stop sign is a permanent solution!

Example #2
Tanya and her Junior team also decided to be extra observant for a week or two. When they got together to share what they observed, Tanya asked her friends, "Have you ever noticed how hard it is for older people or people with disabilities to get around the grocery store?" The team agreed that this was a problem that no one seemed to be addressing. It seemed like a good challenge for their team! Here's what they did:

1. First, they decided to visit the store together and just watch as people shopped. This convinced them that some people could use a little extra help.
2. Then they met as a team and brainstormed how they could help and how they could explain their project idea to the store manager.
3. Next, they met with the store manager. Here's what happened next: The girls got permission to team up during the peak holiday season and offer their assistance to shoppers. Sometimes they would take a person's grocery list and go up and down the aisles to get products. Other times, they would walk around the store with people and help them fill their baskets. In both cases, they helped people get through the checkout line and out to their cars. To keep this project going, they wrote a tip sheet about how other youth and volunteer groups can do the same thing.

Step 4

Step 4: Choose Your Girl Scout Bronze Award Project

Now that you've observed what's going on in your community, here are some steps to take in order to choose your Girl Scout Bronze Award project:

1. Meet with your team to share what you've seen. You might find that many of you noted the same problems or ideas. Your troop/group volunteer can help you make a list of the top observations from all the girls on the team.
2. Brainstorm ideas about where you can make a difference, based on what you've seen. Once you have a list that everyone likes, work together to choose the top three topics that interest everyone the most.
3. Now that you've come up with your top ideas, you need to get more information so you can understand how you can best help make a difference. Here are a few tips to get you started on your fact-finding mission:

- **To really understand a problem, you need to get information from many places—talking to different people, reading newspaper and magazine articles, and doing research at the library and on the Internet. (Remember to first sign the Girl Scout Internet Safety Pledge in the Badges section of your *Girl's Guide*.) This may seem like a lot of work, but don't worry, you can share the jobs—after all, that's what teams are for! One person can go online to read newspaper articles, someone else can volunteer to check out books from the library, and so on.**
- **Brainstorm with your team and your troop/group volunteer about where to get more information. You can also visit the library and talk to the librarian. That's a great way to get suggestions of who to talk to—and get ideas for a great project.**
- **It can be hard to talk to adults, especially if you don't already know them! Talk about your ideas with your teachers and neighbors first—you'll start to feel more confident about asking questions of other adults. And remember that you'll be with other members of your team as you talk to adults, and that always helps!**
- **Take notes about what you learn as you do your research. A blank Project Idea Chart is included at the end of this guide for you to write down who you talked to, what you learned, and your ideas for the kind of project you can create. Here are a few project ideas—take a look, and then add your own in the blank Project Idea Chart at the end of this guide!**

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Project Idea Chart

Observation	Who We Talked To	What We Learned	Maybe We Could...
Our Girl Scout meeting space isn't very "green," and we'd also like to make the space more fun for younger Girl Scouts.	Other Girl Scouts and their families, including younger Girl Scouts The owner of a local hardware store	We can turn down the air conditioner and add plants to make our space "greener." Younger Girl Scouts would like to help decorate our space. Everyone's interested in seeing what girls in other countries look like.	Have a family workday when everyone can come together to clean and paint. Post photos of Girl Guides and Girl Scouts from around the world. Turn down the air conditioner or use fans. Work with younger Girl Scouts to create a colorful paper mural.
A recent flood damaged more than 100 homes in town.	An emergency medical technician (EMT) A firefighter A Red Cross official Families who had damaged homes	Many families aren't prepared for disasters such as floods, hurricanes, and tornados. Everyone should be aware of the steps to take in order to stay safe.	Do presentations on disaster preparedness at school and places of worship. Include a simple first-aid-skills session and a discussion about the impact of natural disasters around the world. Hand out flyers that list what families should include in home emergency kits.

Use the Project Idea Chart at the back of this guide to explore your top ideas. Once the chart is complete, it's time to choose your project.

Look at how much you've already learned! Now your Girl Scout Junior team can start narrowing your three ideas to one. Before you decide, answer these all-important questions about each of your ideas:

- **Why does this idea matter?**
- **Who will this idea help?**
- **What can we do to make a difference? Is that realistic?**

Write down your final choice here: _____

As a Girl Scout, you're a member of the worldwide community. Once your team has chosen a project idea, take some time to talk about how people in other parts of the world might address the same problem. This doesn't mean that you have to solve a worldwide problem! However, when you've finished your project, you may want to think of ways to tell your story to people in other places so they can learn about what you did.

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Step 5

Step 5: Make a Plan

Now that you've chosen an idea, it's time to make a plan. It's always good to think before you take action. That way, you can aim for success! The following questions help you think through your plan before you get started. Also, remember to go back to your Leadership Award for other great tips on project planning!

As a team, answer these questions:

- What is our goal for the project? (If you're tackling a big issue, narrow your focus to just one part of the problem. That will make your goal easier to achieve.)
- What steps do we need to take to reach our goal?
- What special talents can each girl use to help make the project a success?
- What did we learn when we did our Leadership Award that will help make this project run smoothly?
- Who can we ask for help?
- How can we get other people involved?
- What supplies will we need?
- Do we need to earn money for our project or can we get donations from people? If we do need money, how can we earn it—or how can we change the project so that it doesn't cost anything? Can we use the money from our cookie sales to fund our project?
- How much time do we need to finish our project? Is that realistic?

Once you have some idea of your plan, ask yourselves if there's anything you can add or adjust that will help make a difference even after your project ends. For example, if your project helps your school, maybe a teacher, principal, or PTA member would agree to do it again next year.

Here's an example of how a team made sure their project lasted: Alina and her team wanted to make new students feel more at home at her school, so they organized a "Get to Know You" day. It was a success, but it won't help students who came to the school after "Get to Know You" day. To make their plan last longer, Alina and her team decided to start a student-run "What a Pal!" buddy program for new students. They ran the program until they graduated, and then they asked the principal to continue the program after they left the school. That way, new students will always have a friend, no matter when they move to the school.

Now that you've answered these questions, take a step back. Does it sound like you have a good plan? How do you know? Don't worry, you'll have plenty of help. Your troop/group volunteer is always there to help you and answer questions.

Tip: You and your team may want to sit down with your troop/group volunteer and go over your plan one last time before you begin, just to make sure your plan is realistic. You may need to adjust it slightly before you start. That will make reaching your goal a little smoother.

Before you move on to the next step, fill in the following sentences. This will help you talk about your project to other people as you start putting your plan into motion.

We will make a difference by_____

_____.

We hope our project will help _____

_____.

When we're done, we'll know we made a difference because_____

_____.

Step 6

Step 6: Put Your Plan in Motion

Now that you have an overall plan, it's time to create a list of tasks and deadlines and figure out who will be doing what. Remember, you're a team, so one or more girls can volunteer for each task. Decide when each task needs to be finished. Then write all the information in a Planning Chart like the one that follows. (There is a blank Planning Chart at the end of this guide for you to use.)

Planning Chart

What Is the Task?	How Will the Task Be Done?	When Should This Task Be Finished?	Which Team Member(s) Will Complete the Task?
Gather information about preparing for a flood, tornado, or hurricane.	Do research on the Internet or at the library. Interview emergency workers.	October 17	Alina and Leah Mariah, Carole, Anna
Create sample home emergency kits.	Use research to make a list of what should be in the kit; get donations from families or the local hardware store.	November 14	Tasha, Orna, Michelle, Patrice

When your list is complete, it's time to get started. Talk as a team about your progress. You might have to be flexible and switch assignments around or add more tasks—that's good teamwork.

Keep a record of what you're doing! Take photos, shoot video, or draw pictures along the way. These will help you share your story when you're done.

Step 7

Step 7: Spread the Word

Congratulations! You and the Girl Scout Junior team have created and carried out a project that makes a difference in the world around you! Great job! Now it's time to think about what you did, why it mattered, and what you learned.

First, thank everyone who helped you. They'll be glad to hear what you were able to accomplish with their help!

Second, put your story together so that you can share it. You'll be able to show what you learned, and your story may help others! Here are a few tips for capturing and sharing your story:

- **Organize your story by answering these questions:**
  - **How did you decide what was needed in your community?**
  - **What did you discover about yourself from this experience?**
  - **How did your team work together?**
  - **What problems came up? How did you solve them?**
  - **What leadership skills did you use?**
  - **What did you do to inspire others to act?**
  - **How do you feel you and your team have made the world a better place?**
  - **How did you live out the Girl Scout Promise and Law?**
- **Be creative in the way you tell your story! Make a photo collage, put together a scrapbook, create a short film, or write a play about what you did and what you learned.**
- **Think about who you can inspire to make a difference—maybe younger Girl Scouts, students at your school, or other girls around the world. Then decide how you want to tell your story. Maybe you can post your collage or film online with the help of your troop/group volunteer. Perhaps you could present your project at the community meeting, perform your play at school, or donate your team scrapbook to the local library.**

Finally, be sure to celebrate what you've done. Not only have you had a great adventure, but you've helped create a better world! **Be sure to fill out the Bronze Award Final Report on the Girl Scouts San Diego Bronze Award website with your troop leader to notify council that your award is complete!**

Project Idea Chart

Observation	Who We Talked To	What We Learned	Maybe We Could...

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Planning Chart

What Is the Task?	How Will the Task Be Done?	When Should This Task Be Finished?	Which Team Member(s) Will Complete the Task?