

Bringing Global to Girls



A Girl Scout Gold Award Workbook - 2020 to 2021



Workshop Handbook

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ABOUT THE AUTHOR

Beatrice “Bebe” Lin is an Ambassador Girl Scout in northern Colorado going into her thirteenth year of Girl Scouting. With a passion for global thinking and connecting people across different cultures and communities, Bebe is a Global Roundtable delegate representing Girl Scouts of Colorado (GSCO), as well as a member of the GSCO Older Girl Advisory Board. Outside of Girl Scouts, she teaches and translates Mandarin Chinese, serves on other boards and committees, plays the piano and violin, and enjoys travelling with her family. After high school, Bebe hopes to pursue international relations and affairs in college and to continue promoting global thinking and connections.

WHAT IS A GOLD AWARD?

The Girl Scout Gold Award is the most prestigious award and achievement within Girl Scouts USA. Senior and Ambassador Girl Scouts (high school girls) are challenged to identify and investigate an issue, create a plan to address it, and then take action to employ a sustainable project that will make a lasting impact.



INTRODUCTION

In a world that is rapidly changing and developing, it can sometimes be hard to remember how we connect to other girls — especially the ones that aren’t in our immediate presence.

This workshop aims to help Daisy and Brownie Girl Scouts develop a sense of connection to the rest of the world. Many of the activities included were inspired and adapted from activities described in Girl Scout resources and handbooks, with publications ranging from 1926 all the way up to last year, 2019. By mixing the ideas of the past with the current knowledge and resources of today, we can gain new insight about ourselves and our Girl Scout and Girl Guide sisters around the world. This experience is expected to be around 60 to 90 minutes (or the duration of a meeting or two). These activities can be done at your own pace, hopefully with your unit/troop, family, or friends!

If you get stuck, have questions, or simply want to share how your adventure unfolded, contact bringglobaltogirls@gmail.com, or visit www.waggs.org for more information

about Girl Guides and Girl Scouts around the world!

WHAT IS THINKING “GLOBALLY?”



Do you know what it means to be a “global citizen?” This term seems fairly large and intimidating, but it simply means that we know and understand the world around us — as well as our place in it. By thinking globally, we can consider how our actions affect others around the world, and how to best carry out our role as a global citizen. We can help make the world better by taking action in our own communities. A big part of being a global citizen is developing a connection between yourself and others in your troop, community, and world. In this workshop, girls are able to start building these connections from the ground up. By starting from here, girls will learn how to develop these skills into the future as a global citizen. As a Girl Scout, the World Association of Girl Guides and Girl Scouts (WAGGGS) is a wonderful resource to make global connections.

WHAT IS WAGGGS?

The World Association of Girl Guides and Girl Scouts is the largest voluntary Movement that has supported girls and young women around the world since 1928. Today, WAGGGS supports more than ten million girls from 150 countries. WAGGGS hosts non-formal education programs and offers training and resources to teach Girl Scouts and Girl Guides around the world to lead and learn more about themselves and the world.



Currently, there are five World Centres associated with WAGGGS: Our Chalet in Switzerland, Sangam in India, Pax Lodge in England, Our Cabaña in Mexico, and Kusafiri, which travels around Africa. Girl Scouts and Girl Guides around the world are greatly encouraged to visit these centers at some point during their Girl Scout/Girl Guide career. You can learn more about WAGGGS at events like World Thinking Day or at www.wagggs.org.

TIPS & TRICKS FOR MEETINGS

- Before conducting these activities, make sure to review the content you plan to use, and make sure it is appropriate for the girls you plan to work with. All activities shown can be modified to fit your audience.
- Refer to the **Consider This!** section at the beginning of each activity! You will find ways to shake up the activity to make it more meaningful, engaging, and fun for the girls.
- It can be hard for younger Girl Scouts to stay still. Wondering how to combat this?
 - Feed your girls! Before you begin an activity where the girls have to sit down for a longer period of time, give your girls a quick snack, such as fruit, crackers, or cheese. Make sure to check for any allergies or dietary restrictions so we all have a safe and healthy environment to conduct this workshop in!
 - Incorporate moving elements into some activities! Bring a ball to toss from girl to girl during “What’s in a Name?”, or plan a few 5 minute wiggle breaks between activities.
- Teach girls how to be courteous and respectful when listening to others. Use a stuffed animal, a talking stick (consider expanding on the global connection to Native Americans!), or another object to signal who can speak — whoever is holding the object is the only person allowed to speak, and can pass the object to others when it is their turn.



WORKSHOP LAYOUT

This workshop is intended to take the duration of one to two meetings (roughly 60 to 90 minutes). Activities can be mixed and matched to fit into one meeting.

I. Beginning

- A. Spend about 5 to 10 minutes getting girls to settle down, this could be a few minutes getting their wiggles out, or asking them to sit down for a snack.
- B. Once settled, ask the girls what they know about thinking globally, being a global citizen, and WAGGGS. The KWL (Know, Want to Know, Learned) Chart below is a great way to get started. Take about ten minutes to fill out the chart, and try to engage the girls in a little bit of discussion. For younger girls, consider doing this activity on a whiteboard altogether.

What I KNOW	What I WANT TO KNOW	What I LEARNED
- I know that...	- I want to know...	- I learned that...

II. Activities

- A. Each activity takes a different amount of time depending on the group of girls, their engagement, and their interest. Prior to conducting the workshop, consider which activities are the best fit for your group.
- B. Spend the majority of the time on these activities, going at a pace that is right for the group.

III. Debrief

- A. In the last 10 to 15 minutes of the workshop, ask girls to gather around for one last discussion (See page 11).

ACTIVITIES

Complete each activity at your own pace. It is not necessary to complete all of the activities, but highly encouraged!

ACTIVITY 1 - What's in a Name?

Duration: 20 minutes

This activity is adapted from the 1974 publication of the Options resource book for Senior Girl Scouts. In this handbook, "What's in a Name?" has been adapted to fit younger Girl Scout audiences.

Consider This! Bring a small beach ball for girls to toss around during this activity. Once a girl finishes answering a question, she can toss it to another girl. You can also use a permanent marker to write these questions onto the ball, and girls can answer the question their fingers land on when they catch the ball.



With a partner or two, or in a large group, sit down and ask each other the questions below.

1. What is your name? Do you know its meaning? Is it in a different language?
2. Were you named after another person? Related or unrelated? Real or mythical?
3. Do you have a nickname? If so, what is it and how did you get it? Who calls you by this name? Who doesn't?
4. If you could choose another name for yourself, would you? If so, what name would you choose and why?

If this activity was carried out in smaller groups, have girls share what they learned about each other to the larger group. With the guidance of an older girl or adult, discuss some of the following topics in a larger group.

- How are names given to people in other places of the world? (ex. In some families and cultures such as Chinese, Korean, and Japanese, each generation has a certain character that must be in their name.)
- Where do nicknames come from? How are they used in your culture (family, school, town, country, etc.)?
 - Discuss the significance of Daisy Girl Scouts. "Daisy" was Juliette Gordon

Low's childhood nickname, and eventually carried over to become the name of the youngest Girl Scouts in the United States.

- What are some names or ways of referring to people that show honor, respect, endearment, or love?
 - In English, we use "sir," "miss," and "missus." What about other languages? (ex. In French, they use "monsieur," "madame," and "mademoiselle."

Names and languages, written and spoken, are an important way to communicate. Through this activity, you've learned that even the people around us have significantly different cultures and ways of addressing each other.

ACTIVITY 2 - Global Collage

Duration: 30 to 40 minutes (Tip: The smaller the piece of paper to create the collage on, the less time this will take!)

This activity was inspired by the 1989 publication of More Brownie Girl Scout Try-Its.

Consider This! Instead of a large collage, girls can also create individual scrapbooks. Bind together some pieces of paper, and girls will be able to keep a memento that they can continue adding to, even after the meeting! You can also help girls create individual collages, and host a gallery walk when they are all finished. Girls can use sticky notes to leave comments on each other's work. For these alternate activities, you will need: small scrapbooks/notebooks, glue sticks/tape, old magazines and newspapers, scissors, writing utensils, and sticky notes.

Materials

- Old magazines and newspapers (travel brochures, Smithsonian magazines, National Geographic)
 - Consider cutting out pieces ahead of time to save time!
 - Your local library and/or grocery store might have some old magazines you can acquire for free or a small fee.
- A large piece of paper or poster-board/scrapbook paper/construction paper
- Glue Sticks/Tape
- Scissors
- Writing utensils (Pens, pencils, crayons, markers, etc.)



Collect old magazines and newspapers to make a collage! Parents, neighbors, and teachers are all wonderful people to ask for these items, and perhaps you have some of your own!

1. Ask girls to cut out people, places, and things from different parts of the world that they can find in the old magazines and newspapers.
2. Glue these pictures onto the poster-board, and then ask them to cut out words they know to caption these pictures, or simply write them out underneath.

When the collage is complete, ask girls to share what they contributed to the collage, and what they know about it.

If time permits, ask girls which items they are most interested in learning more about. Together, you can spend some time researching more about the origins of the person, place, or thing.

Questions to Consider When Presenting

- Where is it from?
- When was it made?
- Can we find it where we're from?
- Are there Girl Scouts or Girl Guides where is this object from? What are Girl Scouts/Girl Guides your age called in that respective country?
- What language do they speak?

ACTIVITY 3 - My Place, My Patch

Duration: 1 hour

Inspired by the Girl Scout Proficiency Tests for special medals and patches seen in the 1926 print of Scouting for Girls, as well as the "Celebrating Community" Brownie patch in the 2019 edition of the Brownie Girl's Guide to Girl Scouting.

Consider This! See if you can connect to another Girl Scout troop in a different city, state, or country. Ask them to complete this activity, then exchange the respective requirements with the other troop. Use this as a chance to connect and learn more about Girl Scouts in another place!



Let's design a patch and its requirements for girls in different places to complete! You can use the attached worksheet (See Appendix B) or simply discuss and

write down your answers to the following steps.

1. Decide as a group what your patch should be about! It can be about your troop, city, state, or country. Think about what you want to teach other people about this topic.
2. After a topic has been decided, create the four steps to earning this patch using the guide below.

Step	Questions to Consider	Examples
<p>Step 1 - Symbols Choose ONE symbol about your topic that you want others to know about.</p>	<p>What symbols represent your troop, city, state, or country?</p> <p>What do you want people to know about your symbol?</p>	<p>You can use a flag, flower, mascot, or even make up your own symbol! Make sure it has meaning to you and others.</p>
<p>Step 2 - Places Choose TWO places that are special to you and your community.</p>	<p>Where would you take a new friend from another place?</p> <p>What does that place mean to you and your community?</p>	<p>For troops - Perhaps your meeting spot is special to you, or the school you all attend!</p> <p>For a city, state, or country - Perhaps there are statues, parks, or buildings that you think best represent your community.</p>
<p>Step 3 - Songs Choose THREE songs that you want others to know about.</p>	<p>What three songs represent your troop, city, state, or country?</p> <p>What do these songs mean? Why do you want other people to know about them?</p>	<p>You can choose a national song, school song, Girl Scout song, or even a celebration song! All of these options can represent you and your community.</p>
<p>Step 4 - Fun Facts Come up with FOUR facts about your topic you think others should know.</p>	<p>Are there any special people that others should know?</p> <p>What stories do you want people to know about?</p>	<p>For troops - Think about including the number of girls in your troop, how long you've been together.</p> <p>For a city, state, or country - Think about including activities and stories that are important to your community.</p>

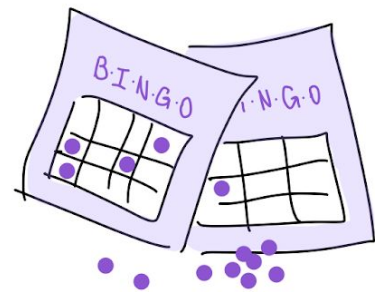
3. Write down or type up the steps you came up with, as well as why they are important.
4. Design the patch you would give people for completing these steps! The symbol you chose for Step 1 could be a great place to start. What colors should be used? Is pen, pencil, or paint best?
 - a. Patches can be created as a group or individually.
 - b. After a design is created, girls can draw them out on mock patch cutouts or have them printed as actual patches to put on their vests/sashes. Having a shared patch can be a great memento to have as the girls continue their Girl Scout adventure!



ACTIVITY 4 - Common Ground Bingo

Duration: 15 to 20 minutes

Consider This! If the provided bingo card is inappropriate for the group, you can make your own. There are many free bingo card makers online that you can use, or you can ask girls to make their own and exchange them between each other! Digitally, you can use myfreebingocards.com or canva.com to easily create bingo cards.



Materials

- Bingo cards (See Appendix A)
 - Writing utensils (Pens, pencils, crayons, markers, etc.)
1. Print enough copies of the bingo card (See Appendix A) so that each girl has one.
 2. After distributing the cards, ask girls to grab a writing utensil and begin the bingo game.

To play: In order to check off a bingo square on the card, girls must ask another girl that has the trait in the given square to write their name in that square. The rules can be altered to restrict how many times a girl's name can be written on the card (ex. Girls can only write their name on the same person's bingo sheet twice).

3. Once most or all girls have achieved a bingo or blackout (checking off all bingo squares on the card), regroup them and discuss some of the following topics.
 - Did you learn something new about the people around you?
 - What similarities and differences did you see among people playing?
 - What similarities and differences would people in other countries have?

WORKSHOP DEBRIEF

At the end of the workshop, ask girls to sit down and reflect on what they have learned. This could be in the form of a letter to themselves, completing the KWL chart (see page 5), a group discussion, or whatever else you can think of! Another fun option could be to ask parents to stay late or come early and watch the girls show off what they have learned.

Here are some questions that can get you started:

- What continent is on your patch?
- Do you understand more about how you fit into the world?
- What similarities and differences do we have?
- How can we continue learning about the world?
- What can we teach other people about ourselves? What about the rest of the world?
- What was your favorite activity?
- What else do you want to learn about the world?

THANK YOU

To my mentors, Kathleen and Marty — thank you for your endless support and ideas during this time. I have learned so much from both of you, and am beyond grateful for all the wisdom and advice you both have imparted to me.

To my parents, Yuwen and Wein — thank you for pushing me to do my best, and supporting me through my Girl Scout journey. Without your support and encouragement, I would not have even started this project, as well as many others. (And thank you to my brother, Ryan, for his support as well.)

To my troop leaders, Sharon and Kim — thank you for helping me continue my Girl Scout journey. It is rare to be able to find a troop leader willing to deal with me for over a

decade, and I am thankful for the support both of you have given me.

To all the adult volunteers and staff at GSCO that have helped me with event registration, patch production, media promotion, and much, much more — I have learned so much from working with all of you and my project became much bigger than I thought it would be. Thank you!

Lastly, thank you to my peers for all their help and support — especially to my troop for their ideas and support — as well as William Vangbo for his wonderful art.

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APPENDIX A - Common Ground Bingo Card



Common Ground Bingo

Someone who has tried Italian food	Someone who has lived in another state or country	Someone who likes to wake up early	Someone who is the youngest child in their family	Someone who likes to read books
Someone who shares a birth month with you	Someone who likes to stay indoors	Someone who has tried Mexican food	Someone who likes to sing	Someone who's travelled outside of the country
Someone who has a pet	Someone who speaks more than one language	FREE SPACE	Someone who is an inhabitant of planet Earth	Someone left-handed
Someone who is the oldest child in their family	Someone right-handed	Someone who enjoys the outdoors	Someone who plays an instrument	Someone who likes to watch movies
Someone who likes to dance	Someone who loves to sleep in	Someone wearing tennis shoes	Someone who has tried Chinese food	Someone who plays a sport

APPENDIX B - 'My Place, My Patch' Worksheet

My Place, My Patch

WORKSHEET - BRINGING GLOBAL TO GIRLS

NAME TROOP NUMBER
TOPIC DATE

What should your patch be about? It can be about your troop, city, state, or country. After you've decided, follow the four steps below.

Step 1: Write or draw ONE symbol about your topic that you want others to know about.

Step 2: Write or draw Choose TWO places that are special to you and your community.

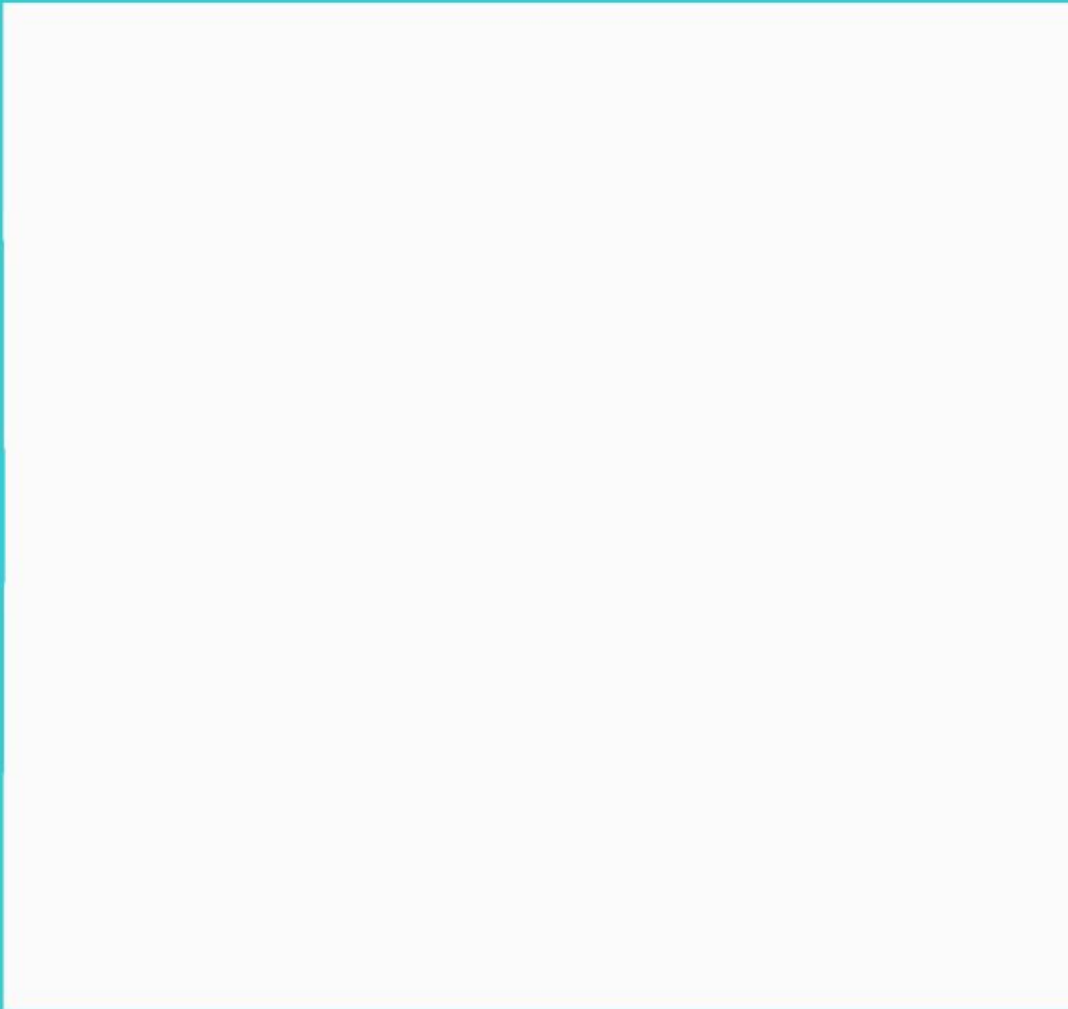
Step 3: Write down THREE songs that you want others to know about.

Step 4: Come up with FOUR facts about your topic you think others should know.

Create Your Patch!

WORKSHEET - BRINGING GLOBAL TO GIRLS

Design the patch you would give people for completing these steps! The symbol you chose for Step 1 could be a great place to start. What colors should be used? Is pen, pencil, or paint best?

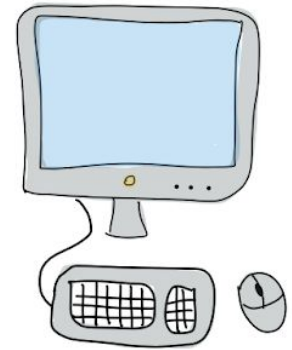


APPENDIX C - Virtual Workshop Mini Handbook

Due to circumstances created by COVID-19 at the time, workshops for “Bringing Global to Girls” were moved online. Read on to learn more about how to conduct this workshop virtually!

Before the Workshop

1. Find a virtual meeting platform (such as Zoom, Cisco Webex, or Google Hangouts) that you are comfortable with to host the workshop.
 - a. Learn how to create *breakout rooms* so that girls can talk in smaller groups.
2. Staple down a time and date to host the meeting, and send a meeting link or invitation to participants ahead of time.
3. Ask girls to complete worksheets for certain activities -- such as the KWL Chart (page 5) and “My Place, My Patch” worksheet (Appendix B) -- before the workshop. This is **OPTIONAL**, but a great step to take if you want to keep the virtual meeting shorter and easier.
4. Consider using “Gallery View” during the workshop, so girls can see each other and feel like they’re in the same room!



Workshop Layout / Roughly 1 hour

- I. **Beginning** / Duration: 10-15 minutes
 - A. **KWL Chart (2 Options)**
 1. After everyone has arrived in the virtual meeting room, share your screen and complete the KWL chart on page 5 together.
 2. Ask girls to print out and complete the “Know” and “Want to know” sections of the KWL chart before the workshop, and then ask girls to share what they wrote thus far.
- II. **Activities** / Duration: 40 minutes to 1 hour
 - A. **“What’s In a Name?” (Page 6)** / Duration: 20 minutes
 1. Introduce girls to the activity.
 2. List out the questions the girls need to ask each other **OR** give the girls the questions one by one.
 3. Split girls into breakout room groups of 2-3 people to answer these

questions.

4. After all questions have been answered, regroup and ask girls to share what they learned.
5. End the activity with a group discussion about the last set of questions.

B. “My Place, My Patch” (Page 8) / Duration: 20-30 minutes

1. *If you asked girls to complete the worksheet ahead of time, skip to step 4a.*
2. Introduce girls to the activity.
3. Follow steps 1 and 2 on pages 8 and 9.
4. Share your screen and complete the “My Place, My Patch” worksheet (Appendix B) together.
 - a) Ask girls to share what they created in breakout rooms or with the group.
5. Give girls a few minutes to draw their own patch on a piece of paper and then share their designs. Make sure to ask them what they drew and why!
6. Wrap up with any final thoughts or ideas.

C. Common Ground Bingo / Duration: 10-15 minutes

1. Share your screen and show the bingo sheet (See Appendix A) to the girls.
2. Using the “annotation” or “whiteboard” feature on your virtual meeting platform, cross off bingo squares as a group OR ask girls to cross off squares individually.
 - a) In Zoom, girls have a pen feature they can use, and everyone can see each other’s markings at the same time.
3. Debrief by emphasizing the commonalities the girls share. (ex. If multiple girls crossed off “Someone who likes Italian food,” then make sure to mention it!)

III. Debrief / Duration: 5-10 minutes

- A. Follow the steps to the workshop debrief on page 11.