

Bronze Award Process Activities

Program Description: Discover what it takes to earn your Bronze Award, the highest award a Girl Scout Junior can earn. Learn about the requirements, guidelines, and tools needed to have a successful project and find out how you (yes, YOU!) can make a difference with your community.

Program Grade Level: Junior (Grades 4–5)

Program Essentials Focus Area: Leadership

Program Duration: 2+ hours

Optimal Setting: Room with table and chairs

Optimal Group Size: 10–50

Learning Objectives:

- Girls will understand the requirements of the Bronze Award.
- Girls will understand the steps to earning the Bronze Award.
- Girls will understand the rewards of completing a take action project that addresses needs in their communities.

Program Portfolio Links: Bronze Award

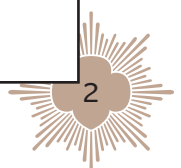
Girl Scout Leadership Outcome Indicators:

- ☑ Girls will develop a stronger sense of self.
- ☑ Girls will develop positive values.
- ☑ Girls will seek challenges in the world.
- ☑ Girls will develop healthy relationships.
- ☑ Girls will identify problems in the community, and create “action plans” to solve them.



Program Overview

Activity Duration	Activity	Supplies Needed
5 Minutes (Optional)	Welcome and Introduction (Page 3) <ul style="list-style-type: none"> Optional: Bronze Award Success Word Find 	<ul style="list-style-type: none"> Bronze Award Success Word Find Writing utensils
20 minutes	Activity #1: Bronze Award Mad Libs (Page 3) <ul style="list-style-type: none"> Girls are introduced to the Bronze Award in this create-a-story activity. Review story to highlight key components of the Bronze Award. 	<ul style="list-style-type: none"> Bronze Award Mad Lib Story and Response worksheets Writing utensils Paper Whiteboard or large paper Markers Bronze Award Packets
15 minutes	Activity #2: Power of Me (Page 5) <ul style="list-style-type: none"> Girls will share their skills, talents, and values. 	<ul style="list-style-type: none"> Ball (1 per group—easy to catch; bounces)
20 minutes	Activity #3: Service vs. Take Action—Make it Bronze! (Page 5) <ul style="list-style-type: none"> Discuss the difference between service and Take Action projects Play a Bronze Award game that shows girls examples of what makes a great Bronze Award Project—and what doesn't! 	<ul style="list-style-type: none"> Is it Bronze? Examples Writing utensils Paper
25 minutes	Activity #4: Bronze Award Board Game <ul style="list-style-type: none"> Girls will play the Bronze Award Board Game to review what they know about the award guidelines and processes. 	<ul style="list-style-type: none"> Bronze Award Game: game boards, game pieces, game cards, and dice Resources (Leadership Journeys, <i>Girl's Guide to Girl Scouting</i>)
20 minutes (Optional)	Community Mapping <ul style="list-style-type: none"> Girls think about potential needs and resources in their communities. 	<ul style="list-style-type: none"> Large paper Writing and coloring utensils
30 minutes	Activity #6: Bronze Award Sundae Snack and Project Brainstorm <ul style="list-style-type: none"> See how all the different components of a Bronze Award project come together to create a successful plan for Taking Action in the community. Girls brainstorm project ideas. 	<ul style="list-style-type: none"> Bronze Award Sundae Snack worksheet Napkins, bowls, spoons Ice cream (vanilla) and non-dairy alternative (sorbet) Assorted sundae toppings Bronze Award Project Brainstorm worksheet



POSSIBLE ADAPTATIONS (special needs, materials, etc.):

Please be sure to check with families about allergies for the sundaes. Offer a non-dairy alternative (sorbet) as well as some nut-free toppings.

NOTES TO THE FACILITATOR:

Make copies of the Bronze Award Guideline packet for each girl prior to the workshop. Please review the Girl Scout Bronze Award Guidelines and make sure you are able to answer questions the girls may have about this award. You should also be familiar with the Junior Leadership Journeys and Junior program grade level *Girl's Guide to Girl Scouting*.

Additional Resources to assist with the Girl Scout Bronze Award:

- Girl Scout Bronze Award Program Kit
- Girl Scout Junior Journey Books: It's Your World—Change It!, It's Your Planet—Love It! and It's Your Story—Tell It!
- Badge Explorer pages for Outdoor, Think Like a Citizen Scientist, Think Like a Programmer and Think Like an Engineer Journeys

Questions? Contact Girl Scouts of Tropical Florida at 305.253.4841 or customercare@girlscoutsfl.org

Welcome and Introduction

Time Allotment: 5 minutes

Prep Needed:

- Gather materials and supplies

Materials Needed:

- Bronze Award Success Word Find
- Writing utensils

Steps:

1. Optional: Invite girls who arrive early to work on the Bronze Award Success Word Find. The word find introduces some of the key terms and concepts of the Bronze Award.
2. Give a brief outline of the program.
3. Ask everyone to stand and recite the Girl Scout Promise and Law. Ask one or two girls to lead the rest of the group in doing so, as leadership is an essential component of the Bronze Award. Point out that the Girl Scout Promise and Law help build a foundation for the entire Bronze Award process.

Activity #1: Bronze Award Mad Libs

Time Allotment: 20 minutes

Prep Needed:

- Gather materials and supplies.
- Make copies of the Bronze Award packets (one per girl) and Mad Lib Responses sheets.

Materials Needed:

- Bronze Award Mad Libs Story and Responses sheets
- Whiteboard or large paper; markers (if conducted as a large group)
- Paper; writing utensils (if conducted in small groups)
- Bronze Award Guideline packets (1 per person)



Steps:

1. This story is completed Mad-Lib style, and can be done as a large group or in small groups.
2. Without giving the story away, ask girls to provide the specific types of words that are indicated within the story (i.e. name of a celebrity, number of t-shirts they own, etc.)
3. If the activity is conducted as a large group, the facilitator should track the girls' responses on the whiteboard or large paper. If the activity is conducted in small groups, adults/girls can track the responses in their own groups on a sheet of paper. Remember, girls should not see the actual story; they should simply be providing the indicated types of responses.
4. Next, ask girls to fill in the mad-lib story, using the words that they just came up with. If working as a large group, read the complete Mad-Lib story aloud; if working in small groups, ask girls to do so within their own groups.
5. Before continuing with the rest of the activities, point out the different resources and materials that girls will need (or might need) as they work towards their Bronze Award: Bronze Award Packet, Junior Journey books, Junior *Girl's Guide to Girl Scouting*, etc.
6. Distribute the Bronze Award packets and ask the girls:
 - Why are you interested in earning the Bronze Award?
 - What do you already know about the Bronze Award?
 - In the mad-lib story, what seemed most important to know about earning the Bronze Award?
7. Highlight some of the key Bronze Award information by referencing the story that the group created. Utilize the talking points and discussion questions below, if desired.
 - **Girls in what grade level can earn the Girl Scout Bronze Award?** (Ex: In your story, how old is Taylor? [wait for answer] Yes, fourth grade. The Bronze Award is the highest award that Girl Scout Juniors can earn—grades 4–5.)
 - **Can girls work together on a Bronze Award project?** (Ex: Did Taylor complete her Bronze Award project on her own, or did she work with other people? [wait for answer] Yes, she partnered with another Girl Scout to complete her project. Girl Scout Juniors are allowed to work in groups to complete their Bronze Award.)
 - **What do girls need to do before they can start work on their Bronze Award projects?** (Ex: What did Taylor, Adele, and the other girls need to do before they actually started working on their projects? [wait for answer] Yes, they had to complete the pre-requisites to the award, which are the steps leading up to it. For the Bronze Award, you must complete a Junior Journey, which includes the Take Action project. Completing this pre-requisite will help ensure that you are ready to successfully take on the challenge of the Bronze Award.)
 - **How long does it take to complete a Bronze Award?** (Ex: How long did it take Taylor and her partner to complete their project? [wait for answer] Did it take Adele and her group the same amount of time? [wait for answer] The amount of time a Bronze Award will take depends on what you're doing and how often you work on it. It can vary, but the typical project takes between 6–12 months. Girls must spend a minimum of 20 hours each working on their projects; the majority of these hours should be spent in active leadership roles such as recruiting, coordinating, or educating other people. Girls should keep track of what they did, so that they can easily fill out and complete the Bronze Award Final Report and submit it to the council—they need to submit this in order to be officially recognized for achieving their award.)
8. Ask the girls if they noticed anything else about the Bronze Award in the story that they would like to review.
9. Do a final review by asking girls to open their packets. Point out and review the steps to earning the Bronze Award, guidelines, as well as where to find tips and tools (throughout the document) and the final report (separate document).



Activity #2: Power of Me

Time Allotment: 15 minutes

Prep Needed:

- Gather materials and supplies

Materials Needed:

- Ball, 1 per small group (easy to catch; bounces)

Steps:

1. Ask girls to form circles of no more than 10 girls per group. You might come up with a creative way to divide the girls, or you can ask them to get in circles with at least three girls they don't know as well as others.
2. Tell girls that, much like the characters in their mad-lib story, they will need to explore ways that they can use their personal characteristics, talents, interests, and passion to address community needs in their Bronze Award project. In this game, girls will be sharing some of those personal qualities and interests with the group.
3. In each group, the girl with the ball will start by sharing a characteristic or talent she has, or something she enjoys doing or about which she is passionate. Examples of characteristics/talents include: funny, smart, caring, great soccer player, good with kids. Examples of interests/passions include: camping, art, animals, and sports.
4. If the girl shares a personal characteristic or talent, she should toss the ball across the circle to another girl; if she shares an interest or passion, then she should bounce the ball across the circle to another girl.
5. Remember: Characteristic/talent = toss; interest/passion = bounce.
6. This game should move quickly. Make sure that everyone has at least one turn to share something with the group.

Activity #3: Service vs. Take Action—Make it Bronze!

Time Allotment: 20 minutes

Prep Needed:

- Gather materials and supplies.
- Review the Take Action information at the end of this session.
- Optional: make copies of the Take Action information at the end of this session and distribute to girls.

Materials Needed:

- Take Action information at the end of this session
- Not Bronze/Bronze! Example Charts
- Writing utensils

Steps:

1. Provide a brief overview of the Take Action information located at the end of this session. Be sure to touch on the following key concepts: sustainability, measurability, addressing the root cause, and examples of service vs. Take Action projects.
2. Split the girls into groups of approximately 3–8 depending upon group size.
3. Assign each group one of the Not Bronze/Bronze! example charts. More than one group may be assigned the same example. Each group will have to come up with a way(s) to turn the service project idea into a Bronze Award Project. Have each group write their ideas on the Bronze side of their chart.
4. Have each group share their Not Bronze project and the ideas they came up with to turn it into a successful Bronze Award project. Discuss as a large group as time allows.



Below are examples of the elements needed to turn a service project into a Bronze Award Project:

Not Bronze	Bronze!
<p>Making blankets for pets at the local animal shelter.</p>	<p>Organize an afterschool club to make blankets.</p> <p>Create a “how to” book to share with other troops and schools so they can make and donate blankets.</p> <p>Teach others about the importance of animal adoption.</p>

Not Bronze	Bronze!
<p>Donating food to a food shelf.</p>	<p>Create a food drive campaign at school.</p> <p>Teach others the importance of donating to food shelters.</p> <p>Teach other troops how to set up a similar drive at their school.</p>

Not Bronze	Bronze!
<p>Building a bookshelf for a daycare center.</p>	<p>Working with teachers to come up with early-literacy activities and books to share with daycare children.</p> <p>Teach others the importance of early literacy through a presentation, pamphlet, or video.</p> <p>Make a “how to” guide for other troops to build and donate their own bookshelf.</p>



Activity #4: Bronze Award Board Game

Time Allotment: 25 minutes

Prep Needed:

- Review board game questions to be familiar with what the girls will be discussing during the game.
- Make copies of the Bronze Award Board Game Answers and Talking Points (1 per adult volunteer)
- Print copies of board game(s) and game cards.
- Gather materials and supplies.

Materials Needed:

- Bronze Award Game: game board and game cards, game pieces (various small objects, such as coins, beads, or other trinkets), and dice.
- Copies of the Bronze Award Board Game Answers and Talking Points (1 per adult).
- Resources (Junior Journeys, *The Girl's Guide to Girl Scouting*, Bronze Award Packet).

Steps:

1. Divide girls into groups of four to eight. At least one adult should accompany each group to provide any needed assistance. Each adult should have a copy of the Bronze Award Board Game Answers and Talking Points to refer to the information as needed and help provide girls with accurate information.
2. Review the game instructions below as a large group, and then instruct small groups to start game play.
 - To begin her turn, each player will roll the dice and move her game piece forward that number of squares.
 - If a player lands on the Bronze Award symbol, she should have another player draw a card and ask her the question on the card. If a girl has trouble answering a question, the whole group should assist her. They can refer to the provided Junior journeys, Girl's Guides, Bronze Award packets, and any other relevant materials. Encourage the girls to work together instead of being concerned about who "wins."
 - Some game card questions will help girls brainstorm ideas for their projects; others will relate directly to Bronze Award information, guidelines, and processes.
 - The adult volunteer working with each group should help make sure girls understand each question/answer before the next player takes her turn.
3. At the end of the game, ask the girls if there were any questions that stumped them. If so, review some of those topics with the whole group.

Optional: Community Mapping

Time Allotment: 20 minutes

Prep Needed:

- Gather materials and supplies.

Materials Needed:

- Large paper
- Writing and coloring utensils

Steps:

1. A community map is a drawing that shows the community's needs and resources. The key to making a community map is observation. Because a community is made up of people, girls are looking for the things people need to improve their lives. Therefore, the purpose of a community map—regardless of whether a community is rural, urban, or suburban—is for girls to identify the needs in their community and find resources that they can use for Take Action Projects.
 - The purpose is not to just go through a series of steps just to get through it, but to find a project that girls are passionate about and that solves a problem in the community. A community map is simply a starting point for determining community needs, not an end in itself.



2. Divide participants into small groups based on geographic location (place girls who live in the same community in the same group).
3. Give each group a large sheet of paper or newsprint and markers.
4. Have participants find a spot where they can spread out and work. Because there will not be time to go out and explore a real community, encourage participants to use their imaginations to envision how their community looks. Remember, community is defined by the girls. It can be a school, neighborhood, city, religious community, park, and so on.
5. Within each group, girls will need to describe and draw the features and characteristics of the community they would like to “explore” and map out. When creating their community maps, girls should be thinking about what needs might exist for each street, park, home, school, community center, etc.
6. Each team should work together to draw the map. Participants shouldn’t worry about scale or details—simple boxes and lines work just fine. Teams could draw the buildings, streets, landmarks, businesses, libraries, schools, and parks that are located in the community. They could be even more specific and draw a school, with its classrooms, cafeteria, and school grounds.
7. After teams have created their community maps, ask them to look at what they drew and identify any needs they see by circling them on the map. For example, a group might circle the school cafeteria and note that a lot of bullying happens there.
8. Groups can also look at their maps to identify potential resources they could use when completing their project, such as school teachers.
9. Give girls 10–15 minutes for this activity. Be available for questions. You can walk from team to team making suggestions, or just observe their progress.

Activity #5: Bronze Award Sundae Snack and Brainstorm

Time Allotment: 30 minutes

Prep Needed:

- Gather and lay out the materials and supplies.
- Make copies of the Bronze Award Sundae Snack and Bronze Award Project Brainstorm worksheets (1 of each per girl).
- Optional: If you would prefer not to serve the actual ice cream snack at this workshop, you could have girls create sundae collages out of paper and other art supplies.

Materials Needed:

- Bronze Award Sundae Snack and Bronze Award Project Brainstorm worksheets (1 of each per girl)
- Napkins, bowls, spoons
- Ice cream (chocolate, vanilla, and strawberry)
- Assorted sundae toppings
- Writing utensils
- Optional: If you would prefer not to serve the actual ice cream snack at this workshop, you will need to provide “sundae collage” art supplies. Some examples are provided at the end of this session.

Steps:

1. For this activity, ask girls to work in the groups that they plan to be in for their actual Bronze Award project.
2. Distribute the Bronze Award Sundae Snack worksheets and ask groups to build their ice cream sundae snacks by following along the worksheet.
 - It is suggested that girls first identify the sundae items as the Bronze Award components specified.
 - They should then build their sundaes.
 - After they have built their sundaes, they can return to the worksheet to answer the questions posed and brainstorm as directed. This way, girls can enjoy their snack while they are brainstorming.
3. If you are not providing an actual ice cream snack, simply instruct the girls to do the same thing, but to create an ice cream sundae collage out of paper instead.
4. Next, distribute the Bronze Award Project Brainstorm worksheet and ask groups to work together to review and complete it.
5. Note: If you do not have the time or resources to do some or all of this activity, it could be a take home activity for troops/girls.



Closing

Steps:

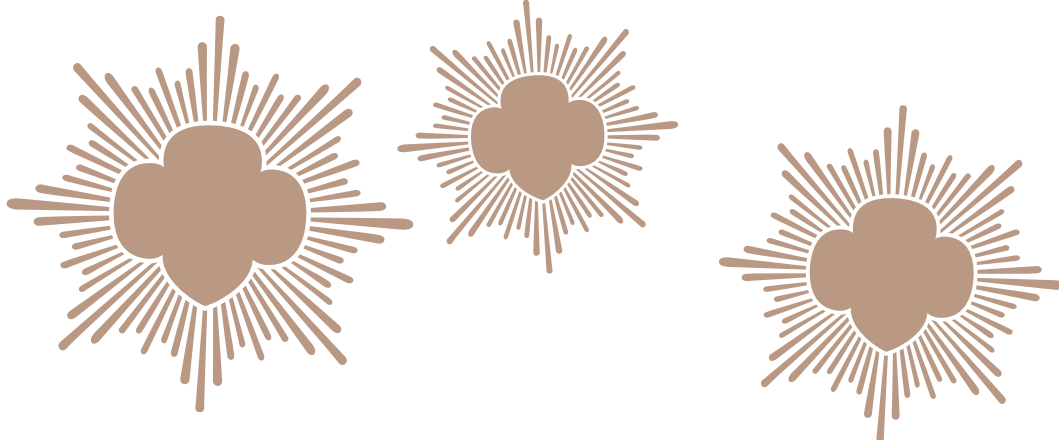
1. To close, review the main points you covered during today's session.
2. Remind girls that council staff is happy to provide them with guidance and assistance as needed throughout the Bronze Award Process. Contact girlscouts@girlscoutsv.org with any Bronze Award questions.
3. Ask if there are any last questions.



Bronze Award Success Word Find

AGENT OF CHANGE
BUDGET
CHALLENGING
COMMUNITY
FRIENDS
FUN
GET MOVING
HIGHEST AWARD
JOURNEY
LEADERSHIP
MAKE AN IMPACT
PASSION
PLANNING
PRE-REQUISITE
PROJECT
SERVICE
SUPPLIES
TAKE ACTION

T	E	G	N	U	Y	S	B	P	E	T	B	P	J	G
C	O	C	R	O	R	E	L	U	C	O	R	K	N	S
A	O	P	I	K	I	A	N	E	D	E	X	I	S	U
P	A	M	R	V	N	T	J	R	R	G	G	S	D	P
M	M	W	M	N	R	O	C	E	U	N	E	I	N	P
I	F	F	I	U	R	E	Q	A	E	O	G	T	E	L
N	V	N	K	P	N	U	S	L	E	C	J	N	I	I
A	G	Y	C	G	I	I	L	T	B	K	V	S	R	E
E	B	N	F	S	L	A	T	V	R	W	A	C	F	S
K	I	U	I	J	H	Q	S	Y	A	S	O	T	I	B
A	N	T	D	C	L	E	A	D	E	R	S	H	I	P
M	E	D	R	A	W	A	T	S	E	H	G	I	H	F
G	N	I	V	O	M	T	E	G	W	U	Z	V	T	Q
P	A	S	S	I	O	N	E	M	N	I	H	U	S	O
H	W	A	G	E	N	T	O	F	C	H	A	N	G	E

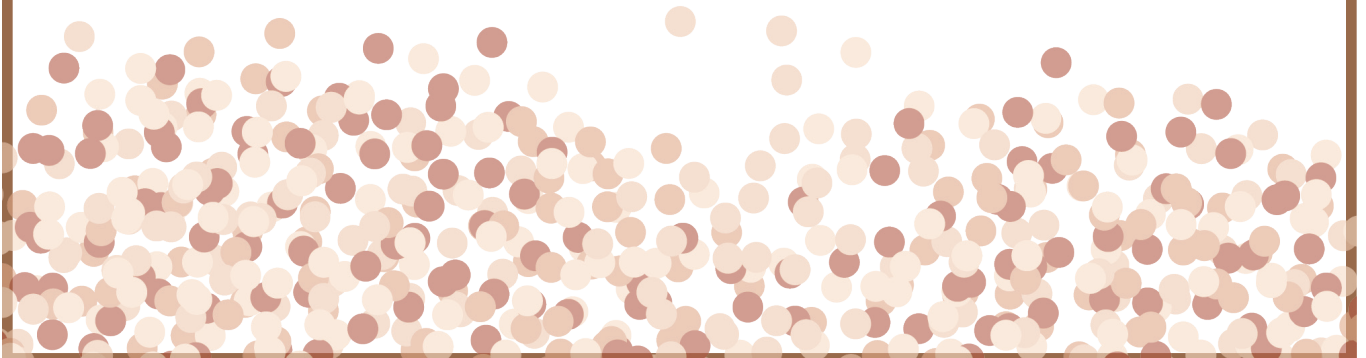


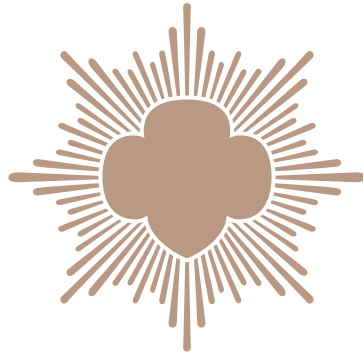
Bronze Award Mad-Lib Responses

Bronze Award Mad-Lib Responses

Ask the girls to take turns giving the following answers. Write the answers on a sheet of paper with numbers 1 through 14 on it. Then, when you read the Bronze Award Mad-Lib Story, insert the appropriate answers for the numbered blanks.

1. The name of a favorite female singer
2. The number of t-shirts you own
3. The number of glasses of milk you drank last year
4. The name of your favorite celebrity (male or female)
5. Your favorite hobby
6. our favorite sport (must be different from the favorite hobby in #5)
7. A group of people (i.e. grandparents, children, teens, teachers, girls)
8. The best community service project in which you've participated
9. The name of a favorite aunt, grandmother or other adult female relative
10. Something you would find in a garbage can
11. Something you would find in a recycling bin
12. The number of bottles of nail polish you own
13. How it might feel to speak in front of a group of adults you don't know
14. How you feel on your birthday





Bronze Award Workshop

Bronze Award Mad-Lib Story

Fourth grade Girl Scout __ (1) __ decided to earn her Girl Scout Bronze Award. She was so excited! She talked with the __ (2) __ other girls in her troop, Troop __ (3) __, and found out that several of the other girls also wanted to work toward their Bronze Award. The troop talked with their Girl Scout troop leader, __ (4) __, who agreed to support the girls along their Bronze Award adventure.

__ (1) __ was really interested in __ (5) __ and __ (6) __. She wondered if she could create a Bronze Award project that focused on either of those interests. __ (1) __ also knew that __ (7) __ in her community might really benefit from __ (8) __. Helping address that issue might make a great Bronze Award project!

Another girl in the troop, __ (9) __, was not interested in the same things that __ (1) __ was, so she brainstormed some other things she might do for a Bronze Award project. __ (9) __ had once gone to a birthday party in the local park, and noticed a lot of __ (10) __ and __ (11) __ lying around. She and another girl in the troop decided to help the community deal with this problem.

The girls began working on the pre-requisites to the Bronze Award, which are the steps leading up to the actual project. Some girls earned the Power of One Award and discovered ways to improve their project ideas while following Dez and the Super Shelter Makers. Other girls investigated the energy around them and completed the Energy Award tracker. It took __ (12) __ months for them to complete the pre-requisites. Then it was time to begin working on the Bronze Award projects!

__ (9) __ and her partner met in __ (4) __'s house once a week to work on their Bronze Award project. __ (1) __ and two other girls from the troop did a Bronze Award project together, and met after troop meetings to work on it. The girls did all of the work, even when it was hard, but they always knew __ (4) __ would answer their questions and help guide them when they needed it.

It took about eight months for __ (9) __ and her partner to complete their Bronze Award project, and about a year for __ (1) __ and her partners to complete theirs. It had been a bit difficult and __ (13) __ at times, but the girls knew they had done their best, and that their communities had really benefited from their hard work and dedication. They felt __ (14) __, and knew that they would want to earn their Silver Award when they were Girl Scout Cadettes!

What is Take Action?

Take Action is one of the three keys to the Girl Scout Leadership Experience, along with Discover and Connect. For their Girl Scout Bronze Award, girls complete a Take Action project that addresses the root cause of a community issue in a sustainable way.

What's the difference between Community Service and Take Action?

One of the Take Action outcomes is: Girls Educate and Inspire Others to Act. Take Action is different than community service. While community service is an important and fundamental part of Girl Scouting, it typically only addresses a community need for a short period of time. Take Action projects pick up from where short-term community service projects leave off.

An easy way to remember the difference between community service and Take Action is whether the project is being done for the community or with the community. If a girl is doing something for the community she is most likely working on a community service project. If a girl is doing something with the community, she is most likely working on a Take Action Project. Also think of it this way: A community service project is a short-term solution; a Take Action project is a long-term solution. Take Action Projects are also measurable and sustainable, and identify the root cause of an issue.

- **Measurable:** Girls can evaluate their project in a concrete way, such as the number of people they involved, or the number of recycling bins placed in the park.
- **Sustainable:** Girls must make a plan (such as collaborating with mentors or community groups) to ensure that the project creates lasting change. At the Bronze Award level, it's not as much about ensuring sustainability as it is about planning for sustainability.
- **Root Cause:** Girls address the underlying problem(s) that are causing an issue to occur. They don't simply put a bandage on a symptom of the problem.

EXAMPLES:

Community Service	Take Action
Take part in a park beautification project.	Advocate for recycling bins at local parks.
Assemble and give first-aid kits to flood victims.	Produce a Public Service Announcement on severe weather procedures.
Put on a musical performance at a nursing home.	Initiate an oral history project between girls and women in a nursing home.
Plan a meeting for a younger troop.	Mentor younger girls on healthy friendships.
Serve a meal at a food shelf.	Partner with a food shelf to create and distribute a recipe book with simple, healthy ingredients.
Make and donate blankets to an animal shelter.	Partner with the local humane society to hold workshops for new pet owners.
Pick up trash on the school grounds.	Advocate for more garbage cans on school grounds.

Seven Steps to a Successful Take Action Project

Steps	Description
1. Map It – Investigate	<p>Girls explore community priorities and needs of concern to them. They work with community partners to identify community needs and to examine the root causes of community problems. Meaningful Take Action Projects engage with the broader community in planning and shaping the project.</p> <ul style="list-style-type: none"> • There are many ways for girls to investigate community needs, like community walks, conducting surveys, community mapping, and interviewing key leaders. • Girls then interpret the findings from their investigation to identify community needs, root causes, solutions, and goals to determine their Take Action project.
1. Map It – Investigate	<p>Planning and preparation involve getting ready for all aspects of the Take Action project. While the girls +are leading, volunteers and community partners are active participants in project planning.</p> <ul style="list-style-type: none"> • The project plan addresses both the goals of the project as well as sustainability and measurability. Girls examine money-earning, safety requirements, participant training and any other elements needed for a successful project. • Girls set goals, make a timeline, and plan how and when to evaluate their project.
3. Do It - Act	<p>The action phase is often the most visible and tangible part of a Take Action Project, as it involves providing the measurable and sustainable service in the community. The primary aim is to be doing “with” the community not “for” the community. It moves social issues from girls’ heads into their hearts and hands, and it motivates them to learn and grow while also contributing to community life.</p> <ul style="list-style-type: none"> • The action phase requires clarity in expectations, assignments, and schedules. • Encourage girls to build relationships with community members and their peers to ensure that the project is appropriate and meaningful for everyone. • Building bridges across differences is a core strategy in Taking Action. • Girls collect data, artifacts, pictures, and other documentation for reflection, demonstration, celebration, and evaluation.
4. Think About It – Reflect	<p>Reflection does not just occur at the end of a project. Girls reflect throughout their projects, as effective reflection is crucial for quality Taking Action. Reflection is more than talking about feelings; it involves critical thinking, analysis, problem solving and interpretation so girls integrate the experience into their learning & identity.</p> <ul style="list-style-type: none"> • Girls can select, design, and lead reflection times utilizing a variety of methods and approaches that match different learning styles. • Pose these core reflection questions: What? So what? Now what?

<p>5. Advocate It - Demonstrate</p>	<p>Teaching is said to be the best way to learn something. That's what advocating is all about; it gives girls a chance to synthesize and articulate what they have learned, why their issue. Complementing and reinforcing demonstration is celebration. It invites girls and partners to step back and say "thank you" to all who are involved in the Take Action efforts. Recognition of others' contributions is not just gracious; it also helps to cement the experience in girls' lives.</p> <ul style="list-style-type: none"> • Celebrating may involve public, high-energy recognition events with media coverage. Or it may mean writing and sending a personal note to participants.
<p>6. Be Proud of It – Celebrate</p>	<p>Complementing and reinforcing demonstration is celebration. It invites girls and partners to step back and say "thank you" to all who are involved in the Take Action efforts. Recognition of others' contributions is not just gracious; it also helps to cement the experience in girls' lives.</p> <ul style="list-style-type: none"> • Celebrating may involve public, high-energy recognition events with media coverage. Or it may mean writing and sending a personal note to participating youth acknowledging their contributions.
<p>7. Keep It Going – Sustain</p>	<p>Sustainability involves engaging others so that the community sustains the project.</p> <ul style="list-style-type: none"> • Efforts to sustain projects will need to be age/grade appropriate, and involve planning to guide future efforts. • Encourage girls to find ways they can use their own gifts and interests to pursue their next involvement.

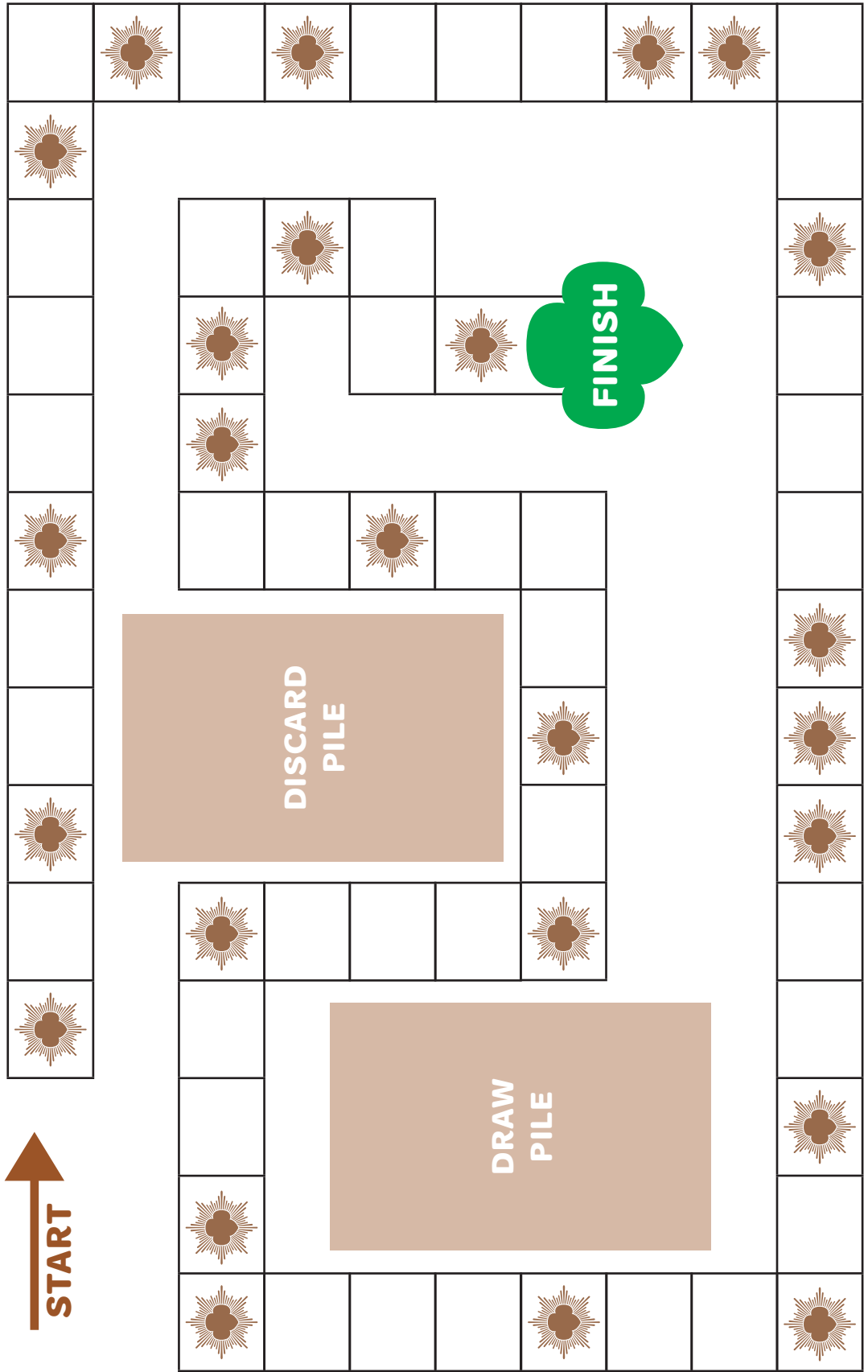
Take Action Information adapted from "Take Action Volunteer Learning Module Facilitator Guide: Version 2." Girl Scouts of the USA, 2011.

Bronze	
Not Bronze	Making blankets for pets at the local animal shelter.

Not Bronze	Donating food to a food shelf.
Bronze	

Not Bronze	Building a bookshelf for a daycare center.
Bronze	

Bronze Award Board Game



Bronze Award Board Game Cards

<p>True or False Your project must help with a need in the community.</p>	<p>True or False The Bronze Award could take several months or even a year to complete.</p>
<p>True or False A group of girls can work on the Bronze Award together, but each member must work on it for at least 20 hours.</p>	<p>True or False Your troop leader decides what project you'll do and then you do it.</p>
<p>For your project you want to collect money for the victims of a flood. Is this okay?</p> <p>Bonus Roll: Why or Why Not?</p>	<p>How can your Bronze Award advisor help you?</p>
<p>True or False You have to earn the Bronze Award in order to work on the Silver Award.</p>	<p>True or False Why is it important not to rush to complete the steps leading up to the Bronze Award project?</p>
<p>What are the three keys to leadership?</p>	<p>LOSE A TURN</p>

<p>Your troop is really excited to do a Take Action project with the Humane Society. You've been told you are too young. What is another way you can help animals in your community?</p>	<p>Your Take Action project includes an outdoor event. The forecast the morning of the event calls for severe weather. What do you do?</p>
<p>What is one community need in your school?</p>	<p>How many hours should your Bronze Award project take?</p>
<p>What is one community need within your neighborhood?</p>	<p>Where can you get the Girl Scout Bronze Award Final Report Form?</p>
<p>True or False Taking over an annual service unit tradition/event that is already in place would be a good Bronze Award project.</p>	<p>True or False A committee needs to approve your Bronze Award project before you can start.</p>
<p>Everyone in your group needs to find a partner and share a secret talent.</p>	<p>True or False All Girl Scout Juniors must earn the Bronze Award.</p>

<p>Who can you ask to help you if you have questions about money-earning for your project?</p>	<p>Tanya noticed that it was hard for older people and people with disabilities to get around her local grocery store. What could she do to Take Action?</p>
<p>What does it mean to brainstorm?</p>	<p>What makes a good team?</p>
<p>Share with the group: I am a leader or role model for _____.</p>	<p>What does it mean to Take Action?</p>
<p>A Girl Scout Junior is trying to think of a good Bronze Award project. She really enjoys sports and working with younger kids. Can you think of a good project idea to help her?</p>	<p>What can you do to improve your personal energy?</p>
<p>Get together with a partner and come up with a Take Action project that will improve the environment.</p>	<p>What is one way you could celebrate the completion of your Bronze Award project?</p>

<p>Name an idea you have for a Bronze Award project.</p>	<p>What is one thing you love to do more than anything else?</p>
<p>Name two things you can do to help others.</p>	<p>If you wanted to do a project that helped animals, who are two experts in your community who could help you?</p>
<p>When you listen to the news, look at newspapers, or hear others talking, what issue makes you most concerned?</p>	<p>What's the coolest thing you've done in Girl Scouts?</p>
<p>BONUS CARD</p> <p>Roll again.</p>	<p>Name something you could teach someone else.</p>
<p>"When I get home from school the first thing I want to do is _____."</p>	<p>"The top three ways I like to spend my time are _____."</p>

<p>“One great thing about me is _____.”</p>	<p>True or False If you don't complete your Bronze Award as a Junior, you can finish it as a Girl Scout Cadette.</p>
<p>BONUS CARD Trade game pieces with any player.</p>	<p>Lead the whole group in reciting the Girl Scout Promise.</p>
<p>At some point during the game, make a chicken sound and pretend it wasn't you.</p>	<p>Make fish lips.</p>
<p>What is the only pre-requisite for earning the Girl Scout Bronze Award?</p>	<p>BONUS CARD This card is good for an additional turn at anytime throughout the game.</p>

Bronze Award Board Game Answers and Talking Points

The Bronze Award game includes questions that girls can answer by using the Bronze Award Packet and the Leadership Journeys. Some of the questions do not have “right” answers; these questions encourage girls to brainstorm interests that may inspire a Bronze Award project. There are also cards that name an activity the girl must complete to move forward, Lose a Turn cards, and Bonus cards that can be held onto until needed.

Please highlight the answers to the following questions at some point during the workshop, to make sure all girls understand the answer:

- True or false? Your project must help with a need in the community.
True.
- True or false? The Bronze Award could take several months or even a year to complete.
True.
- True or false? A group of girls can work on the Bronze Award together, but each member must work on it for at least 20 hours.
True. Remember that if a group of girls plans to work on a Bronze Award project together, the project must be big enough for each girl to spend at least 20 hours working on it.
- True or false? Your troop leader decides what project you’ll do and then you do it.
False. Girls should identify a need in their community and then work to address it in a way that utilizes their skills, talents, and interests.
- For your project you want to collect money for the victims of a flood. Is this okay? Why or why not?
No, this is not okay. In our Girl Scout role, we cannot collect money for other organizations. (People expect this money to be used for Girl Scout activities if we collect as Girl Scouts, even if we say otherwise, and that is not cool).
Important points:
 - o Girl Scouts cannot raise money for other organizations—if you want to help another organization, provide goods or services
 - o Girl members cannot ask for donations of cash, supplies, or services from businesses, etc. They CAN present their project to businesses, and an adult can do the official ask for supplies or services (asking for cash – even by an adult- is not allowed).
 - o It is okay to do a supply drive within your own community (among friends and neighbors, at school, or at place of worship).
- How can your Bronze Award advisor help you?
Your advisor is a coach, support person, and resource person whose knowledge or career can make your Girl Scout Bronze Award the best that it can be. She or he does not do parts of your project or tell you how to do your project, but helps you find answers to your questions and helps you access resources to support your project.
- True or false? You have to earn the Bronze Award in order to work on the Silver Award.
False. Girl Scouts who did not earn the Bronze Award as Girl Scout Juniors may still earn the Silver Award as Girl Scout Cadettes.

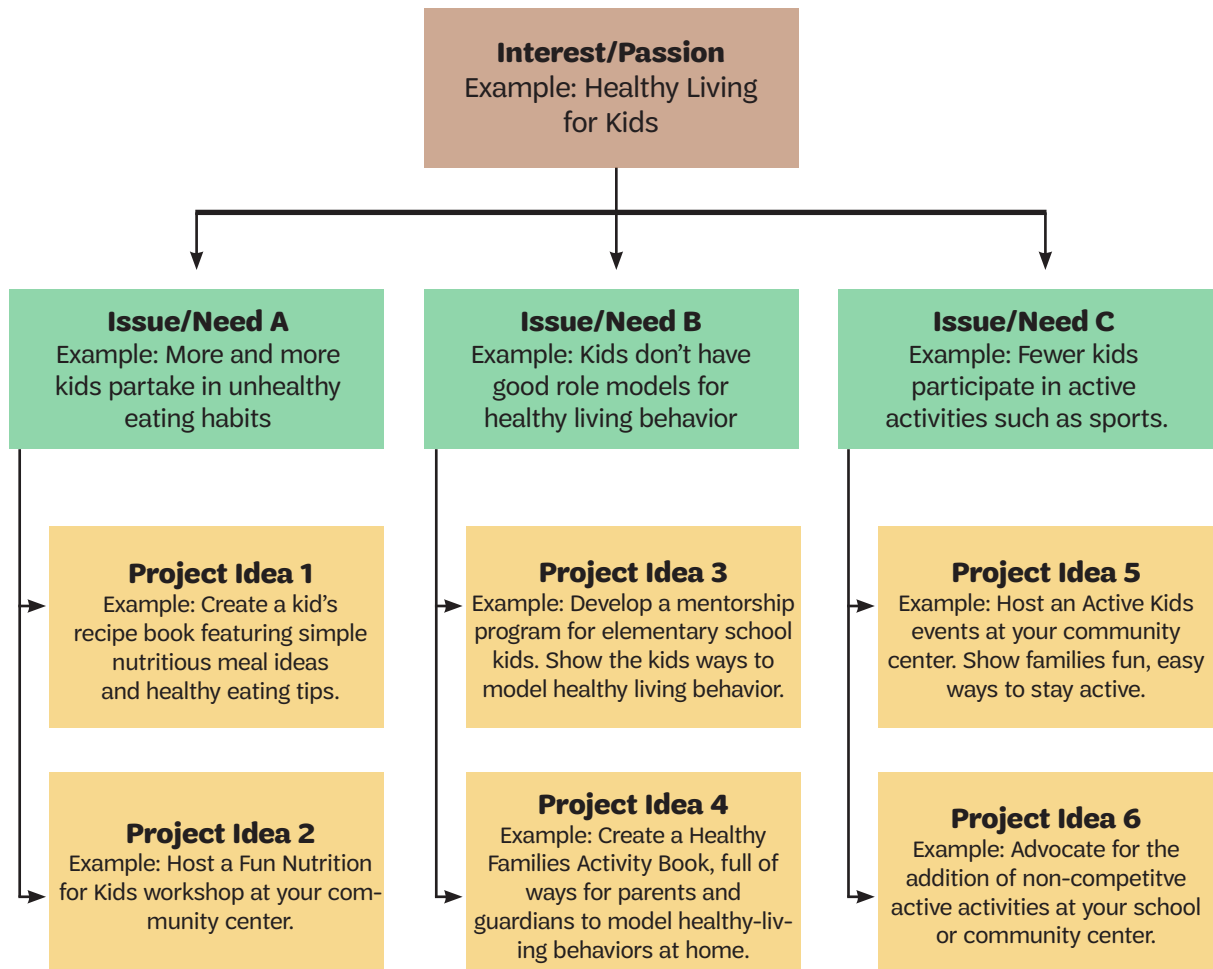
- Why is it important not to rush to complete the steps leading up to the Bronze Award project? The steps leading up the project are an opportunity to learn new skills, resources, and information that can benefit your Bronze Award project and make it better. The Bronze Award is not just a pin that you wear on your vest or sash; it represents the high-quality impact you had on your community.

The following questions are also included in the game. Feel free to address these questions within the whole group as needed:

- How many hours should your Bronze Award project take?
At least 20 hours to plan and implement.
- Where can you get the Girl Scout Bronze Award Final Report form?
In the Bronze Award Guidelines packet, or on the council website.
- What is the only pre-requisite for earning the Girl Scout Bronze Award?
The completion of a Girl Scout Junior level Leadership Journey. There are seven from which to choose.
- True or false? A committee needs to approve your Bronze Award project before you can start.
False. The troop leader can approve your Bronze Award project.
- True or false? All Girl Scout Juniors must earn the Bronze Award.
False. The Bronze Award is an earned award and involves a lot of work – not everyone wants to take it on and that is perfectly fine. You can still be a Girl Scout and do the other things you like in Girl Scouting.
- Who can you ask to help you if you have questions about money-earning for your project? Your leader, a member of the Service Unit team, or council staff.

Bronze Award Project Brainstorm

How do your interests and passions unite with community issues to create a Bronze Award project? There are many possibilities! Take a look at the example below to see how six different project ideas stem from one interest. Then fill in your own ideas!



Bronze Award Sundae Snack

Napkin

Completing a Bronze Award Workshop isn't necessary, but your project can get sticky without it.

Bowl

You need a solid foundation on which to build your Bronze Award project. As a pre-requisite to the project, you must complete one Junior journey (and corresponding Take Action project).

Spoon

Your Bronze Award Project Advisor will help guide you along your Bronze Award journey. Your advisor will "feed" you advice and expertise, as well as encouragement along the way.

1 Scoop Vanilla Ice Cream

One key part of planning your project is identifying issues in the community, and seeing how your personal skills, interests, and passion might help you address those issues. Just like ice cream is to a sundae, you and your team are the core of your project.

- What are some issues or needs you see in your community? (Remember, you get to define community. A community can be as large as a city, or as small as a classroom.)
- What issues are most important to you and best align with your skills, interests, and passion to create a potential Bronze Award project?

Syrup Topping (chocolate, caramel, strawberry, etc.)

Another important part of planning is using what you've identified so far to select one idea that addresses the root cause of a community issue in a unique, sustainable, and measurable way. You want your project to stick around just like the syrup!

- Select one of the community issues your group just brainstormed. Even if you don't pursue this as your actual project, it will help you to better understand the process.
- What could your team do to address this community issue? Remember, you want to look at the underlying cause of the issue – not just put a Band-Aid on one of the symptoms.
- How could you measure the outcomes of your project?
- How will your project be sustainable (live on when your work with it is done)?

M&M's or Skittles

A third key step to planning your project is figuring out how each of you will display active leadership. For your Bronze Award, you can work with a group of other Girl Scouts; however, each girl must take on an individual active leadership role within the group. How can you show your true colors as a leader?

- How will you display active leadership in your project? Remember, active leadership means leading, coordinating, educating, and inspiring others; involving others in your efforts.
- How could you divide the roles for your Bronze Award project? What specific tasks must be accomplished and who will do them?
- What is your tentative timeline for completing these tasks? When do you want to or have to be done?

Other Toppings (could include: gumballs, gummy bears, fruit, marshmallows, whipped cream etc.)

Paying attention to the details will help you plan a successful Bronze Award Project. Similar to the topping choices you make for your sundae, each detail in your plan will add a different flavor or effect to your Bronze Award project.

- Supplies
 - What resources will you need to carry out your project?
- Volunteers
 - From whom might you need help or assistance to make your project happen?
- Money
 - How much will it cost to carry out your project?
 - How will you fund your project? Cookie money? Money-earning projects?
- Award Requirements
 - Girl Scouts of Tropical Florida and GSUSA have set standards of excellence for girls completing their Bronze Award. You must meet these requirements. Visit the GSTF highest awards webpage to view all award requirements, including deadlines, required project hours, paperwork and more.

Cherry or sprinkles on top

Congratulations! You have thought of a project that successfully incorporates all of the key components to the Bronze Award!

