



**Girl Scout Junior
Take Action Sample Activities**

October 2010

TAKE ACTION SAMPLE ACTIVITIES OVERVIEW

The following five projects were designed using the seven components of a successful take action project. They were created to get girls motivated and excited about making an impact in their community that can be felt in the long term.

- Each project is divided into sessions and each session is divided into activities. Sessions are generally designed to be completed during a one-hour meeting.
- Some sessions require more than one meeting to complete. DO NOT assume that a meeting can be filled solely with a session. The length of each session and each activity will be determined by the interests of the girls.
- Sessions and Activity plans are meant to be flexible. Please alter them to the needs of the community and the girls, particularly when selecting reflection activities. Use the objectives as a guide for tailoring activities.

LITTER ZAPPERS

Overview

Littering and trash are serious concerns in our communities. Not only does litter diminish the appearance of our communities, it can be dangerous for people and animals. Birds can die from our litter by swallowing plastics or getting their heads trapped in plastic pop can rings. Ground water can become contaminated from litter and lead to dangerous drinking water. Often times people hold Clean-Up Days for a particularly littered area. While Clean-Up Days can be wonderful projects when careful planning and the necessary precautions are taken, they should be considered as supplements to activities that approach the problem of littering head on. When girls become Litter Zappers, they focus on trying to stop people from littering instead of cleaning up after them.

Session One

Go Green Girl! council program kit *what can you do to reduce, reuse and recycle*
Litter Watch *choose an area to observe*

Session Two

Litter Watch Results *analyze litter watch results*
Litter Zapper Campaign Plan *design an anti-litter campaign*

Session Three

Campaign Away! *launch anti-litter campaign*

Session Four

Litter Zappers Unite! *celebrate*

Session One: Activity One

Go Green Girl!

OBJECTIVE

Encourage girls to think about reduce, reuse, and recycle.

MATERIALS

Go Green Girl Toolkit and Patch Program

TIME

varies

PREPARATION

Check out the Go Green Girl Toolkit and Patch Program and become familiar with the information.

DISCUSSION

Create a discussion based on the following questions. Where do we see garbage? Who puts it there? Is there a fine for littering in your community? How much is it? How many people actually get fined? How many people actually pay? Call the local police station to find out.

Session One: Activity Two

Litter Watch

OBJECTIVE

Analyze the littering patterns of a particular area.

MATERIALS

Copies of Litter Watch Survey

TIME

30 Minutes

DISCUSSION & ACTIVITY

1. Explain that girls will be choosing an area in the community to conduct a "litter watch."
2. Each girl can pick an area, small groups can share an area, or everyone may want to watch an area individually with adult chaperons.
3. Visit the area as a group or explain the following steps to be done individually or with small groups.
 - A. Walk around and take note what items are being littered.
 - B. Count the number of trash cans and recycling bins.
 - C. Investigate who is responsible for the trash cans and recycling bins.
 - D. Investigate how often they are picked up.

Note: This can be a one-time visit or repeated visits in regular intervals to determine when littering occurs.

Session Two: Activity One

Litter Watch Results

OBJECTIVE

Share and analyze results of Litter Watches.

MATERIALS

Method of recording results visually on a chalkboard or large pieces of paper

TIME

15 Minutes

DISCUSSION

1. Ask girls to share the results of their Litter Watches.
2. Make a master chart of all the different kinds of litter. Add up and see what kind of littering happens the most.
3. Make a list of the places that don't have trash or recycling receptacles. Was there anything surprising or unusual? Did one of the places come out shining—very little litter, enough receptacles and they were always usable and not overflowing? Girls may want to present a Sparkling Clean Award to the people who maintain the place.

Session Two: Activity Two

Litter Zapper Campaign Plan

OBJECTIVE

Design a campaign based on the results of the Litter Watches.

MATERIALS

Method of recording results visually on a chalkboard or large pieces of paper

TIME

20 Minutes

DISCUSSION

Develop a campaign based on the following questions.

1. What kind of littering happens the most?
2. Where does that litter come from originally?
Suggested Action: Make posters about littering and ask to put them in the places where the litter comes from. Be sure to have girls tell the business or group that they are not accusing them of littering, but it seems that their customers are and they would like to have the customers think about it when they buy the product.
3. Were there enough trash and recycling receptacles?
4. Could girls donate new receptacles to the area?
Suggested Action: Investigate who is responsible and ask if this is a possibility. Girls may want to paint them cheerful colors.
5. Were girls surprised how clean the area was?
Suggested Action: Plan a Sparkling Clean celebration. Investigate who is responsible for keeping the place clean. Present them with a Sparkling Clean Award and ask them to keep up the good work!

Session Three: Activity One Campaign Away!

OBJECTIVE

Carry out the campaign.

TIME

10 Minutes

SHARING CIRCLE

Share with each other the successes of the campaign. Make alterations if necessary.

Session Four: Activity One Litter Zappers Unite!

OBJECTIVE

Reflect on the results of the campaign.

TIME

30 Minutes

SITE VISIT & SHARING CIRCLE

Visit one of the Litter Watch sites after the campaign has been implemented. Have a Litter Zappers Unite celebration. Each girl should share one way in which she will be personally responsible for not littering and one thing she learned that surprised her.

LITTER WATCH

Where _____

When _____

Who _____

Litter Checklist *make a mark for each individual item of litter you see*

_____ Paper

_____ Newspaper

_____ Flyers

_____ Food Wrappers What kind of food? _____

_____ Cans

_____ Glass

_____ Cardboard

_____ Clothing

_____ Cigarette Butts

_____ Other _____

How many trash receptacles are there? _____

How many recycling receptacles are there? _____

Are they usable or overflowing? _____

Is there a change in the type of litter or is it the same as before? If there is a change, what is it and why might it have happened?

Prejudice Busters

Overview

One of the Human Rights is that people are not discriminated against for their race, skin color, gender, disability or sexuality. Girls can examine prejudice and discrimination and teach others through a play or other form of public presentation.

Session One

Hide 'n Seek Fairness *discuss fairness*

Session Two

National Forum on Kids and Prejudice *discuss acts of unfairness, discrimination and prejudice*
Letter to Self *pledge to self*

Session Three

Stereotypes
Prejudice Buster Contracts *commitment to ending prejudice*

Session Four

Speaking Out! *share Prejudice Buster actions*

Session Five

Letter to Self *review pledge to self*

Resources

WHAT DO YOU STAND FOR? A Kid's Guide to Building Character by Barbara A. Lewis

Session One: Activity One

Hide n' Seek Fairness

OBJECTIVE

Inspire thought on the topic of fairness.

MATERIALS

Three balls of yarn. One brightly colored such as yellow or red. The others should blend in with the environment.

TIME

30 minutes

PREPARATION

Cut approximately 30 pieces of each color of yarn. Hide them in a designated playing area. Brightly colored yarn should be easy to find. The other yarn should blend in and be difficult to find.

GAME

1. Divide girls into two or three teams.
2. Assign each team a color.
3. Designate a length of time and agree on a "Times Up" signal.
4. Ready, set, go! Girls race to find pieces of their color of yarn.
5. When time is up, gather girls together and count the number of pieces each team found. The team with the most pieces wins. Most likely it will be the team with the brightly colored yarn.
6. Discuss the following questions:
 - What did it feel like to be on the winning team?
 - What did it feel like to be on the losing team?
 - Which team found the most pieces? Why?
 - If we played again, which team would you want to be on? Why?
 - Is the game fair? How would you make it fair?
7. Play the game again using the girls' ideas on making it fair. *optional*

Session Two: Activity One

National Forum on Kids and Prejudice

OBJECTIVE

Discuss acts of unfairness, discrimination and prejudice.

MATERIALS

Copies of “National Forum on Kids and Prejudice” on pages 24- 29.

TIME

25 minutes

PREPARATION

Read through “National Forum on Kids and Prejudice” and discussion questions.

ROLE PLAY AND DISCUSSION

1. Ask the girls what you talked about in Session One. *Fairness and unfairness.*
2. Tell girls you will be talking about a specific kind of unfairness . . . prejudice and discrimination. Ask girls what these words mean to them.
3. Ask girls to take the roles of the characters in the National Forum on Kids and Prejudice on pages 122- 124 of their Handbooks.
4. Read the Forum aloud in parts.
5. Discuss the Forum based on questions found on page 186 immediately following the Forum.
6. Discuss also what kinds of prejudice and discrimination are the girls familiar with? This might be things they experience themselves, read about or see on TV.

Session Two: Activity Two

Letter to Self

OBJECTIVE

Girls write letters to themselves about how they would like to stop prejudice and discrimination in their lives.

MATERIALS

Paper

Pens

Envelopes that can be sealed

LETTER WRITING

1. Pass out paper, pens and envelopes to girls.
2. Ask girls to think about what has been talked about so far in regards to fairness, prejudice and discrimination.
3. Ask girls to write a letter to themselves about their goals for what they will do to try to be inclusive and help stop prejudice and discriminatory behavior.
4. Ask girls to seal the letters in envelopes and write their names on the front.
5. Collect envelopes and tell the girls they will get their letters back at a later date.

Session Three: Activity One

Stereotypes

OBJECTIVE

Learn positive strategies that can be used when confronted with situations where an individual may have a physical or perceived difference.

MATERIALS

Several containers that you cannot see through

TIME

20 minutes

PREPARATION

Gather several containers that you cannot see through and fill them with something.

DISCUSSION

1. Ask girls to define stereotypes and generate a list.
2. Discuss: Are stereotypes true? How do stereotypes hurt those who believe them? How do stereotypes hurt those at whom they are directed?
3. Have several containers that you cannot see through. Tell the girls that they have to guess what is in the containers and put a label on it, so you can store them. Stress the importance that the label is to be correct. When they realize they cannot tell you what is inside without seeing it, explain to them that is exactly what they are doing when they "stereotype" others, judging them without knowing what is on the inside.

Session Three: Activity Two

Prejudice Buster Contract

OBJECTIVE

Make a commitment to decreasing prejudice and discriminatory actions in the community.

MATERIALS

Large sheets of paper for brainstorming
Paper
Pens
Folder or large envelope

TIME

25 minutes

PREPARATION

Make a Prejudice Buster Contract sample.

DISCUSSION AND CONTRACT SIGNING

1. Gather girls in a circle.
2. Ask girls to brainstorm different ways they can stop prejudice and discriminatory behavior. Some suggestions are:
 - Speak up when someone tells an offensive joke
 - Make a new friend with someone
3. Pass out paper
4. Ask girls to write “I (name), pledge to help stop prejudice and discrimination in my community. I will.”
5. Ask girls to choose two different actions they will take to stop prejudice and discrimination. Girls should write these on their contracts.
6. Girls sign each others contracts as witnesses.
7. Place contracts in an envelope or folder.
8. Girls should practice their Prejudice Buster actions and be ready to report back on their efforts.

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Session Four: Activity One Speak Out!

OBJECTIVE

Girls share with each other and the community their Prejudice Buster actions.

MATERIALS

Prejudice Buster Contracts

TIME

30 minutes

METHOD—SHARING CIRCLE

1. Girls gather in a circle.
2. Girls take turns talking about what they did to honor their contracts.
3. After a couple weeks of working on the commitments of Prejudice Buster Contracts, discuss how to Speak Out about what has been learned. Some suggestions are:
 - Write and perform a play
 - Create a visual display and install it in a public space
 - Attend a youth conference and present
 - Make Prejudice Busting discussions a regular group activity
 - Organize a Prejudice Busting group at a school, community center, etc.
 - Write a Public Service Announcement for radio or public television
 - Write a Letter to the Editor

Session Five: Activity One

Letter to Self

OBJECTIVE

Think about what has occurred over the duration of the project.

MATERIALS

Letters to Self from Session Two

TIME

20 minutes

SHARING CIRCLE

1. Pass out letters to girls.
2. Give girls time to read their letters to themselves.
3. Gather girls in a circle. Ask girls to share their reactions to their letters. Were there any surprises? Has anything changed? If so, why? If not, why not? What have they learned about prejudice and discrimination? About themselves? What did they like about the project? What did they dislike?

National Forum on Kids and Prejudice

Imagine being chosen to attend a meeting of kids from across the United States interested in helping people get along better. Let's meet the participants at an imaginary National Forum on Kids and Prejudice. Find out how they tried to make a difference.

Cast: Yvonne, Shawn, Bernadette, Roberta, Andrea, Lin, Haile, Debbie, Kristin, Andrea, Beth Anne, and Jen.

Setting: The whole group is meeting for the first time. Yvonne and Bernadette had been chosen as coordinators and had met the day before to do some planning. Everyone in the group was interested in helping people get along better, but no one was sure where to start.

Yvonne: Since I picked the card that said Facilitator, I guess I'll start facilitating....

Shawn: Let's set some rules, first.

Yvonne: Like no interrupting! But, that's a good idea. We already thought about how to do this. Bernadette, you brought your notes with you?

Bernadette: I have them right here. Welcome everyone to our first National Forum on Kids and Prejudice. Some of you may feel uncomfortable talking about this subject, so we thought we should all discuss setting some ground rules—and everyone has to agree to them. No exceptions, right?

Roberta: She's tough!

Andrea: What are you saying—girls can't be tough!??? Maybe we have our first stereotype. And we haven't even been here a minute.

Roberta: I was joking, okay?

Lin: That's part of the problem: jokes that make fun of people because of their race or because of anything—age, gender, abilities.

Bernadette: We're not saying you can't have a sense of humor; lots of times that helps a tense situation. But, ethnic jokes are wrong. Any joke that puts people down is not funny. Anyway, let's go over our rules. We're here to make a plan to fight prejudice—starting with ourselves and then working in our communities. We're hoping to leave with some practical steps we can all take. But, because we're starting with us—what's inside—we thought it was important that what we say in this room stays in this room. No going back and telling your crowd at school what so and so said at the forum. Everyone agree?

Haile: That's really important. We have to trust each other enough to be able to share our feelings—and that's hard enough to do without thinking someone's going to be telling the whole world afterwards.

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Bernadette: Great. Any problems? Okay, the next ground rule should be obvious: No name-calling, no disrespect, and no laughing at what other people say. What each person says is important, so give each other the chance to speak. And really listen to each other, too.

Debbie: Okay, where do you want to start?

Kristin: I'll start. In my neighborhood, well, I don't see many kids who are different from me. I mean, even at school—and the ones I do see always hang together. I don't think they really want to be friends with anyone else.

Yvonne: How do you know if you don't ask?

Kristin: But, I feel uncomfortable. I think people like to be with people who are like them—have something in common—including race.

Andrea: That was what I was always taught by my parents and teachers—all people are basically the same. You know, it's a small world sort of thing. And, well, isn't that the way to stop people from hating each other—by talking about how people are really the same?

Yvonne: At the same time, when people emphasize the similarities, what happens to the differences?

Roberta: It's an easy way to ignore them!

Yvonne: Right! And how can we respect what makes people different and unique if we ignore those very things?

Kristin: Yeah, but, I still want to know how you can expect to value someone's differences if she doesn't want to hang around with you?

Beth Anne: Well, no one is saying you have to like everybody. There are annoying people of all races—but it's more of a respect thing.

Debbie: And taking the time to break down some stereotypes and find out what the person is really like—at the very least, not thinking that just because she is Asian, she is very smart. I get that stereotype all the time from my teachers and it is very hard. They expect me to be brilliant. And when I'm average, I almost think they're so disappointed because I don't match their expectations that I get even lower grades from them!

Shawn: Wow—you know, I think I always thought that too. And I'm embarrassed because I really know how it feels when people look at you and expect you to behave a certain way. I'm sorry, Debbie.

Debbie: You're forgiven. But, I think it's harder when you're so visibly different. And, not only racially different. There's a girl in my apartment building. She's blind and has a guide dog, you know, and I always feel uncomfortable if she's leaving the building the same time as me—like, should I help her down the stairs? I open the door and then I start mumbling stuff.

Yvonne: I guess you should just ask her if she needs help and let her tell you.

Bernadette: Exactly! But, why do people feel so uncomfortable?

Kristin: Well, I think that if I start by just talking to one person—one on one—maybe someone I sit next to in class or in band with me—and take it from there.

Jen: I don't know. I'm Jewish but people don't know that when they look at me. So the thing I find hard is when people start telling Jewish jokes in front of me. Then what do I do? Sometimes, I tell people, hey, I'm Jewish and then everyone gets really embarrassed and uncomfortable. And sometimes it's people I really want to get to know better and then I think I've put up a barrier. And so sometimes I just listen—but then I get so angry with myself.

Bernadette: You should never just listen. You have to speak up!

Haile: That might be easy for you, Bernadette, but for some of us, it's not so easy.

Lin: You can let someone know his joke isn't funny—"Hey, putting people down isn't very funny," or "Let's be positive. Making fun of other people doesn't make me feel good."

Roberta: I think you have to feel comfortable about yourself—who you are—respect your own background—feel pride in it. Then it's easier to speak up.

Yvonne: My grandmother has told me stories since I was a baby about women in my family who were really strong. And I've read a couple of books. One was on queens and princesses in different African empires and another was on African-American women. Listening to my grandmother and reading those stories made me feel great inside. So, if I hear put-downs, I try hard to remember my great-great grandmother who supported her family with her own farm and managed to send two of her sons to college.

Beth Anne: But some of us don't really identify with a particular group. My family is all mixed up, so I don't really think of myself as belonging to an ethnic group. If anyone asks me who I am, I say I'm a Southerner.

Andrea: And really, though I have an Italian name and all, my Mom makes hamburgers more often than lasagna. And I hate when other kids think my father must be in the Mafia!

Roberta: That's why it's important not to stereotype people. Go back to what Debbie said. Don't expect people to act a certain way because of how they look. Like, my grandmother gets so furious when she sees older people on TV shows or in commercials shown as being helpless. She runs her own graphic design company—and she's 78!

Andrea: And don't think someone is poor or homeless because she is lazy. There are lots of reasons for poverty or homelessness, and they're complicated.

Yvonne: So, what are the important things that we are all saying here?

Andrea: Respect the differences among us, but also celebrate what we all have in common—like, having the freedom to even hold a forum like this one. A lot of countries don't have our freedom of speech!

Lin: Respect your own heritage. Learn more about it. And respect yourself. Feel proud of who you are—your strengths and talents.

Shawn: And no put-downs. Ethnic jokes are not funny.

Kristin: And look beyond stereotypes that you might learn from TV and books and magazines—or even from adults. Try to see the person inside.

Beth Anne: And make an effort. You have to work on your own attitudes—and then work on the attitudes of others. Reach out to people.

Debbie: And have the courage to get beyond feeling self-conscious and make friends with people who are different. Learn more about them.

Roberta: Like in sports, or in debating groups, school and community clubs. Find places where different people can work together.

Bernadette: Like making the neighborhood better!

Jen: Exactly!

Yvonne: And when you start in your neighborhoods—well, then you are making the world better, too. And that's a powerful feeling!

Tips

This forum was developed to help girls see many of the ways prejudice develops and how it can be counteracted. Be certain to emphasize the following points:

- Ethnic jokes are wrong.
- Some people feel uncomfortable with those who are different from themselves.
- Getting to know people as individuals helps break down stereotypes.
- Some differences are very visible while others are less noticeable.
- Feeling pride in one's own heritage does not mean one is prejudiced.
- Diversity within groups should be recognized.
- People working together towards a common goal helps reduce prejudice.

Discussion Questions

1. What ground rules did the group set? Why was this important?
2. Was there a character you identified with—a character that had similar questions and felt the same way you do? Who was she or he and why?
3. What problem did Kristin mention? What solution did the group develop?
4. What advice did Lin have for dealing with put-down jokes?
5. Have you experienced or witnessed prejudice or discrimination? In what way? What did you do? Would you react the same or differently if it happened again?
6. What were some steps the group thought would help fight prejudice?
7. What can you do as an individual? As part of a community group?

Women—Wise, Wacky & Wonderful

Overview

Girl Scouts need positive female role models from all walks of life. There are women with different backgrounds, different careers, different life-choices, different hobbies, and different successes in every community. Girls should meet and learn about these different women and celebrate their unique contributions to the community. Girls will explore career choices of women in the community and educate others about their findings.

Session One

Career Interests Collage *identify career interests*

Career Questions *create interview questions*

Session Two

Interview Etiquette *learn proper interviewing etiquette*

Role Playing *practice interviewing*

Session Three

Interview Continuum *share interview experience*

Interview Results & Display Development *create a display*

Session Four

Installation *install display*

Session Five

Thought Continuum *share project experience*

Resources

Minnesota Women's Business Association

Session One: Activity One

Career Interest Collages

OBJECTIVE

Encourage girls to identify their career interests.

MATERIALS

Magazines, old calendars, photos
Stiff paper or cardboard
Scissors
Glue

TIME

25 Minutes

CREATIVE ACTIVITY

1. Ask girls to consider some of their career interests.
2. Pass out stiff paper or cardboard and magazines, old calendars, photos, etc.
3. Ask girls to create a collage of their career interests. Ask girls to fill up the entire piece of paper with pictures either cut from magazines or hand drawn.
4. Ask girls to share their career interest collages and talk about why they would like to have those careers.

Session One: Activity Two

Career Questions

OBJECTIVE

Create questions to ask a person who is in the career they are interested in.

MATERIALS

Paper and pens

TIME

10 Minutes

DISCUSSION

Some questions may be: Why did you choose this career? What do you do on an average day? What do you like about your career? What would you make different about your career? Did anyone inspire you to choose this career? If so, who?

Session Two: Activity One

Interview Etiquette

OBJECTIVE

Create a list of proper etiquette for interviewing.

MATERIALS

Method of recording results visually—chalkboard or large sheets of paper

TIME

10 Minutes

BRAINSTORMING

Brainstorm with girls proper interview etiquette. Record on chalkboard or paper. Refer to “Interview Tips” on pages 5 and 6.

Session Two: Activity Two

Role Playing

OBJECTIVE

Practice interviewing etiquette.

MATERIALS

Index cards
Interview Etiquette from brainstorming session

TIME

30 Minutes

PREPARATION

Write the professions girls were interested in on index cards—one profession per card.

GROUP WORK

1. Divide girls into pairs.
2. Give each girl a Profession Card.
3. Girls take turns asking their questions and pretend answering them.
4. Focus should be placed on the interviewer, not the interviewee during this exercise.
5. Tell girls to interview a professional in their field of career interest before the next session.

Session Three: Activity One: Interview Continuum

OBJECTIVE

Share the experience of interviewing.

PREPARATION

Review the directions for the exercise. Create other statements if desired.

TIME

10 Minutes

GAME

1. Designate an imaginary straight line from one side of the room to the other. One end represents “strongly agree”, the other represents “strongly disagree”, the midpoint represents “somewhat agree”.
2. Ask the following questions and girls respond by standing on the line where their answer lies.
 - The person I interviewed gave me a lot of information.
 - I am interested in pursuing the career I learned about.
 - I was nervous when I was interviewing.
 - I had fun while I was interviewing.
 - I learned something new from the interview.
 - I think interviewing is a good way to get information.

Session Three: Activity Two Interview Results and Display Development

OBJECTIVE

Share the results of the interviews and decide on how they can teach others about what they have learned.

MATERIALS

Posterboard
Craft Items

TIME

20 Minutes

DISCUSSION

1. Ask girls to share what they learned from their interviews.
2. Ask girls if they would like to share the information with others. Who would they like to share with?
3. Ask girls how they would like to share the information.
4. One method that is ongoing and requires little maintenance is a public display. Girls can decide where they would like to put up their display—at a library, school, community center, church, city hall, local supermarket, anywhere people will be able to spend some time looking at the display.
5. Decide on method of sharing information and proceed.

Session Four: Activity One

Installation

OBJECTIVE

Visit a site and install display.

PREPARATION

Arrange for a site visit

TIME

45 Minutes

SITE VISIT

Invite the people that were interviewed to attend an unveiling of the display. At the very least, send them information on where the display is set up and how long it will be there. It may be helpful to have a Journal or Log Book present at the display so those that view it can write responses to it.

Session Five: Activity One

Thought Continuum

OBJECTIVE

Share thoughts about the results of the project.

PREPARATION

Review the directions for the exercise. Create other statements if desired.

TIME

10 Minutes

GAME

1. Designate an imaginary straight line from one side of the room to the other. One end represents "strongly agree", the other represents "strongly disagree", the midpoint represents "somewhat agree".
2. Ask the following questions and girls respond by standing on the line where their answer lies.
3. Girls may want to create their own statements beforehand.
 - I know more about women in the community than I did before this project.
 - I know more about careers than I did before this project.
 - I think a lot of people will view our display.
 - I think women have career choices.
 - I was surprised by who I met while doing this project.
 - I think making money is the most important thing when choosing a career.
 - I think liking people you work with is the most important thing when choosing a career.
 - I think liking what you do is the most important thing when choosing a career.

Read-A-Thon

Overview

There is no argument when it comes to the importance of reading. To promote reading among Girl Scouts as well as the community, girls can organize and participate in a Read-A-Thon. A Read-A-Thon is a spin on the traditional book drive: instead of solely collecting books, girls earn book donations through reading. Girls will ask for pledges of children's books based on however many books the girls pledge to read. Girls can then donate the children's books to the library, a children's hospital, a day care center, a crisis nursery, doctor's waiting room, or anywhere else they can think of. Girls can make a trip to the site where the books will be, read to children and see where the books will be.

Session One

Book Concentration, *think about books*

Missing Books *create list of possible donation recipients*

Session Two

Goal Setting *set reading and collecting goals*

Session Three

Reporting *report progress*

Collecting & Marking *gather book donations and make book plates*

Session Four

Site Visit *donate books*

Session Five

Roundtable Storytelling *think about project experience*

Session One: Activity One

Book Concentration

OBJECTIVE

Encourage girls to think about the importance of books in everyday life.

PREPARATION

Become familiar with the game Concentration.

TIME

10 Minutes

GAME

1. Girls sit in a circle.
2. Establish a six-count rhythm by slapping thighs twice palms down, clapping hands together, and snapping first with one hand and then the other.
3. Once everyone is in rhythm, chant “Con-cen-tra-tion, now- in- ses-sion, rea-dy, be-gin” and name a category such as “types of books”, “favorite books”, “famous books”, “where to find books”, “other things to read”, etc.
4. Moving clockwise around the circle, each person takes a turn saying the name of a book, etc. on the snap beats only. The slapping and clapping beats are pauses for thinking.
5. See how long the group can go without stopping the rhythm.

Session One: Activity Two

Missing Books

OBJECTIVE

Create a list of potential places (to donate books to).

MATERIALS

Chalkboard or large sheets of paper

TIME

10 Minutes

BRAINSTORM

1. Gather girls around chalkboard or the paper.
2. Brainstorm places where children spend time entertaining themselves. Some suggestions are: doctor’s offices, day care centers, school libraries, shelters, crisis nurseries, children’s hospital.
3. Vote on a place to donate books.
4. Follow up calls may be necessary to determine if site would accept book donation and what books they prefer.

Session Two: Activity One

Goal Setting

OBJECTIVE

Set goals for the Read-A-Thon.

MATERIALS

Read-A-Thon Pledge Form (p. 27)

Read-A-Thon Goal Worksheet (p. 28)

TIME

20 Minutes

PREPARATION

Become familiar with how to set Read-A-Thon goals. Copy worksheet and forms for each girl.

GROUP WORK

1. Explain the Read-A-Thon. Each girl will ask friends, family, teachers, etc. to pledge to donate a book for every so many books the girl chooses to read. The Read-A-Thon can be done over a period of time or it can be done as a reading slumber party.
2. Work together to fill out the Read-A-Thon goal sheet.
3. Each girl receives a pledge sheet and fills it out.
4. It may be beneficial to practice asking for pledges. It may also be beneficial to research appropriate book titles for donation and deliver a list of book titles to the people who pledge at the time of the pledge.

Session Three: Activity One

Reporting

OBJECTIVE

Girls share their progress.

TIME

10 Minutes

SHARING CIRCLE

Each week girls report on their pledges and their reading progress. This is an excellent time for girls to share good books.

Session Three: Activity Two

Collecting & Marking

OBJECTIVE

Collect and make bookplates for the books.

MATERIALS

Plain white office labels or bookplates
Markers

TIME

20 Minutes

COLLECTION & CRAFT ACTIVITY

1. After girls have completed the reading portion of their Read-A-Thon they can contact their pledges and plan to collect the children's books. Pledges may need to be reminded of appropriate books to donate. Girls may want to make additional lists of titles to give pledges.
2. After girls have collected the books, they may want to make bookplates for the books. These bookplates can include the troop number, the recipient's name and a donation wish to the reader of the book. It may read:

*This book was donated to the Children's Hospital in _____
by Girl Scout Troop #_____. (Month, Year - ex: November, 2004)*

Happy Reading!

Session Four: Activity One

Site Visit

OBJECTIVE

Girls meet recipients or see where the books will be used.

PREPARATION

Arrange for site visit.

Time

45 Minutes

SITE VISIT

Make a visit to the site to donate the books. Girls may be able to spend some time with children reading the books. Girls can see where the books are going and who will use them.

Session Five: Activity One

Roundtable Storytelling

OBJECTIVE

Girls create a story based on their experience with the Read-A-Thon.

TIME

15 Minutes

SHARING CIRCLE

1. Girls sit in a circle.
2. One person begins with a sentence that starts a story.
3. The next girl adds on a sentence and so on.
4. The title of the story is "Our Read-A-Thon".
5. Girls tell the story of their service project one sentence at a time.

READ-A-THON PLEDGE FORM

Name _____ Troop # _____

Troop Leader Name & Phone Number _____

Donation Recipient _____

Troop Goal _____ Girl Goal _____ Books per Week _____

Name	Address	Phone Number	I pledge _____ books per _____ books read.
1.			
2.			
3.			
4.			
5.			
6.			

READ-A-THON GOAL WORKSHEET

1. How many books would you like to have donated? _____
2. How many girls will participate? _____
3. Divide the number of books to be donated by the number of girls participating. This is the individual's goal of books to have donated.

Example: The troop's goal is 100 books. 10 girls will be participating. $100/10 = 10$. Each girl's goal is to have 10 books donated.

1. Your goal. _____
2. How many books do you read in a week? _____
3. How long is your Read-A-Thon in weeks? _____
4. Multiply the number of books you read in a week by the length of your project in weeks. This is the number of books you pledge to read for the Read-A-Thon.

Example: You read 3 books a week. Your Read-A-Thon will last 3 weeks. $3 \times 3 = 9$. You pledge to read 9 books in 3 weeks.

LEARNING BY TEACHING

Overview

Learning should be interactive, fun and available. After examining what kinds of things help and hinder learning, girls will create learning games and toys and use them to teach younger children. Girls can visit shelters, day care centers, Headstart classes, kindergarten classes, hospitals or libraries to teach young children letters, numbers, geography, puzzles, whatever they think of. The most important lesson is that learning can be fun.

Session One

Path to Learning *explore learning influences*

Session Two

Learning Memories *brainstorm ideas for teaching*

Who, What and How to Help? *choose a group to teach*

Session Three

Presentation Development *develop games, songs, plays, experiments*

Session Four

Presentation *visit and teach kids*

Session Five

Letter to the Editor *share the project with the community*

Session One: Activity One

Path to Learning

OBJECTIVE

Encourage girls to think about what influences learning.

MATERIALS

Checkerboard and checkers OR 64 sheets of newspaper

Dice

Path To Learning Cards, p. 36

TIME

30 minutes

PREPARATION

1. This game can be played as a walking or sitting game. If playing a walking game, lay out the pieces of newspaper on the floor in a path with a beginning and ending point.
2. If this game is played as a sitting game, girls will start in one corner of the checkerboard and zigzag along the board in rows counting each square as "one".
3. Sidewalk squares may also be used.

GAME

1. Girls take turns rolling the dice.
2. If the girl rolls a 2, 3, 4, or 5, they move that number of spaces.
3. If the girl rolls a 1 or 6, they draw a card, read it out loud and do what it says.
4. The first girl to reach the end wins a small prize such as a pencil, eraser or other tool associated with learning.

Session Two: Activity One

Learning Memories

OBJECTIVE

Generate ideas for what girls want to teach.

MATERIALS

Learning Memories Interview Sheets *one per girl*, p. 35

Pens and pencils

Timer (kitchen or watch)

TIME

20 minutes

INTERVIEWING

1. Ask girls to pair-up.
2. Pass out interview sheets, one per girl. Pass out pencils or pens, one per pair.
3. Set a timer or keep track on a watch.
4. Ask girls to choose who will go first. That girl should have the pen or pencil.
5. Give the girls five minutes to interview and then ask them to switch and the interviewee becomes the interviewer for another five minutes.
6. Bring girls back together as a group and ask pairs to share what they learned about each other.
7. Talk about what children learn in kindergarten and first grade. What are some things the girls would like to teach children that age? Record answers for next activity.

Session Two: Activity Two

Who, What and How to Help?

OBJECTIVE

Choose subject, method and a group of younger children to teach.

MATERIALS

Large sheets of paper
Markers

TIME

20 minutes

DISCUSSION

1. Using sheets of paper and markers, record responses to the following questions.
2. Ask girls to brainstorm different things they can teach younger children. Girls can use the results of their interviews as guides. Record responses. *Some suggestions are: the alphabet, counting, adding, subtracting, weather, air expansion and contraction with hot and cold temperatures, telling time, Minnesota history, safety, sharing and caring for others, etc.*
3. Ask girls to brainstorm different methods of teaching younger children. Record responses. *Some suggestions are: sing an alphabet song or a counting song, make new books, make letters, counting or safety games, perform a puppet show, etc.*
4. Ask girls to brainstorm about where to teach. Do they know a teacher they could call? Is there a shelter or hospital close by? Is there a child care center? A Headstart program? A Latchkey program? Are there girls in after school programs that serve younger children as well? Call agencies and programs and discuss the possibility of making visits.
5. Discuss as a group what subjects and what methods will be used to present to the younger children. Girls may want to divide into small groups or work on something individually.

Important: Try to create something tangible that can be left at the site whether it be a tape of the song, a book, or a game to promote the continuing importance of learning.

Session Three: Activity One

Presentation Development

OBJECTIVE

Develop games, songs, experiments, etc. for teaching presentation and to be donated to the site.

MATERIALS

All materials used should be safe for young children. Keep the following guidelines in mind.

- Do not include objects which contain small pieces which could be easily swallowed or parts which could be broken off and choked on.
- Game and activity pieces should be non-toxic, unbreakable, and have no sharp edges.
- Sharp objects such as scissors, knives and pins should not be included.
- Do not use plastic bags.

TIME

Depends upon interest of girls and complexity of projects

CREATIVE ACTIVITY

Girls can be creative and have fun making their presentations, games and activities. Some suggestions are:

- movement songs and/or finger plays– write the words and motions on laminated cards to donate
- storytelling– make a flannel board and characters OR puppets OR objects, include the story either in book form or laminated cards
- songs– record the song on cassette and include a read-a-long book
- flashcards– constructed of durable materials or laminated
- puzzles– constructed of durable materials or laminated
- lacing cards– cut shapes from construction paper or magazines, glue to light-weight cardboard, cover with clear contact paper, punch holes in cards and lace them together with yarn or ribbons
- dominos– make an alphabet domino game by cutting out rectangles of cardboard, draw or paste a picture of an object on one end and a letter on the other end. Play by matching the object with the letter it starts with– A with apple, B with bear, etc. Be sure when making dominoes that the matching letter and object are NOT on the same card (then you couldn't match it!). Increase durability by covering in contact paper.
- What other materials do you have available? Be creative and have fun!

Session Four: Activity One

Presentation

OBJECTIVE

Present learning activities to young children.

MATERIALS

Games, songs, activities girls created.

TIME

Depends upon commitment to sit

PREPARATION

Call and arrange with a teacher or program director for a site visit. Girls also need to determine how they will present their materials.

SITE VISIT

However the site visit is organized, each girl should spend time interacting with the younger children and encouraging learning.

1. Present as a large group and break into small groups to practice games, songs, etc.
2. Break into small groups and girls work with one or two children at a time.
3. Wide Game format– several girl-run stations children can rotate among

Session Five: Activity One

Letter to the Editor

OBJECTIVE

Share with each other and the community the project.

MATERIALS

Paper
Pens or pencils
Examples of Letters to the Editor from local newspaper

TIME

15 minutes

GROUP WRITING

1. Show girls examples of letters. Explain that these letters are written by people in the community about their opinions and things that happen locally.
2. Ask girls to think about what they have found out about learning and teaching. Brainstorm ideas.
3. Work with girls to write a letter to the editor explaining the project, what was accomplished, who was involved, and the results of the project.
4. Send it to the editor and wait for publication. Remind girls that not all letters get published and it may be edited when it does– but keep an eye out!

Learning Memories Interview

Ask your partner questions about her memories of learning.

1. Who was your kindergarten teacher? What did she/he look like?
2. Who was your first grade teacher? What did she/he look like?
3. What do you remember learning in kindergarten?
4. What do you remember learning in first grade?
5. What was your favorite part of kindergarten?
6. What was your favorite part of first grade?
7. Was there anything you did not like about kindergarten or first grade? What was it?

Path to Learning Cards

<p>Since you have no electricity, you cannot read after dark.</p> <p>GO BACK 1 SPACE</p>	<p>Your grandmother tells you a story each night at bed time.</p> <p>GO AHEAD 1 SPACE</p>	<p>Your culture believes boys and girls should be educated differently.</p> <p>IF YOU ARE A BOY, GO AHEAD 3 SPACES</p> <p>IF YOU ARE A GIRL, GO BACK 2 SPACES</p>
<p>Your mother had good health care while she was pregnant with you.</p> <p>GO AHEAD 3 SPACES</p>	<p>There is not enough measles vaccine to go around and you become very sick.</p> <p>GO BACK 1 SPACE</p>	<p>Both of your parents/guardians were well educated.</p> <p>GO AHEAD 3 SPACES</p>
<p>The only books available at your school are about a racial or ethnic group different from yours.</p> <p>GO BACK 2 SPACES</p>	<p>After school you must work six hours each day to help your family. You are very tired when it is finally time to do your homework.</p> <p>GO BACK 2 SPACES</p>	<p>You live in a rich area where people are willing and able to pay more for good school buildings.</p> <p>GO AHEAD 2 SPACES</p>
<p>A new free newspaper is available in your neighborhood.</p> <p>GO AHEAD 1 SPACE</p>	<p>You have a learning disability and your school is unable to help you.</p> <p>GO BACK 2 SPACES</p>	<p>A generous person has just donated new books to your school library.</p> <p>GO AHEAD 1 SPACE</p>
<p>There is a paper shortage.</p> <p>GO BACK 1 SPACE</p>	<p>Your government has decided to spend more money on other things and cuts the budget for education.</p> <p>GO BACK 2 SPACES</p>	<p>Because of all the activity around you, you cannot sleep well at night.</p> <p>GO BACK 2 SPACES</p>