



Village of Biscayne Park Commission Agenda Report

Village Commission Meeting Date: March 3, 2015

Subject: Discussion regarding waiver of rental fees for a Girl Scout Troop

Prepared By: Shelecia Bartley, Parks & Recreation Manager

Sponsored By: Staff

BACKGROUND

Currently, the Village of Biscayne Park is in the process of developing programming for the local community. By adding the Girl Scout Program, the Village would sponsor an organization that will promote the growth and development of young ladies that reside in the Village.

From the Girl Scouts of America website:

In Girl Scouts, girls discover the fun, friendship, and power of girls together. Through a myriad of enriching experiences, such as extraordinary field trips, sports skill-building clinics, community service projects, cultural exchanges, and environmental stewardships, girls grow courageous and strong. Girl Scouting helps girls develop their full individual potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision-making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with others.

The troop will charge a nominal registration fee that is required by the local Girl Scout Council and a small charge (\$2-\$3) for each meeting to cover activities, badges and snacks. The Girl Scout Council is seeking a waiver of the facility rental fee in order to keep costs at a minimum and be accessible to all young girls who wish to participate.

FISCAL / BUDGET IMPACT

The addition of the Girl Scout troop will not negatively affect the budget. Troop meetings will take place when the recreation is usually staffed.

STAFF RECOMMENDATION

Staff is requesting that the facility rental fee be waived for the Girl Scout troop's meetings.

360° Learning in the 21st Century



Wanting The Best For Children— So They Can Be Their Best

Thanks to technology, today’s children have access to all the information they will ever need—but having millions of facts at their fingertips isn’t enough. To be ready for college and a globally competitive workplace, children need more. They need to:

- Learn how to **dig deep** by thinking critically about all the information at their fingertips, analyzing facts across disciplines, developing insights and then applying them in new ways.
- Be able to **communicate persuasively** about their ideas so they can influence others.
- **Understand and practice empathy**, because it is the root of innovation—and because it creates the kinder, more reasonable world we all want.
- Know how to **create healthy relationships**—to create ever-expanding circles of belonging for themselves and others. (And don’t forget the number one competency needed on every job—people skills!)
- **Learn how to learn**. Many jobs of the future haven’t been invented yet. The key to success will be the ability to learn new skills as needed.

Educators, families, youth development experts, and out-of-school-time providers—we all want our children to have these skills.

The challenge: How do we provide the higher order thinking skills and social/emotional skills that children need when the school day is only so long, families are busier than ever and resources are often scarce?

One solution: Working together to make better use of what has been traditionally thought of as “after school time” so that children can have quality learning experiences any time, anywhere.

What would this look like?

- A child would do an activity after school that fires her imagination, inspires her curiosity and sends her back to school the next day eager to learn more.
- She would learn a concept in class and then get to do an experiential, project-based activity after school that brings that idea to life.
- Quality learning for kids would become a 360° experience—surrounding kids with fun with purpose!



Girl Scouts of the USA: Part of the Solution!

Girl Scouts of the USA offers **innovative and fun approaches to learning** for girls in **every zip code** across the country.

Our **learning and development** model is based on our historic commitment to **civic engagement**, insights drawn from **best practices in youth development and education**, and **our own research and expertise**.

Simply put, we promise girls and their families that Girl Scouting will help girls:

Discover Self (develop confidence by building skills and learning new things)

Connect with Others (learn how to work as a team, resolve conflicts and treat others with respect)

Take Action (develop projects, based on their own interests and values, that make their community a better place)

And we promise that Girl Scouting will be delivered in ways that engage girls:

Girl-Led (from the youngest ages, girls have the chance to make decisions and shape their own experiences)

Learning By Doing (girls get to do hands-on, experiential activities) and

Cooperative Learning (girls team up on projects so that everyone learns).

The Girl Scout Leadership Experience is delivered through our national program, which includes our leadership development curriculum and our iconic badges.

**Quality Learning
for Children—
A 360° Experience**

When schools, out-of-school-time providers, and families work together, children can learn any time, anywhere.



Girl Scouts' Leadership Development Curriculum

Check out our Leadership Curriculum pages 12-16

This program, called Journeys, offers **project-based, multidisciplinary learning adventures** that help girls team up to identify and solve problems in their communities.

We also create topic-specific versions of our leadership development curriculum. This offers girls both the opportunity to learn new leadership skills and a deeper dive into issues that are relevant to them. For example:

- Healthy Habits is a series for elementary school girls that gives them a foundation for **leading a healthy, active life**.
- Be a Friend First is an evidence-based **bully prevention** series for middle-school girls.
- Imagine Your STEM Future is a **career exploration** series for high school girls that helps them experience the excitement and creativity of STEM careers.

Girl Scout Badges

Badges offer girls the chance to **try new things and develop specific skills**, from financial literacy to camping to cooking to inventing to hiking. (Everyone knows Girl Scouting has badges—most people don't know that a whole curriculum lies underneath them!)

Check out our Badges page 23

Correlation to Learning Standards

We've correlated our program—Journeys and badges—to national and state learning standards so that educators and parents can be confident that girls are having fun, active experiences that reinforce what they're learning during the school day.

Check out the curriculum correlations here: www.girlscouts.org/curriculum



Girl Scouts reaches girls from kindergarten through 12th grade. Here is how the Girl Scout levels correlate with grade levels.

Daisy
Kindergarten – 1st Grade

Brownie
2nd – 3rd Grade

Junior
4th – 5th Grade

Cadette
6th – 8th Grade

Senior
9th – 10th Grade

Ambassador
11th – 12th Grade

The Program in Action

*Let's take a closer look at how the
Girl Scout program supports what
girls learn in school and helps them
develop key 21st Century skills.*

Here are just a few examples of how Girl Scouts helps girls develop the skills that will prepare them for a fast-paced and complex 21st Century world.

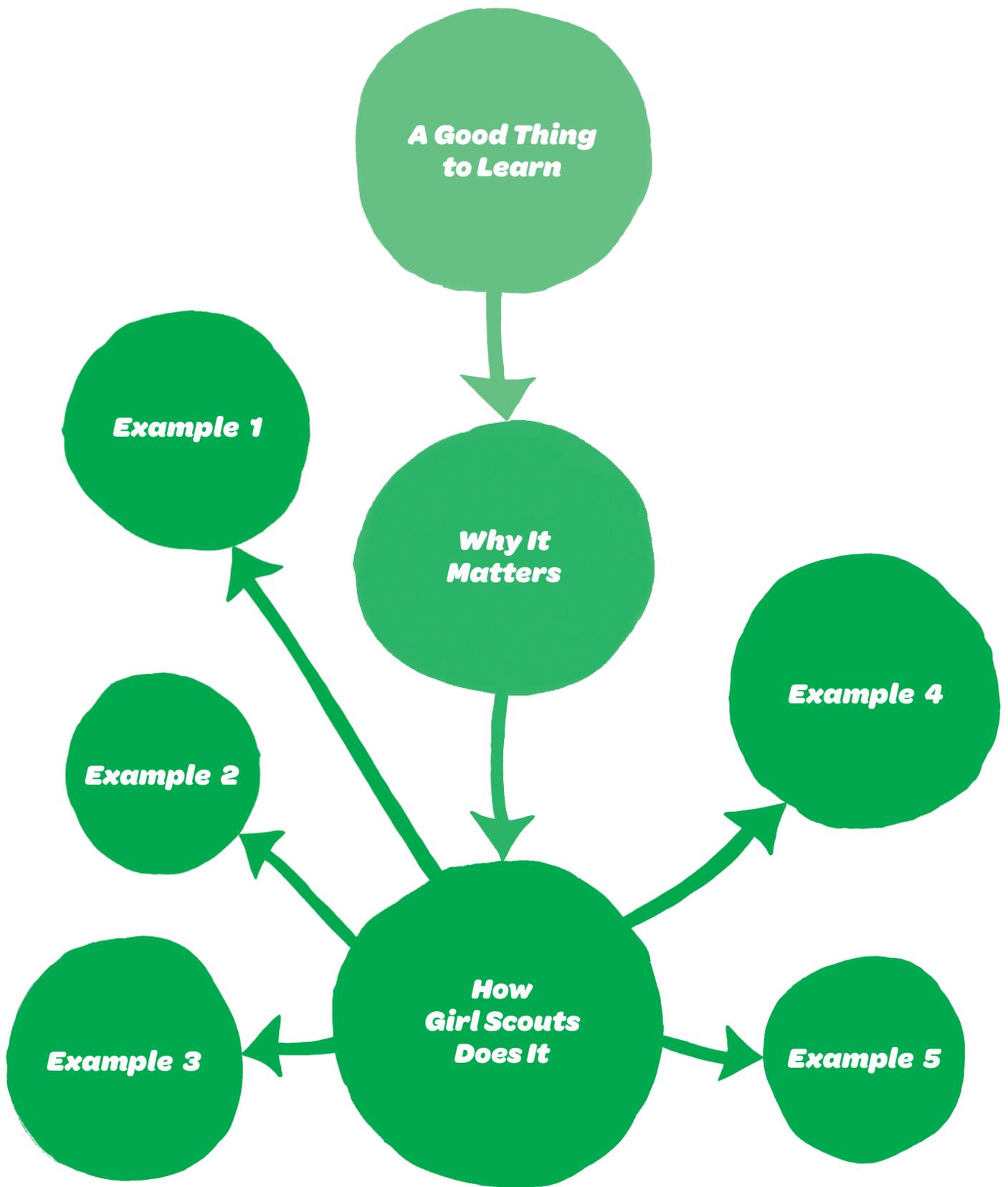
First, we'll start with "A Good Thing to Learn." This is one of those skills that everyone agrees today's children need to learn in order to succeed.

Next, we'll talk about "Why It Matters"—why this skill is so important, especially in today's world.

Then, we'll take a look at "How Girl Scouts Does It." This is how the Girl Scout program helps girls learn that important skill while (by the way) having tons of fun!

Finally, we offer a few specific examples of what girls do in Girl Scouts to make all this happen.





A

A Good Thing to Learn

**Ability to influence others
(often called communicating persuasively)**

Why It Matters

Throughout our lives, we have to make pitches. As kids, we have to persuade our friends to do the right thing. As high school students, we have to make a case to admission officers about why we deserve a spot at their schools. As employees, we have to convince colleagues to try a new idea. As a boss or entrepreneur, we have to motivate people to support our vision.

They make presentations to their city councils to advocate for community improvements, such as creating more places to bike or adding a swing for children with disabilities to a local park.

They create PSAs about issues that matter to them—such as bullying or texting-while-driving—and post them on social media.

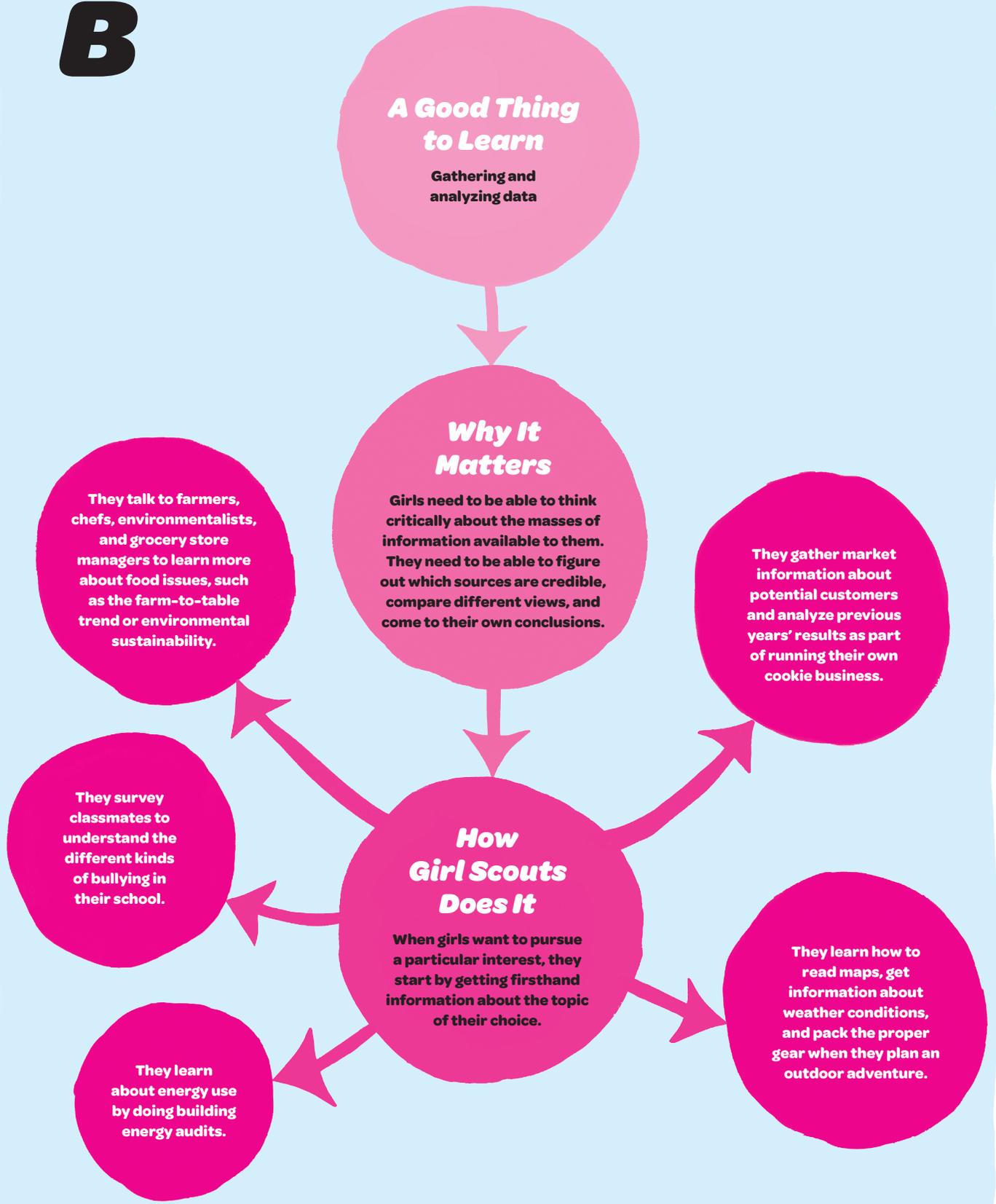
How Girl Scouts Does It

Girls learn to persuade others through real-life experiences.

They put on skits at school to inspire their classmates and teachers to save water or recycle.

They organize online petitions and letter-writing campaigns to advocate for more realistic and empowering portrayals of girls in songs, TV shows and movies.

B





A Good Thing to Learn

Coming up with innovative solutions

Why It Matters

In a complex, fast-changing world, businesses, schools, government agencies, and civic groups will all need people who can quickly identify problems, imagine possible solutions, and see how to make those ideas a reality.

When competing on robotics teams, girls figure out what their individual strengths are, then work together to meet a complex technical and creative challenge.

While earning their Innovation badges, girls identify a problem they'd like to solve, then observe, interview, take notes and experience things firsthand in order to gain empathy for the people for whom they're designing solutions.

Depending on the program, girls may do activities that combine art and engineering, or business strategy and graphic design, or storytelling and healthy living. Mashing up disparate disciplines instills the value of hybrid thinking.

How Girl Scouts Does It

Girls learn to identify needs before coming up with solutions—and they learn how to collaborate with others so they can come up with the best ideas possible.

When doing a Take Action project, girls test their ideas with members of the community, which helps them learn how to get feedback and enlist others to create solutions.

When participating in the cookie sale, girls learn skills related to business strategy, graphic design, math, public speaking, and more.

D

A Good Thing to Learn

Getting along with others (often called social-emotional intelligence or “soft skills”)

Why It Matters

Just follow the news, whether in the paper, on TV, Facebook or your Twitter feed! What do many stories have in common? People who can't get along—the root of so many problems. Ironically, we have more tools and technology than ever to help us communicate, yet they don't help us talk things through, find common ground, or compromise. And without those skills, it's tough to make the world a better place.

Many Girl Scout activities involve working together as a team, including competing on a robotics team, creating murals for a community, doing science experiments and—let's face it, the biggest of all—putting up a tent in the dark when it's raining!

Girls make group decisions about their cookie sales goals and how to use their proceeds. This is the largest girl-led business in the world—and girls are using team decision making!

How Girl Scouts Does It

Teamwork, teamwork, teamwork! Whether making up a skit in a troop meeting, selling cookies, putting up a tent, building a campfire, planning a trip, or helping others, Girl Scouts has always been about bringing girls together and giving them authentic opportunities to make plans, air their differences, and work things out.

In middle school, girls learn communications skills such as using “I-Statements” so they can work through conflicts.

At the youngest ages, girls in kindergarten learn the values of the Girl Scout Law, so many of which are about fostering better relationships (for example, being responsible for what I say and do, being a sister to others, being honest and fair).

The Girl Scout Model

The Girl Scout Leadership Experience

WHAT GIRLS DO
DISCOVER
CONNECT
TAKE ACTION

HOW THEY DO IT
GIRL-LED
COOPERATIVE LEARNING
LEARNING BY DOING

The Girl Scout Leadership Development Curriculum



The Girl Scout Badge Program



Girl Scouts from kindergarten through 12th grade learn key leadership skills, including how to spot a problem, team up with others to develop possible solutions and then take action to address it. They do this through programs focused on timely and relevant topics, such as saving water, building better friendships, supporting sustainable agriculture, examining stereotypes in the media, and much more.

Girls can explore a myriad of interests—from cooking to digital technology to the outdoors to innovation—through Girl Scout badges. They can also earn the “Make Your Own” badge, which encourages them to develop their own learning path in order to explore something they’re interested in.

The 15 Girl Scout Leadership Outcomes

DISCOVER

Girls develop a strong sense of self

Girls develop positive values

Girls gain practical life skills

Girls seek challenges in the world

Girls develop critical thinking

CONNECT

Girls develop healthy relationships

Girls promote cooperation and team building

Girls can resolve conflicts

Girls advance diversity in a multicultural world

Girls feel connected to their communities, locally and globally

TAKE ACTION

Girls can identify community needs

Girls are resourceful problem solvers

Girls advocate for themselves and others, locally and globally

Girls educate and inspire others to act

Girls feel empowered to make a difference in the world

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

1

Girl Scouts in California saw that their community had a number of problems because it didn't have a permanent animal shelter or hospital.

For example, some pets were dying from lack of food, while others were allowed to run free, which led to some being hit by cars. In addition, feral animals were posing health and safety risks to residents.

The girls wanted to increase public awareness of these issues, engage the community in solutions and build support for developing a local animal hospital. They conducted a Community Building survey with other youth and collaborated with nine educational and community organizations to increase community knowledge about the lack of animal care. They then partnered with their city to create an annual event that provides subsidized vaccinations, licensing, and the opportunity to adopt pets.

Elementary school girls who work toward earning the Cookie Business and Financial Literacy badges develop more skills in the areas of goal setting, decision making, money management, people skills, and business ethics.

Middle-school girls who take part in Girl Scouts' bully prevention program demonstrated significant increases in their strong sense of self, ability to resolve conflicts, and ability to educate and inspire others to act. Latina girls appeared to reap even greater benefits. All girls showed increases in their use of friendly, pro-social behavior.

2

A group of Missouri Girl Scouts were concerned about bullying, depression and suicide among youth in their community.

They learned that when youth get involved in arts programs, there's a significant decrease in their emotional problems.

The girls decided that their goal was to create an arts program and build an outdoor amphitheater in their local park.

They presented a three-year plan to their city government and had it approved. They then partnered with their school district and adult volunteers to create a community theater and arts program and planned fundraisers for the outdoor amphitheater.

3

Hispanic Girl Scouts in Georgia wanted to help people with diabetes learn how to cook and eat more healthily.

To do this, they partnered with the Southeast Georgia Communities Project (SEGCP), an agency that serves low-income Hispanic families.

The girls planted a community garden and distributed the resulting produce at no cost, recorded Spanish language PSAs, created a cooking show and lessons about preparing traditional Hispanic foods in healthier ways, and partnered with a University of Georgia nutritionist to write healthy recipes to distribute at health fairs and community events.

When late elementary and middle school girls have Girl Scout experiences that improve their problem-solving skills and encourage them to seek positive challenges, they are more engaged in school and feel more scholastically competent. Girls from lower-SES backgrounds report greater leadership impact as a result of Girl Scouting than higher-SES girls.

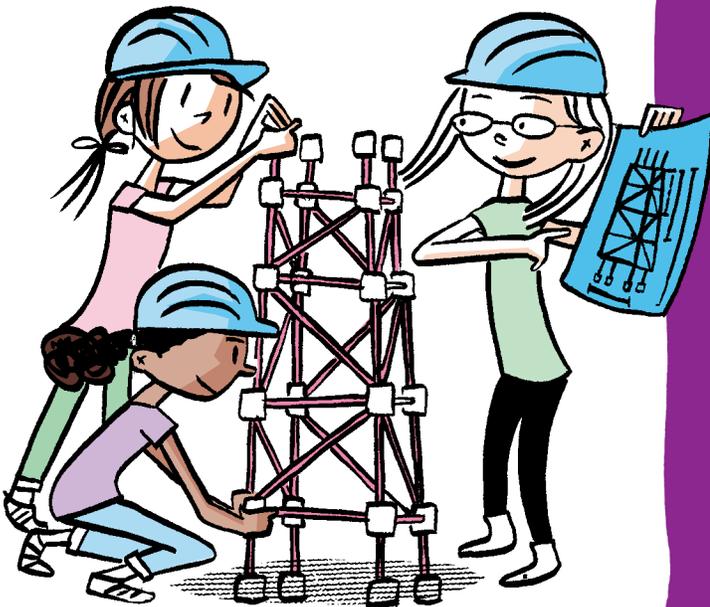
4

Girl Scouts in Georgia changed the social landscape in their high school to be more inclusive of special needs students.

The girls worked with their principal, who fully supported their plan and allowed the project to take place during school time.

The girls met weekly with the special needs students to work with them on cognitive and motor skills. They encouraged healthy eating by cooking and planting a vegetable garden together. And they took on the most challenging issue of all—social isolation—by inviting the special needs students to join them and their friends at lunch, accompany them on field trips, and go out to eat together in restaurants. They helped integrate the special needs students into the fabric of school life by inviting two boys to the prom and helping create an award that the students could earn so that they could participate in the annual honors assembly.

Finally, the girls influenced others in the school to become involved in this issue. For example, school athletes coached the special needs students for the Special Olympics. They also invited special needs students to throw out the opening ball at two of the school's baseball games.



5

Girl Scout Brownies in Mississippi noticed

that their local park didn't have a swing for children with disabilities.

They had friends with disabilities and thought it wasn't fair that they couldn't play at the park. They made a presentation to their city council asking for permission to put a swing at the park, then used money from their cookie sale to buy the swing and install it.

6

When Girl Scout Brownies in Pennsylvania learned about the amount of water it took to make plastic bottles, they were shocked.

They decided to persuade their classmates to use reusable water bottles.

First, they made posters about saving water and hung them around the school. Then they gave speeches to their second-grade classes about why they should switch to reusable water bottles and asked them to commit to doing that for one month. They then performed a skit about saving water at a school assembly.

"This little project spread from the Brownies' second grade classrooms to the whole school," said the school principal. "We developed some greener initiatives in the school that are still going and that will definitely change how we use and consume water at this elementary school."

Women who were Girl Scouts report more positive life outcomes than women who weren't Girl Scouts. These positive life outcomes—which are consistent across age/generations, social class, race, and engagement in other extracurricular activities—include better sense of self, greater community service and civic engagement, and higher educational attainment and income.



Latina girls who take part in the Girl Scouts' leadership development program reported that they had learned skills that would help them do better in school, work well with others, exercise their leadership skills, and connect with people in their schools and communities.

7

Girl Scout Brownies in Texas spotted a problem in their town: A place with no sidewalk.

This meant that people who were riding bikes, pushing strollers or using wheelchairs had to do so in the street. They wrote a letter to their city council, explaining the safety issue and asking the council to build a sidewalk.

"Leadership can be defined in a lot of ways," said the city manager, "but what the girls displayed here is initiative."

The girls soon received a letter from the city council inviting the troop to be on site the day the cement was poured so that they could see their idea and citizenship in action.

"The local media saw eleven nine-year-old girls coming together, seeing a problem and seeking help to fix it," said one of the Brownie volunteers. "They saw it as girl power. Down the road, these girls will realize that when you see a problem, there is a way to solve it."

8

Girl Scout Juniors in Pennsylvania learned about energy in a fun, hands-on way.

They had an overnight at a green building (located at a Girl Scout camp) and conducted hands-on projects, such as conducting an experiment to learn about insulation and building a solar car.

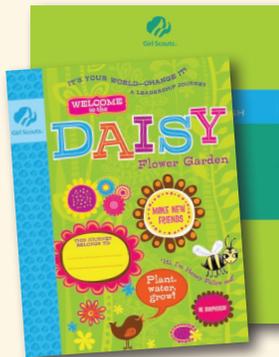
Their science teacher said, "The outside knowledge the Girl Scouts bring into the class is really noticeable. For example, the girls brought in a solar-powered car that they made. The other kids were so excited to see that in action."

They also did a energy audit of the historic building where they held their Girl Scout meetings and realized that both money and energy were being wasted. They made posters to remind people to turn off the faucet while washing their hands, to turn off the lights when they left a room and to consider carpooling. Because of what they learned, they also started walking and riding their bikes more often—a use of their own energy that also helped them develop a healthier, more active lifestyle.

High school girls who take part in Girl Scouts' STEM career exploration program are more interested in STEM, more aware of the importance of taking STEM classes, more confident about their STEM skills, better informed about STEM professions and more capable of critical thinking and resourceful problem solving.

A Deeper Dive into the Girl Scout Leadership Experience

The **It's Your World—Change It!** leadership development program helps girls understand how to be a leader who makes a difference in the world.



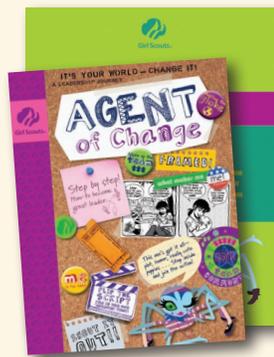
Welcome to the Daisy Flower Garden

Daisies learn about the Girl Scout Promise and Law while exploring the world of gardening. They may plant a mini-garden, learn about composting, or find out how ladybugs help flowers. They could also take a field trip to a public garden or talk to a beekeeper about her work. The girls then plan a project to help others, such as planting vegetables in a community garden or flowers at a nearby hospital. Girls can earn three awards that recognize how they improved their community through their new gardening skills.



Brownie Quest

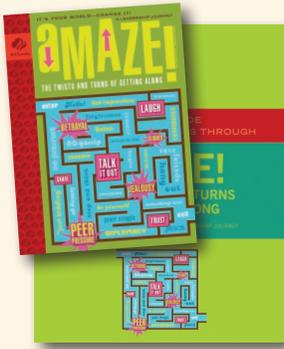
Brownies learn how to care for themselves, their families, their Girl Scout sisters, and their community. They may do an activity with their families to chart everyone's special talents, play games at their troop meetings to learn how to work together, or do a fun "clue hunting" activity to learn the Girl Scout Law. They then choose a project to help others, such as visiting a nursery school to read to younger kids or teach them a game, creating a school skit about healthy eating, or making a presentation to their city council about fixing a broken sidewalk by their school. Girls can earn four awards that recognize what they've learned about themselves and how they teamed up to care for others.



Agent of Change

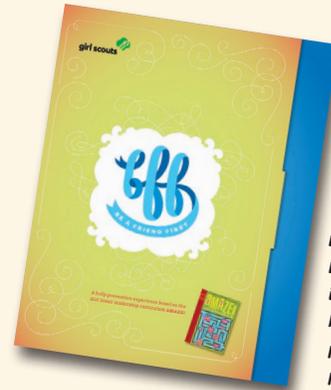
Juniors learn how they can change the world by exploring their own talents and learning about women who have made the world better. They might talk to an environmentalist who preserves animal habitats, take a field trip to a councilwoman's office, paint a mural about women in history, or create a comic or TV script about a "Supergirl" who takes action on an issue. They then team up to become agents of change in their own community, perhaps by putting on a skit at school about using less energy or creating a sustainable "meal in a bag" solution for the local food bank. Girls can earn three awards that recognize what they've learned about using their own talents to help others and how they've made the world a better place.

A Deeper Dive into the Girl Scout Leadership Experience

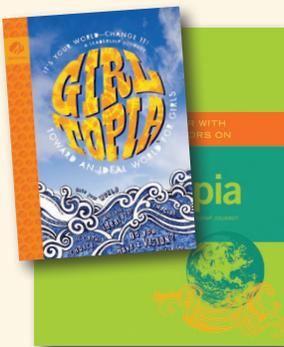


aMAZE

Cadettes learn to develop good relationships, navigate cliques, and look past stereotypes. They may create artwork about friendship, invite an older girl to talk about how to be a good friend, or organize a friendship-themed movie screening and discussion. They then team up to develop a peace project, such as creating a friendship-skills workshop for younger girls, planning an annual intergenerational tea at a senior center, or organizing a “no gossip” day at school. Girls can earn three awards that recognize their new friendship skills and how they have passed them on to others.



BFF (Be a Friend First) is an evidence-based bully prevention program for middle-school girls.

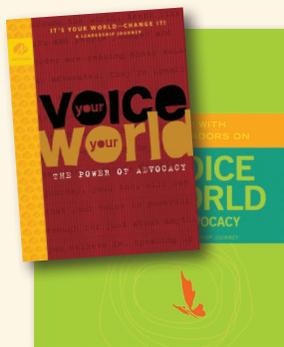


GIRLtopia

Seniors develop their own vision of an ideal world for girls and learn skills to make it a reality. They may visit a museum exhibit about women in history, invite a woman to talk about how she helps girls through her volunteer work, or create a short film that shows an ideal world for girls. They then create their own project, such as making a public-service announcement to encourage girls to exercise and eat well or organizing a letter-writing campaign to support a girl-friendly, empowering TV show. Girls can earn one award that recognizes what they’ve done to create their own version of GIRLtopia in their communities.



The Imagine Your STEM Future program shows high school girls how STEM professionals help others.

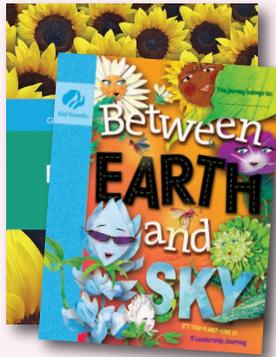


Your Voice, Your World

Ambassadors learn the skills needed to influence change, such as identifying community problems, researching issues, creating presentations, speaking in public, and developing social media campaigns. They may invite a public-relations professional to give them public-speaking tips, attend a weekend retreat to brainstorm what changes they’d like to see in the world, or talk to a lobbyist to learn how to advocate for change through government. They then take action on an issue they care about. They might make the case for more bike paths by presenting to their city council, create a social media campaign to encourage the use of reusable bags, or lobby government officials for no-texting-while-driving laws. Girls can earn one award that recognizes what they’ve learned about using their voice to create change in the world.

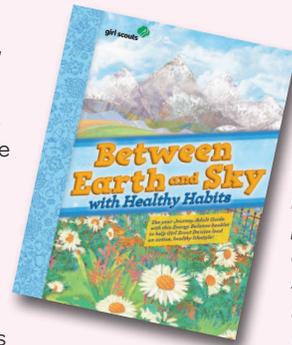
A Deeper Dive into the Girl Scout Leadership Experience

The **It's Your Planet—Love It!** leadership development program helps girls learn about environmental challenges and how they can address them.



Between Earth and Sky

Daisies learn about the natural world around them and how to keep the Earth healthy. They may visit nature reserves, parks, farms, and zoos; talk to an expert (such as a biologist or a scientist) about ways to protect the environment; make origami butterflies to celebrate nature; or put on skits to show how to be considerate of one another and our world. Then they team up to do a project about what they've learned. They might plant a tree in their neighborhood, create a garden for a local children's hospital, or put on a play about protecting the Earth. Girls can earn three awards that recognize what they learned about nature and what they did to help the Earth.

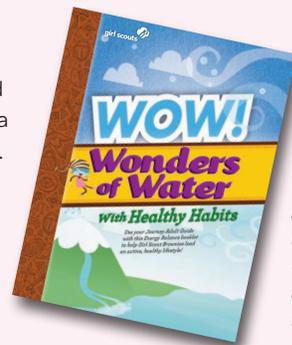


The Healthy Habits program helps elementary school girls learn how to develop a healthy, active lifestyle.

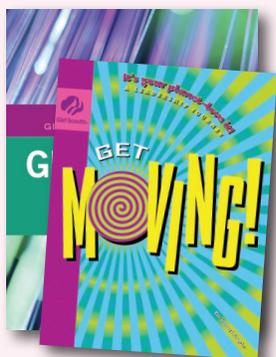


WOW! Wonders of Water

Brownies learn how to protect the waters of our planet. They may conduct a water-quality experiment, go on a field trip to a lake or a reservoir, or invite a water expert (such as a meteorologist or a marine biologist) to speak to their group. Then they team up to do a project based on what they've learned. They might make posters to educate others about saving water, ask their principal to let them do a presentation at a school assembly about recycling water bottles, or create a garden with low-water plants. Girls can earn four awards that recognize what they learned about water and how they took action to save it.

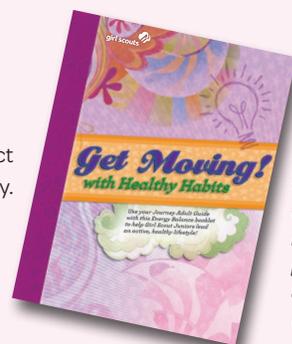


The Healthy Habits program is tied to Girl Scouts' environmental leadership development program.



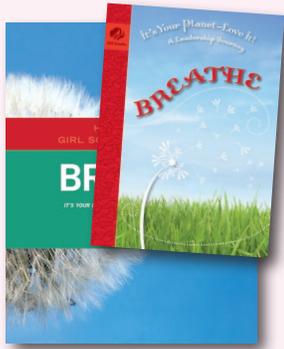
Get Moving!

Juniors learn about various forms of energy and find out what it means to be energy efficient. They may take nature walks to observe animals using energy in their natural settings, interview an energy expert about waste, or conduct an energy audit in a community building to test its efficiency. Then they team up and take on an energy issue in their community. They might write a letter to their city council about lights left on at night in public buildings, launch a carpool campaign to help save gas, or create posters with energy-saving tips to put up in their school. Girls can earn three awards that recognize what they learned about energy and how they carried out a plan to save energy.



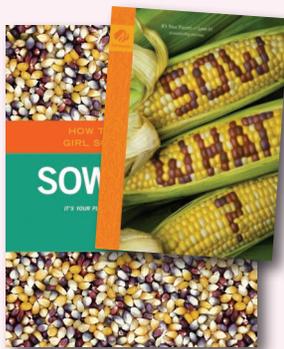
Girls who do the Healthy Habits program are encouraged to share what they learned with their families.

A Deeper Dive into the Girl Scout Leadership Experience



Breathe

Cadettes learn all about the air they breathe and how to improve its quality. They may take a trip to a wind farm to see how sustainable energy is harvested, invite an environmental scientist to talk about air-quality control, or perform fun experiments about air. Then they team up on an air-quality project they care about. They might create a no-idling zone in their school parking lot, plant an indoor garden at a community center, or develop an anti-smoking social media campaign. Girls can earn three awards that recognize what they learned about air and how they improved their communities' quality of life.



Sow What?

Seniors learn about food—how and where it's grown, processed, distributed, and consumed—and why it matters. They may take a trip to a fruit orchard or farm, talk to a grocery store manager about how she buys food and keeps it fresh, or prepare a dinner for their families using only locally grown ingredients. Then they team up to address a food or land issue they care about. They may host a farmer's market at their school, create a video to inspire others to eat locally, or present a plan to town officials to create a community vegetable garden. Girls can earn one award that recognizes how they created change for a healthier world.



Justice

Ambassadors learn to identify global environmental issues and create their own vision for change. They may interview an environmental scientist to find out how she uses data, debate environmental controversies, or find inspirational quotes, poems, or song lyrics that ignite their vision for justice. Then they team up to present and share their vision of environmental justice. They might offer solutions for improving food delivery systems, fighting hunger in developing nations, or rediscovering healthy traditions and foods that have been lost in communities. Girls can earn one award that recognizes what they learned about environmental justice and how they developed and presented a possible solution to a problem.

A Deeper Dive into the Girl Scout Leadership Experience

The **It's Your Story—Tell It!** leadership development program gives girls the chance to tell their stories in a variety of creative ways and learn how they can help change the world through storytelling.



5 Flowers, 4 Stories, 3 Cheers for Animals!

Daisies learn what animals need and how to care for them—and how that is similar to learning to take care of themselves. They may go on nature walks to observe animals and record their sounds; visit a farm, zoo, or shelter to see how animals are cared for; or create an animal sculpture using twigs, stones, and other found objects. Then they team up to share what they've learned with other people, such as their families and friends. They might use puppets to tell stories about caring for animals or draw an animal mural. They can earn three awards that recognize what they learned about taking care of animals and how they shared that information with others.



A World of Girls

Brownies learn about girls around the world and how stories can give them ideas for helping others, whether in their own communities or in other countries. They may play games from different cultures, invite storytellers to talk about what they do, or draw self-portraits that reveal what is unique about them. Then they team up to tell their own stories in a creative way. They may sew a quilt, paint a mural, write a play, or create their own ad. Girls can earn four awards that recognize what they learned about the world and how they inspired others by telling their own stories.



aMUSE

Juniors become more confident by exploring the roles they play in their lives and trying on new ones. They may do a role-playing game, invite actors to talk about the characters they've played, or learn to spot stereotypes on TV, in movies, or in ads. Then they team up to inspire others to try on new roles. They might put on a performance that creatively urges an end to stereotyping, draw a graphic novel to share with younger girls, or start a "mix it up" day in the school cafeteria and have girls sit with new people. Girls can earn three awards that recognize how they developed the confidence to try on new roles and helped others do the same.

A Deeper Dive into the Girl Scout Leadership Experience



MEdia

Cadettes explore the media they love, including movies, TV shows, and music, and how to reshape negative media messages into more positive ones. They may invite a TV show producer to talk about what influences her work, organize a movie night and discuss the film's messages, or write a rap song or TV script. Then they team up to do a project that encourages positive messages in media. They might rewrite a rap song that has hurtful lyrics about women, create a blog that reviews how movies and TV shows depict girls in a negative way, or start a Twitter campaign responding to stereotypes they see in all forms of media. Girls can earn three awards that recognize what they've learned about negative stereotypes and how they made their voices heard by reshaping and responding to media.



Mission: Sisterhood!

Seniors learn about the powerful benefits of sisterhood and the ways to nurture healthy friendships. They may invite a women's shelter counselor to talk about her work, role-play friendship scenarios to explore trust in relationships, or create a collage about what sisterhood means to them. Then they team up to focus on a sisterhood issue they care about. They might organize a school film club that focuses on positive movies about women, help younger girls expand their friendship circles, or host a mixer where girls can meet, share stories, and make connections. Girls can earn one award that recognizes what they learned about the power of sisterhood in their own lives and how they helped nurture sisterhood in the world.



BLISS: Live It! Give It!

Ambassadors learn how to fulfill their own dreams – and how to help others realize their dreams as well. They may invite an athlete to talk about how she pursued a competitive goal, write songs and create artwork about following dreams, or find and share stories about women who successfully pursued their goals. Then they use what they learned to help someone else follow her dream. They might assist an aspiring artist who wants to exhibit her work, use their social media skills to help a woman promote her business, or create a college exploration workshop for younger girls. Girls can earn one award that recognizes what they learned about reaching their goals and how they helped others fulfill their dreams.



The Imagine Your STEM Future program shows high school girls how STEM professionals help others.

Category	Brownie	Junior	Cadette	Senior	Ambassador
Artist	Painting	Drawing	Comic Artist	Collage	Photographer
Athlete	Fair Play	Practice with Purpose	Good Sportsmanship	Cross-Training	Coaching
Citizen	Celebrating Community	Inside Government	Finding Common Ground	Behind the Ballot	Public Policy
Cook	Snacks	Simple Meals	New Cuisines	Locavore	Dinner Party
First Aid	Brownie First Aid	Junior First Aid	Cadette First Aid	Senior First Aid	Ambassador First Aid
Girl Scout Way	Brownie Girl Scout Way	Junior Girl Scout Way	Cadette Girl Scout Way	Senior Girl Scout Way	Ambassador Girl Scout Way
Historian	Bugs	Flowers	Trees	Sky	Water
Digital Arts	Computer Expert	Digital Photographer	Digital Movie Maker	Website Designer	
Healthy Living	My Best Self	Staying Fit	Eating for Beauty	Women's Health	
Performance	Dancer	Musician	Public Speaker	Troupe Performer	
Science & Technology	Home Scientist	Entertainment Technology	Science of Happiness	Science of Style	
Storytelling	My Family Story	Scribe	Screenwriter	Novelist	
Craft	Potter	Jeweler	Book Artist	Textile Artist	
Do it Yourself	Household Elf	Gardener	Woodworker	Room Makeover	
Investigation	Senses	Detective	Special Agent	Truth Seeker	
Outdoors	Hiker	Camper	Trailblazing	Adventurer	
Practical Life Skills	My Great Day	Independence	Babysitter	Car Care	
Adventure	Letterboxer	Geocacher	Night Owl	Traveler	
Animals	Pets	Animal Habitats	Animal Helpers	Voice for Animals	
Creative Play	Making Games	Playing the Past	Field Day	Game Visionary	
Innovation	Inventor	Product Designer	Entrepreneur	Social Innovator	
Manners	Making Friends	Social Butterfly	Netiquette	Business Etiquette	
Cookie Business I	Meet My Customers	Cookie CEO	Business Plan	My Portfolio	Research & Development
Cookie Business II	Give Back	Customer Insights	Marketing	Customer Loyalty	P & L
Cookie Business III			Think Big		
Financial Literacy I	Money Manager	Business Owner	Budgeting	Financing My Future	On My Own
Financial Literacy II	Philanthropist	Savvy Shopper	Comparison Shopping	Buying Power	Good Credit
Financial Literacy III			Financing My Dreams		
Make Your Own					



Daisy
Amazing Daisy Promise Center
Lupe Honest and Fair
Sunny Friendly and Helpful
Zinni Considerate and Caring
Tula Courageous and Strong
Mari Responsible for What I Say and Do
Gloria Respect Myself and Others
Gerri Respect Authority
Clover Use Resources Wisely
Rosie Make the World a Better Place
Vi Be a Sister to Every Girl Scout
Money Counts
Making Choices
Count it Up
Talk it Up

Legacy Badges

Skill Building

Petals

Leaves

Call to Action

Now that you know how Girl Scouts can offer quality learning experiences that complement what girls learn in school, here's what you can do:

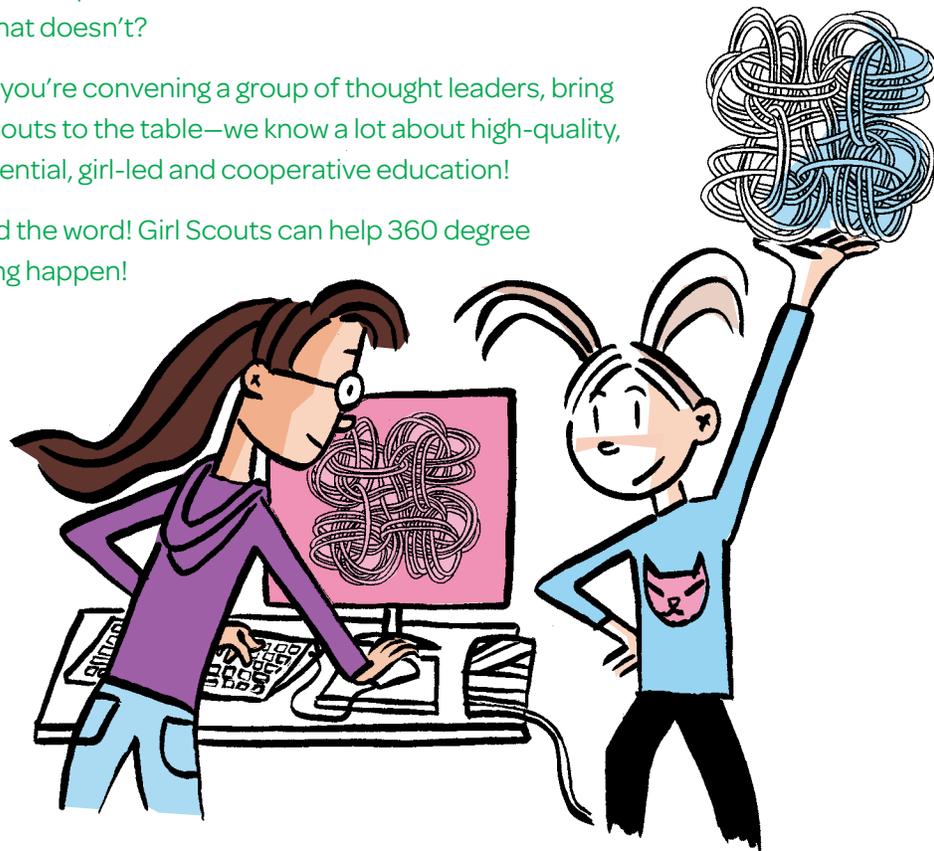
1. Reach out to your Girl Scout Council to help deliver more benefits to girls in your area. (To find a council near you, go to www.girlscouts.org/finder). Here are three ways you can help:

Help mobilize volunteers. Do you work at a company whose employees would like to help girls succeed? Do you belong to a professional association or civic organization whose members want to share their knowledge with girls?

Help build school partnerships. How can Girl Scouts support educators by providing quality programs on topics ranging from healthy living to bully prevention to STEM careers?

Help fund pilots and field tests. What are new and innovative ways for schools and out-of-school providers to partner? How can we test what works and what doesn't?

2. When you're convening a group of thought leaders, bring Girl Scouts to the table—we know a lot about high-quality, experiential, girl-led and cooperative education!
3. Spread the word! Girl Scouts can help 360 degree learning happen!



**Your
Choice!**

**Critical
Thinking**

Empathy

Curiosity

What do you want most for girls?

**Civic
Engagement**

**Understanding
Other
Cultures**

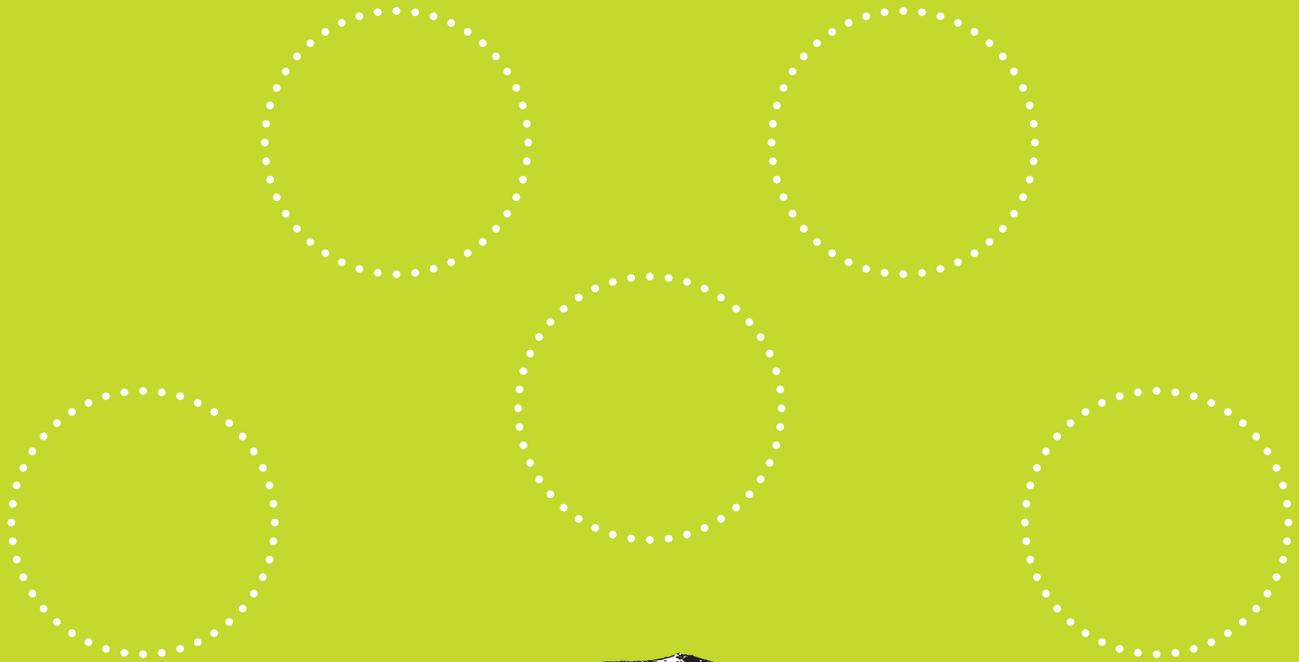
**Problem
Solving**

**Persuasive
Reasoning**

Perseverance

**Innovative
Thinking**

Take a look at the ideas on this page, then write the phrases you like the best (or make up your own) in the bubbles on the next page.



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Girl Scouts of the USA
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New York, NY 10018

The State of Girls in Florida

This profile summarizes some of the key social, economic, and health issues affecting the 1,433,274 girls ages 5 to 17 living in Florida. Girls in Florida rank 35th out of 50 states on an overall index of well-being that includes measures of girls' physical health and safety, economic well-being, education, emotional health, and extracurricular activities.

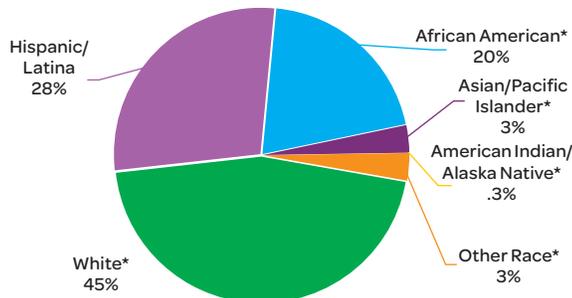
State Rankings of Girls' Overall Well-Being

Top States	Rank
New Hampshire	1
North Dakota	2
South Dakota	3
Massachusetts	4
Vermont	5
Florida	35

Areas of Girls' Well-Being in Florida

Area	State Rank
Physical Health and Safety	12
Economic Well-Being	42
Education	25
Emotional Health	33
Extracurricular Activities	48

Racial/Ethnic Composition of Girls in Florida



*Non-Hispanic.

In 2012, about 28% of girls ages 5 to 17 in Florida were Latina, 45% were white, 0.3% were American Indian, 20% were African American, 3% were Asian, and 3% identified with other racial groups.

About 33% of girls ages 5 to 17 in Florida live in immigrant families,* compared with 24% of school-age girls nationwide.

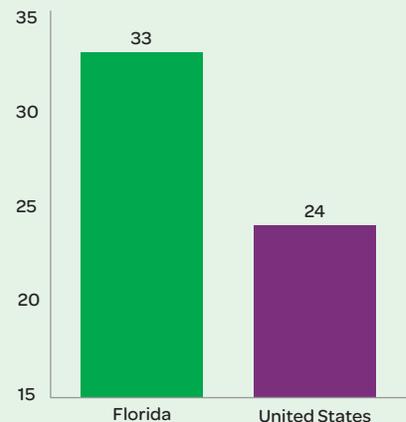
*Children who are foreign-born or who reside with at least one foreign-born parent.

Girls Ages 5–17 in Poverty, by Race/Ethnicity

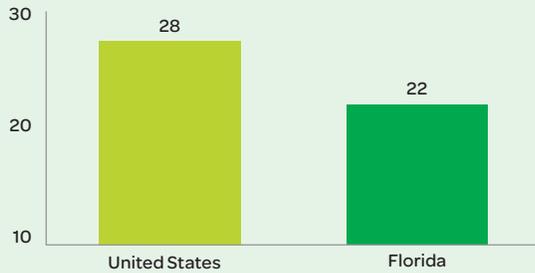
Race/Ethnicity	Percent
All girls	24
White*	14
Hispanic/Latina	31
African American/Black*	39
Asian/Pacific Islander*	14
Other Race*	25

*Non-Hispanic.

Girls Ages 5–17 in Immigrant Families (%)



Girls Ages 10–17 Who Are Overweight or Obese (%)

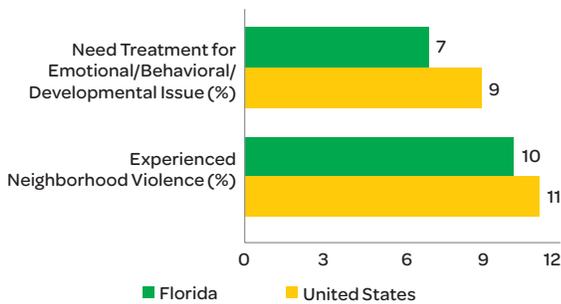


In Florida, about 24% of school-age girls are living in poverty.

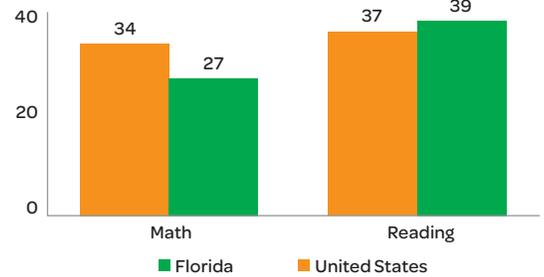
About 22% of girls ages 10 to 17 are overweight or obese.

Roughly 10% of girls ages 6 to 17 have experienced neighborhood violence.

Emotional Health and Safety of Girls Ages 6–17 (%)



Girls Who Are Proficient or Above in 8th Grade Math and 4th Grade Reading (%)

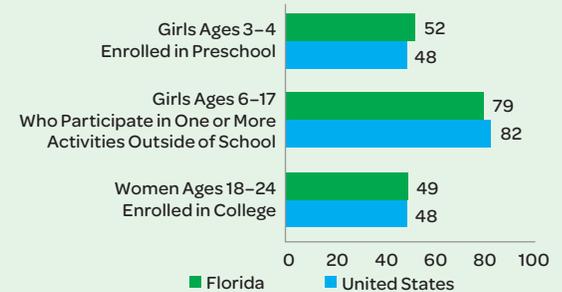


Roughly 39% of fourth-grade girls in Florida are proficient in reading and 27% are proficient in math.

In Florida, 52% of 3- to 4-year-old girls are enrolled in preschool.

About 79% of girls ages 6 to 17 participate in at least one extracurricular activity.

School Enrollment and Extracurricular Activities (%)



Data is not destiny! As the premier leadership organization for girls, Girl Scouts is committed to ensuring that all girls develop to their full potential. To learn more, visit www.girlscouts.org/stateofgirls.

Source: PRB analysis of the U.S. Census Bureau 2012 American Community Survey Public Use Microdata Samples, U.S. Census Bureau 2012 Population Estimates, U.S. Centers for Disease Control and Prevention, 2011–12 National Survey of Children’s Health, and U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2011 National Assessment of Educational Progress (NAEP). For information about the state-level index of girls’ well-being, see www.girlscouts.org/stateofgirls.

Note: ACS and NSCH estimates are based on surveys of the population and are subject to both sampling and nonsampling error.