

Webster Girl Scouts
"Cadettes"

JUMP INTO

JOURNEYS!





GIRL SCOUTS

JUMP INTO JOURNEYS

Activity Guide - Cadettes

General Instructions:

This *Jump Into Journeys* Activity Guide is designed to give you and your troop a taste of the activities offered in the Journeys for your grade level. Journeys are the core of the Girl Scout Leadership Experience (GSLE) and provide girls with a national experience - something they have in common with Girl Scouts everywhere.

Journeys are designed to foster the use of the three learning processes: Girl Led, Learning by Doing, and Cooperative Learning. Each Journey offers girls a new adventure, allowing them to Discover, Connect, and Take Action with fun activities, discussions, projects, and more while building skills they need to become a leader in their own lives and community.

Jump Into Journeys patch program provides Leaders and Girls the opportunity to:

1. Learn about Journeys and the GSLE.
2. Sample each Journey through the activities in this Guide.
3. Pick a Journey to explore all the way through.

How do you get your patch?

When your troop finishes the patch program:

1. Go to our website webstergirlscouts.org
 - Click "Programs"
 - Click "*Jump Into Journeys*"
2. Click the "Get My Patch" link
3. Fill out the form and submit it to the Service Unit Manager, Christine Osadciw, cosadciw@gmail.com to receive your patches

Step 1: Educate Yourself

For your troop (or individual girl) to earn the *Jump Into Journeys* patch:

1. Review the interactive Journey maps at <http://girlscouts.org/program/journeys/maps.asp>
2. Explore the Journey descriptions at <http://www.girlscouts.org/program/journeys/>
3. Read through this Guide to familiarize yourself with the activities and gather the materials needed to complete them.
4. Foster the Girl Led, Learning by Doing, and Cooperative Learning processes with your troop as you sample the Journeys.

Step 2: Explore the Journeys

Each activity in this section introduces one of the three Journeys for the girls' level. To earn the patch, girls must complete all three activities. Each activity will take approximately 10 minutes; with about 5 minutes

transition period in between. Girls should have ample time to sample each Journey in a single, one-hour meeting.





It's Your World – Change It!

aMAZE

First Impressions in the Maze

Materials for this activity: Maze activity sheet and markers

This activity gets girls thinking together about relationship issues that make their lives “mazelike” as it engages girls in getting to know one another and beginning to work in teams.

Start this session by asking the Cadettes to form small groups of 2 or 4. In a large group or a group where girls don't know each other, count off the girls so they each have a chance to meet new people and can bypass any discomfort involved in choosing teams.

Invite girls to introduce themselves in their groups– perhaps saying something about themselves, such as their favorite thing to do when they have free time.

Give each group a piece of paper and markers. Instruct them to create a maze– complex or simple. Explain what a maze is and show an example to help them get started.

Then ask each group to brainstorm, by talking together in their groups, ways in which their lives are like a maze, using their real life experiences. You might say or post some thoughts like these:

- Who sits where at lunch time? Whom do you count on? Where do you “meet them” in the maze?
- Ever have conflict with friends? Does that shift your path?
- Someone hurt your feelings. What next?
- Where do new friends come from?
- Do bullies affect you? Maybe you are sometimes the bully?
- What do you do online?
- Who said what to whom?
- What will be going on for you over the next few years? What new things might get added to your maze?
- Who are the adults who help you through your maze?

What's In Your Maze?

Now, invite teams to enhance their mazes with sketches, text bubbles, or doodles that show the relationship issues they navigate in their lives. Encourage them to show both the challenges that occur in their maze and the “resources” they use to overcome those challenges (for ex: support from others they trust). Perhaps they may want to show the role of great friendships in the maze and other “positives” that occur in their interactions.

As the team finishes up, ask them to think of one phrase or slogan— (something short) that could fit on a bumper sticker that completes the sentence:

Our lives are like a maze because...

Call the group back together and invite each team to present their maze—and some issues illustrated on it. Ask each team to end their presentation by adding their “bumper sticker” phrase to the poster board, forming a team poem as they go.



LIFE IS FULL
OF MAZES

The text is rendered in a bold, yellow, 3D-style font with a slight shadow. The words "LIFE IS FULL" are on the top line, and "OF MAZES" is on the bottom line, centered under the first line. A thin horizontal line is positioned above the text.



It's Your Planet – Love It!

Breathe

Symphony of Noise

Materials for this activity: Noise making gadgets, (radios, kazoos, party horns) including what the girls normally carry (cell phones, iPods with speakers), timer or clock , Challenge slips (attached)

Before you start: Explain the “Symphony of Noise” activity to a Cadette or two who arrive early; invite them to help you lead this activity. Ask them to set up all the noisemakers in a big cluster in the middle of the room. To get some background noise going, turn on a TV, DVD and/or radio.

Invite the girls to gather around the noisemakers, and take out their own sound gadgets (phone, music players, etc). Introduce the activity by saying: “We’re going to use our sound gadgets at the same time in order to send out as much noise into the air as we can.”

Round 1: Symphony of Noise—Invite one of the Cadettes to be the conductor of the group “orchestra”. Explain that she’ll start the “orchestra” on the count of three and then, after a few minutes of noise, hold up her hand (the Girl Scout Quiet Sign). Round 1 continues for a few minutes, then allow silence to settle over the group for a minute or two. Then ask: “What does it feel like to make a lot of noise?” “What do you love about your phone, music players, etc.?” “When is enough, enough?”

Round 2: Above the Noise - This time, while making all the noise we will add an extra activity to symbolize a challenge we often face: concentrating on getting something done and communicating with one another amid all the noise and distractions in our world. Instruct girls to take turns choosing an “above the Noise” challenge slip. After the first girl goes, continue around in circle (counter clockwise) taking turns leading one another to accomplish the task on the slip. Keep it moving, silly is okay and don’t forget: continue making all the noise while multitasking with the challenge. After each girl has had a turn, make the quiet sign and have the girls sit in silence for 5 minutes (use a timer).

Weighing in on Noise and Silence: Now that the team has experienced both a big blare and silence, have them weigh in on the impact of noise and the impact of silence. Here are some guiding questions you could ask (many of these questions may be naturally brought up in the girls conversation):

- What’s good about our noisemaking gadgets?
- Do you like to stay plugged into your music, even when you are with others?
- Do you ever put ear buds in your ears to signify you want to be alone? When do you take them out? What is it like when you are with other people who are wearing ear buds?
- Can you think of a time and an example when noise gets in our

way of connecting with one another? With enjoying each other?
While concentrating?

- Do you ever wish you were a little less connected and available when someone wants to reach you? Or maybe that you had a little less information at your fingertips? When and why? What about other kinds of noise that distracts us? Advertising? Traffic? Anything else?
- What was it like sitting in silence together? (*If there was giggling or fidgeting, let the girls know that it is normal because most people are not used to being silent together*).
- Did five minutes of silence seem like a little or a lot?
- What ideas or comments do you have about how silent time together can contribute to our strength as individuals? As a team?
- Do any of you enjoy silence in other ways, such as yoga, meditation or prayer? What do you get from that?



It's Your Story – Tell It!

MEdia

Create your own camera lens!

Materials for this activity: Camera lens activity sheets (attached), colored pencils or markers

Explain that confidence can be like a special camera lens that offers some protective distance when someone says or does something that hurts them in some way. You might say something like: “With this lens to stand behind, it’s easier to stay true to your own thoughts and feelings and not be influenced by pressures or unkind acts or words of others.”

Then say:

- “Think about some of the pressures you might be experiencing at school, with friends, at home, or elsewhere in your life (such as pressure to fit in, not be different, or to do something you don’t want to do). If you like, write your own personal pressures outside your camera lens.”
- “Now, think about what keeps you feeling good and strong, no matter what you might be facing (things like talking about your feelings, learning about yourself, trying new activities, knowing everyone is different). Put all of these things inside your camera lens.”

Once the girls have filled their camera lenses, ask them to talk about how the world looks through their lens! Acknowledge that everyone feels pressure but it’s how we handle that pressure that keeps us strong. Ask: Do others have something in their camera lens that might keep you strong, too? Add it to your camera lens! You might say: The more we remember these feelings, qualities, and actions, the easier it is for our confidence to shine! Take this camera lens home and keep it where it will remind you of your unique view of the world!

Step 3: Pick Your Journey

Materials for this activity: worksheet with pictures (attached) representing each Journey (cut these to separate them), tape, two stickers for each girl (use left-over stickers from other projects).

Explain to the girls that each of the activities provided a taste of a different Girl Scout Cadette Journey and that they must now decide on which Journey they want to take first. Most troops are able to complete at least two and many explore all three Journeys before bridging to the next program level.

1. Show the girls each image and tell them which activity matches the picture.
2. Tape the pictures up in different parts of the room.
3. Explain the voting process to the girls:
 - a. Each girl has two votes, which she may use any way she wants – she may choose to put a sticker on the two activities she liked the best or she may put both stickers on one activity. Encourage the girls to vote as they choose and to try not to be influenced by their friends.
 - b. Count up the number of votes for each Journey. The Journey with the most votes will be the first Journey the girls undertake.
 - c. Explain to the girls that they will have the opportunity to choose their next Journey when they have finished the first one.

Additional Resources:

Skills Badge sets designed specifically to support your Journey.
Girls Guide to Girl Scouting

Check Events page on the GSWNY.org website for Journey-related workshops and events – and for additional training courses for adult volunteers

Search the web to see what activities other troops are doing for your Journey

Explore your community to find ways to customize your Journey.



Above the Noise: Team Challenge Strips
(girls can add their own – “any silly thing”)

Everyone, answer together: What is 8×7 ?	All together: Recite the alphabet.
Shout your birthday starting with (name girl and go clockwise).	Take a deep breath and then exhale - all together
Do 10 jumping jacks – all together.	Send a wave around the circle.
Everyone shout a word that rhymes with “air” – no repeats.	All together: Count backwards from 15.

