



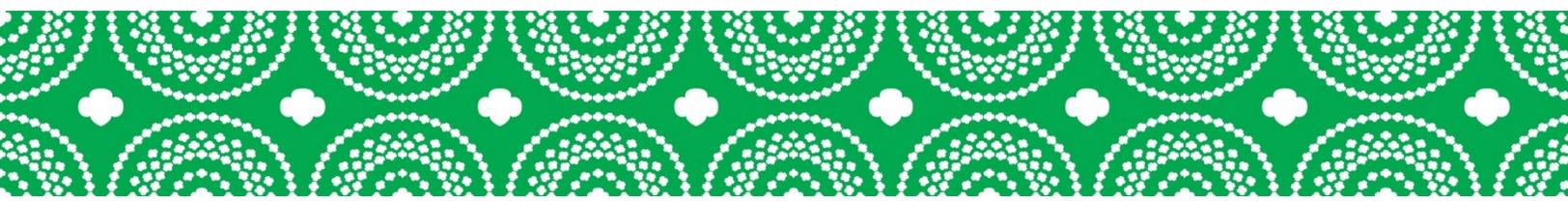
# Shining Star ENERGY

## I Am... I Can... Watch Me



## Girl Scout Daisies & Brownies

Girl Scouts of Southwest Texas  
811 North Coker Loop  
San Antonio, Texas 78216  
(210) 349- 2404 or 1-800-580-7247  
[www.girlscouts-swtx.org](http://www.girlscouts-swtx.org)





Girl Scouts of Southwest Texas & Shining Star ENERGY  
are proud to bring to you the...  
Shining Star ENERGY Initiative  
I Am... I Can... Watch Me



Shining Star ENERGY knows the challenges faced by woman leaders in business and understands the importance of cultivating entrepreneurial knowledge and skills in young girls. Promoting the pillars of entrepreneurship in every girl changes the future. Girls will say, “I am a leader.” Girls can dominate the marketplace. Watch girls bring cutting-edge ideas to life as the leaders of tomorrow.

Girls who complete the Shining Star ENERGY entrepreneurship patch will say, “I am a G.I.R.L. A go-getter, innovator, risk-taker, leader. I can do anything—blaze a trail to my own adventure, achieve my dreams, go beyond expectations. Watch me pioneer in industry, forge a future without boundaries, inspire others and make the world a better place!”

Shining Star ENERGY and Girl Scouts of Southwest Texas are proud to announce the Shining Star ENERGY I Am... I Can... Watch Me entrepreneurship patch partnership. Girls can work on a variety of projects, everything from designing an effective business plan to generating their own industry.



### More Information

Each year, Shining Star ENERGY strives to help young women leaders and entrepreneurs achieve their dreams. The first step is achieving a higher education. Shining Star ENERGY is a proud sponsor of scholarships in a plethora of organizations.



#### SONDRA L. GROHMAN

Sondra Grohman was born the oldest of eight children. She received a Catholic grade school education and went on to graduate from Robert E. Lee High School. While her peers were entering college, Sondra was entering a life of learning how to be a wife and soon to be a mother at 18 years old. Her oldest daughter, Debbe Jo, was born while her peers were just completing their first semester in college. At times Grohman worked three jobs to provide for herself, her child and her husband while he attended college. Adversity and hard work were not a stranger to her.

After 33 years, Sondra divorced her husband and received the couple's two ranches in South Texas. Sondra then refocused her attention on doing the things she loves ... being outdoors and concentrating on her cattle and deer herds. If asked, Sondra will tell you that "her Faith saved her" in the most difficult and challenging times. Years later, it was discovered that there was "oil under that ground!" on Grohman's two

ranches. Grohman knew nothing about the oil and gas industry, but by asking questions and being a "boots on the ground" leader, Grohman has truly shown her entrepreneurial and "true grit" capability to overcome challenges and become one of the Top Producers in the Eagle Ford Shale Play. Working in a male-dominated industry is tough and challenging in itself, but Sondra will tell you that "her path has led her to where she is today." And every element she was exposed to earlier in life was necessary for her to gain the leadership and people skills that are well nestled in her tool belt.

Grohman sits on the Board of Directors of Dress for Success - San Antonio, Academy of Creative Education (ACE), and the San Antonio Women's Hall of Fame. She is also deeply devoted to child advocacy and children's issues. She sponsors the Shining Star ENERGY Youth Football Clinic and is a trailblazer in developing the Shining Star ENERGY I AM - I CAN - WATCH ME college scholarships program. She is a member of the National Association of Women Business Owners (NAWBO) and their Million Dollar Round Table. She believes that "you don't just write a check but you also roll your sleeves up and become a part of the program ...as a role model." This is why you will find her mentoring high school students in her non-work time in NAWBO's Entrepreneurial Connections program, where students create and develop their own Business Plans. In addition to mentoring students, Grohman provides the 1<sup>st</sup> place scholarship of \$10,000. Now involved with Girl Scouts of Southwest Texas, she will be sponsoring a \$5,000 college scholarship.

Grohman has received numerous awards: San Antonio Business Journal Women's Leadership Award, Finalist for the United Way Volunteer of the Year Award - Unsung Hero, NAWBO Entrepreneurial Spirit Award, San Antonio Women's Chamber of Commerce Constellation of Stars Award, and she has been inducted into the San Antonio Women's Hall of Fame.

If you ask Grohman what are the keys to her success, she would tell you that it's "... always putting God first, being true to and never sacrificing your values and principles for nothing or no one, do more than what is expected without being asked, stay focused and have clarity of WHY you are doing something, be kind to others and share, find your purpose in life, and most of all **SMILE.**"



# Steps to Earn the Shining Star ENERGY I Am... I Can... Watch Me Patch

Girl Scouts is the premier girl leadership development program—girls have fun with a purpose! All activities are girl-led and girls should decide what activities to complete when earning a Business Patch Initiative (BPI) patch. In the spirit of Girl Scouting, girls may choose to participate in activities that are not listed in the booklets and/or supplements. If girls complete the minimum required number of activities based on the theme of the BPI, they have earned the BPI patch. For more information, contact Larissa Deremiah at [lderemiah@girlscouts-swtx.org](mailto:lderemiah@girlscouts-swtx.org).

## Step One:

1. Read through the Activities
  2. Think about what you would like to do
  3. Choose 3 out of the 4 Units
  4. Complete 2 Activities from each unit chosen
  5. Complete “Pleased to Meet You” Activity (page 14)
- NOTE: Girls will complete a total of 6 activities

## Step Two:

1. Complete the [Business Patch Initiative \(BPI\) Evaluation](#)
2. For more information, contact:  
Girl Scouts of Southwest Texas  
ATTENTION: Program  
Phone: (210) 319- 5775  
Toll Free: 1-800-580-7247  
Fax: (210) 349- 2666  
[lderemiah@girlscouts-swtx.org](mailto:lderemiah@girlscouts-swtx.org)



## Step Three:

1. Receive your Shining Star ENERGY I Am... I Can... Watch Me Patch!



## The Girl Scout Leadership Experience

Girls at every level of Girl Scouting participate in the “*leadership experience*.” A *leadership experience* is an exciting way of working with girls in a series of themed activities focused on building leadership skills. By enlisting the three keys to leadership (*Discover, Connect, and Take Action*) girls learn that they can take the lead to make a difference in their community and the world. The three keys are at the heart of the Girl Scout philosophy of leadership:

### Discover

Girls understand themselves and their values and use their knowledge and skills to explore the world.

### Connect

Girls care about, inspire, and team with others locally and globally.

### Take Action

Girls act to make the world a better place.

It’s not just “what” girls do, but “how.” When girls are engaged that creates a high-quality Girl Scout leadership experience. All Girl Scout experiences are built on three processes (*Girl-Led, Cooperative Learning, and Learning by Doing*) that make Girl Scouting different from school and other extra-curricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral to Girl Scouting.

### Girl-Led

Girls play an active role in the planning and implementation of activities while adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with the girls.

### Cooperative Learning

All members of a group work together towards a common goal that can only be accomplished with the help of others.

### Learn by Doing

A “hands-on” learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected leadership outcomes ultimately resulting in Girl Scouting achieving its mission:

**Building girls of courage, confidence and character, who make the world a better place.**

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# Envision

## Envision: I Am Different, I Am Unique

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

1. 2 sheets of paper
2. Coloring utensils

Directions:

1. Girls should answer the following questions:
  - a. My name is \_\_\_\_\_.
  - b. My birthday is \_\_\_\_\_.
  - c. These are a few of my favorite things \_\_\_\_\_. (choose categories; i.e. colors, food, hobbies, songs, stories)
2. Girls create a design of their name and all of their favorite things rolled into one!
3. Ask girls, “what things about yourself can you change?” For example, girls may say “clothing” or “attitude.”
4. Ask girls, “what things can you not change about yourself?” For example, girls may say, “finger prints” or “skin color.”

Outcome: Girls acknowledge their uniqueness and discuss how people are different and alike. Sense of Self—girls have confidence in themselves and their abilities and form positive identities.

Teachable Moment: Leadership comes in all different shapes, forms, and sizes. Anyone can be a leader! Girls should understand what qualities set them apart as leaders. Girls should discuss ways to increase their positive leadership qualities and develop a plan to practice healthy self-image.



## Envision: Filling Shoes

**Materials:** Number and variety of materials is contingent on the number of girls participating.

1. A sheet of paper
2. Coloring utensils

**Directions:**

1. Ask girls, “What does it mean to ‘follow in someone’s shoes?’” Follow up by asking girls, “What does it mean when people say, ‘those are hard shoes to fill?’”
2. Girls should discuss different people they admire. Ask girls to describe these role models. Girls should decide if their role models are leaders and justify their responses by identifying leadership characteristics.
3. Based on the leadership qualities, girls should design their own pair of shoes exemplifying the leader they wish to be. Encourage girls to be creative!
4. Girls should share their shoes with Girl Scout sisters, family and friends.

**Outcome:** Girls will see how their personality traits help define their leadership style. Positive Values—girls act ethically, honestly, and responsible, and show concern for other.

**Teachable Moment:** There are four steps to becoming a successful entrepreneur: 1.) being able to see opportunities for improvement or invention, 2.) being able to make an action plan, 3.) getting help and resources from people and the community; and, 4.) being able to deal with change and growth. Girls should be able to identify if their leadership style would help them be successful entrepreneurs and how.

## Envision: A Paper Portrait

Materials: Number and variety of materials is contingent on the number of girls participating.

1. A sheet of paper or large butcher paper
2. Coloring utensils

Directions:

1. Girls will draw a self-portrait on a piece of paper. Some girls may enjoy having their entire body outlined on large butcher paper to complete their self-portraits!
2. Girl should include things about themselves that they can and cannot change (see Envision: I Am Different, I Am Unique; page 8).
3. Ask girls to dress themselves as a leader in their dream job! Some girls may wish to use the shoes created in Envision: Filling Shoes, page 8.
4. Girls should share their self-portraits with Girl Scout sisters, family and friends.

Outcome: Girls will see how their personality traits and leadership style will help them achieve their dream career. Sense of Self—girls have confidence in themselves and their abilities and form positive identities.

Teachable Moment: Girls can learn more about famous woman entrepreneurs such as Cher Wang, Folorunsho Alakija, and Sondra Grohman. How are girls the same and different from these famous woman entrepreneurs? Friendly resources can be found in the public library! Please note that all research should be supervised and every girl must have written permission from a parent/guardian.



# Embark

## Embark: Her First Business Card

Materials: Number and variety of materials is contingent on the number of girls participating.

1. Paper
2. Coloring utensils

Directions:

1. Each Girl Scout has interests, hobbies and passions. Ask girls to draw what's inside their heads, the things that people can't see. On separate sheets of paper, girls draw what their interests, hobbies and passions look like respectively.
2. Provide girls with different examples of business cards. Ask girls what the business cards tell them about the different business owners. Can girls identify the business owners' interests, hobbies, and passions?
3. On another sheet of paper, girls should design their personal business card. Girls should bring their dreams to life, they can be as creative and colorful as their unique personalities!
4. Girls may create their own personal logo for their name or for their future career.

Outcome: Girls will be able to understand the purpose of a business card and the importance of self-confidence. Sense of Self—girls have confidence in themselves and their abilities and form positive identities.

Teachable Moment: Girl should practice learning their first and last name, their home address and phone number. Please note that this information should not be provided to anyone without the written permission of a parent/guardian. Girls should use their new business cards when practicing appropriate greetings, see Embark: Pleased to Meet You on page 14.



## Embark: Best **Dressed**

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Articles of clothing and dress-up costumes
2. Construction paper
3. Magazines
4. Scissors
5. Glue
6. Coloring utensils

**Directions:**

1. Girls should close their eyes and imagine their dream job. Ask girl not to share their dream job in the future with anyone!
2. With their dream job in mind, girls will create an outfit.
3. Ask girls leading questions like “what shoes will you need to wear?” or “if your job has you moving a lot, what clothes will be most comfortable?”
4. Girls will dress up for their dream job! Some girls may wish to use a cut out and decorate their cut out with clothes from magazines.
5. Girls will showcase their best dressed outfits with each other without revealing their dream job.
6. The rest of the group will guess the dream job for each girl and discuss the important pieces of the outfit!

**Outcome:** Girls will show their strengths and how they want others to see them through creative expression. Sense of Self—girls have confidence in themselves and their abilities and form positive identities.

**Teachable Moment:** Even if you know you are a leader, you have to show other people the reasons why they should follow you. Girls should be able to distinguish between professional and unprofessional attire, appropriate and inappropriate dress. Girls should learn that as a role model people will look to them for how they should act and this includes how someone presents themselves.

## Embark: Pleased To Meet You

### \*\*\*REQUIRED\*\*\*

**Materials:** No materials are necessary, feel free to have your girls dress as a successful woman entrepreneur and leader (see Embark: Best Dressed, page 12)! Number of materials is contingent on the desires of the girls and the number of girls participating.

### Directions:

1. Ask the girls if they have introduced someone to family or friends. Ask some follow up questions and leave time for girls to share stories! Did the girls know what to say? Have the girls ever been introduced by someone else? Have the girls introduced themselves to someone?
2. Teach girls how to shake hands and have girls practice with everyone in the troop/group.
3. Girls will form small groups and practice different scenarios for introductions.
4. After practicing, girls will choose their favorite scenario and plan a skit to show “what to do” and “what NOT to do” for appropriate introductions.
5. Girls will perform their skits!
6. For more information about the proper etiquette for introductions may be found online.

**Outcome:** Girls will develop confidence in their communication skills.  
**Healthy Relationships—**Girls develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively.

**Teachable Moment:** You can never underestimate the importance of a strong handshake and direct eye contact in business matters and in daily life! When meeting someone, make sure your right hand is always free. Always stand up before shaking someone’s hand, face them fully making **direct eye contact** and stand up straight. Make sure to get a **good grip** of the other person’s hand without squeezing too tightly, but still have a firm grip on the other person’s hand. You never want a “soft fish” handshake. Make your first impression great by practicing these handshake tips!



# Expand

## Expand: Managing Time

**Materials:** No materials are necessary. Number of materials is contingent on the desires of the girls and the number of girls participating.

### Directions:

1. Ask girls about something they learned recently, then something they learned a long time ago. Why do they remember these things they have learned? Do they learn best by listening, seeing, or doing?
2. Girls should decide the best way or method for them to learn.
3. Ask girls if they work faster in groups or on their own. Ask if they can concentrate better with music playing or silence. Do girls have a special place to think or day-dream?
4. Girls should decide what environment is best for them to focus on a task.
5. Ask girls if they have ever used a calendar to track the due date for homework. Ask them when they started their homework and when they finished their homework. Did they finish the homework as soon as they got home or did they wait until the day before it was due? Why did they decide to start the homework when they did?
6. Girls should decide to learn something new such as tying a shoe or riding a bike.
7. Provide a calendar with a deadline. Encourage girls to keep track of their progress on learning something new. Girls can put a smiley face for everyday they practiced or studied.
8. At the end of the deadline, girls will share their progress about what they have learned and how they learned it best!

**Outcome:** Girls will understand that they are responsible for their behaviors and attitude, girls will use time management skills to excel in real-life situations. Sense of Self—girls have confidence in themselves and their abilities and form positive identities.

**Teachable Moment:** Success is defined by more than just how much one studies or practices. The biggest factors for success are time management and self-discipline. As girls get older, they become more independent managers of their possessions and time. Girls should decide what situations need time management and help make a chart of duties and behaviors that they are in charge of; for example, giving a pet water or making their bed.



## Expand: Design Your Own Product

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Paper
2. Coloring utensils
3. Magazines
4. Scissors
5. Glue

**Directions:**

1. Ask the girls to share some of their interests and hobbies. Inform the girls that many successful businesses are started based on an entrepreneur's interests or hobbies.
2. Girls should list, draw, or cut out pictures that describe at least 3 different interests/hobbies.
3. Girls will choose only 1 of their interests/hobbies and identify a career associated with the same. For example, if a girl loves to bake then she can be a baker or if a girl likes to sing she can be a singer.
4. Now that girls have a career in mind, ask them to think of a product that will be important to the success of their business. For example, a baker that specializes in wedding cakes or a popstar records an album.
5. Girls will write about, draw, or cut out pictures to show their signature product!

**Outcome:** Using their own interests, girls will see how their hobbies can turn into a career. **Community Problem Solving**—Girls desire to contribute to the world in purposeful and meaningful ways, learn how to identify problems in the community, and create “action plans” to solve them.

**Teachable Moment:** A product is something that a business or entrepreneur makes for a customer. For example, a fashion designer will make you an outfit. A service is something a business or entrepreneur do for a customer. For example, a doctor will be able to tell you if you are healthy. Girls will be able to identify if their business will give the community a product or service. Girls will understand how their product or service will help solve a problem.

## Expand: Puppet Play

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Construction paper or card stock cut outs of girls
2. Old socks, preferably knee socks
3. Buttons
4. Felt
5. Cloth pompoms
6. Glue
7. Coloring utensils
8. Popsicle sticks
9. String or yarn

Directions:

1. Girls should work in pairs to create at least 2 sock puppets or popsicle puppets. The puppets should resemble the girls.
2. Girls will decorate each puppet in the favorite leadership fashion! See Embark: Best Dressed on page 13 for appropriate leadership fashion ideas.
3. How would these leaders greet each other? What is different and the same about these leaders? How can these leaders use their skills to start a business or solve a problem together? Based on the puppets they created, girls will produce a short skit.
4. Girls will share their skit with family and friends!

Outcome: Girls will be able to give and take constructive feedback from partners with effective communication. Healthy Relationships—girls develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively.

Teachable Moment: Entrepreneurship is a process, there is not a list of steps to complete or follow. Successful entrepreneurship is finding the best solution to a problem, so think outside the box! There is no “self-made” entrepreneur, everyone needs help and finding the right people to work together to solve a problem creatively is the way entrepreneurs build a better future.



# Evolve

## Evolve: Simon Says

**Materials:** No materials are necessary; girls may wish to start the game by making their own list of rules together! Number of materials is contingent on the desires of the girls and the number of girls participating.

### Directions:

1. Girls will choose one person to be the leader.
2. The leader will stand in front facing the group.
3. The leader will give an order such as, “Simon says, jump up and down three times,” or “Simon says, shake your neighbor’s hand.”
4. The girls in the group must complete any order that begins with “Simon says.”
5. If a girl does not complete an order that begins with “Simon says,” or a girl completes an order that does NOT begin with “Simon says,” then she will be disqualified.
6. Every girl should have a turn as the leader.

**Outcome:** Girls will be able to stand up for themselves and believe that they can do anything, girls aren’t afraid to go outside of their comfort zone.

**Healthy Relationships—**Girls develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively.

**Teachable Moment:** Ask girls about the way that each leader gave an order, was it clear and understandable? Was it realistic and doable? Was it challenging and fun? Did the leader also complete the order given to the group, did they model the appropriate action? Ask girls to provide constructive feedback to each other and reflect on their own behaviors. Girls should brainstorm ways that they can encourage others to follow their leadership.



## Evolve: Tic-Tac-Toe

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

1. 9 hula hoops or painter's tape (note: used to form a large hashtag—#)
2. 4 red bean bags and 4 blue bean bags (note: bean bags may be substituted with bandanas or other materials)
3. Clock or timer

**Directions:**

1. The hula hoops will be organized in a 3 X 3 grid or the tape will create a hashtag (#) for the game board.
2. Girls should line up at least 20 feet away, they should be able to see the location of the "game board" without being able to determine where someone has placed a bean bag.
3. Girls will pair up, one girl will receive only the red bean bags and the other will receive only the blue bean bags.
4. Tell the girls that they will be playing tic-tac-toe. They will have 10 seconds to run to the "game board," place their bean bag in an open space and make it back to the starting location. If girls do not make it back in time, the other player automatically wins.
5. Instead of placing a new bean bag on the "game board," girls may choose to change the position of one of their bean bags.
6. Let the games begin!

**Outcome:** Girls will test their decision-making skills and will understand that they are accountable for their actions and behaviors. **Challenge Seeking—** Girls take appropriate risks, try things even if they might fail, and learn from mistakes.

**Teachable Moment:** Ask girls about how they made decisions. Did it take them a long or short amount of time? Were they always happy with what they decided? Did they decide to change the position of a bean bag and why? Girls should identify if they are active or cautious, steadfast or changing decision makers. Girls will analyze the benefits and drawbacks of the different types of decision making.

## **Evolve: Solve a Problem Creatively**

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

**Directions:**

1. Ask girls if they can identify a problem at home, in class, or at troop/group meetings. This problem does not have to be a global issue or a take action project; girls are learning to become resourceful problem-solvers.
2. Help girls brainstorm ways they can solve this problem. Make sure to ask follow up questions like “what materials or resources do we need?” or “when will we have time to finish this project?”
3. Girls should make an action plan to solve the problem. This includes a list of materials and resources, a timeline for completion, and any other information important to the project.
4. Girls solve the problem creatively!

**EXAMPLE 1:** Daisy notices her dog eats his food too fast. She decides to place a ball in the middle of his food dish so that he has to take his time to eat the food around the ball.

**EXAMPLE 2:** At school, Julie sees that the trashcan is always too full. Upon investigation, she sees that most of the trash is paper and soda cans. She makes 2 recycling bins out of old hampers for her class.

**EXAMPLE 3:** Hannah’s troop meetings never have enough snacks. Hannah sets up a snack board for everyone to say how many of which snack they are bringing to the next meeting. Now, the leader can make sure that there is enough food for every girl.

**Outcome:** Girls will understand that success is not just about thinking but doing! Community Problem Solving—Girls desire to contribute to the world in purposeful and meaningful ways, learn how to identify problems in the community, and create “action plans” to solve them.

**Teachable Moment:** Take action projects are more than just community service, when girls take action they are putting their leadership skills to the test by planning, doing, and evaluating the success of their project. Take action project should be sustainable, girls should leave something behind with that a lasting impact that will educate and inspire others.



# More Fun Activities!

## More Fun Activities!

### [KIDPRENEURS Young Entrepreneurs with Big Ideas \(book\)](#)

#### Little Sally Walker

Goal: stress management, having fun with a purpose

1. Get everyone in a circle with one girl in the middle.
2. The girl in the middle walks around inside the circle while everyone else sings, "Little Sally Walker walking down the street. She didn't know what to do so she stopped in front of me."
3. At this point, the girl in the middle stands in front of someone and does a dance move.
4. Girls continue singing, "Hey girl, do that thing do that thing and switch!"
5. The girl that got picked does the dance move and girls continue singing, "Hey girl do that thing do that thing and switch!"
6. The new person now walks on the inside of the circle and continues the game.
7. Repeat steps 2-6 until everyone has been in the middle!

### [Marshmallow Experiment](#)

Goal: understanding the importance of instant versus delayed gratification

1. Offer each girl a deal, she can have one marshmallow now or she can wait until you get back and have two marshmallows.
2. Give the girls time to decide if they wanted one marshmallow now or two later.
3. If girls chose to wait, then leave the room for 5-10 minutes.
4. Upon returning, if the marshmallow remained then the girl will receive a second marshmallow.

This study concluded that if someone was willing to wait, to delay gratification, then that person would have more success in life including higher academic scores and better social skills. What did each girl learn about themselves from this experiment? How will they use this information in the future?

#### Balloon Volley Ball

Goal: assembling a team, effective communication and teamwork

1. Girls will decide to work in teams, each team leader will need to recruit an equal number of players and designate two separate arenas.
2. An inflated balloon will be released into the air over each team.
3. The team that keeps the balloon in the air the longest wins.
4. Add more balloons for more giggles!
5. Every girl should have the chance to be a team leader, some groups may also like to try being the referee.



## More Fun Activities!

### Leadership pledge

Goal: girls will increase their self-efficacy (i.e. girl know they are capable of doing their best)

1. Girls will work together the decide on 3-5 most important qualities of a leader.
2. Girls will identify a way to encourage this quality. For example, if girls chose “nice” then “a leader is nice when they listen to other people.”
3. These leadership statements will be turned into a leadership pledge.
4. Each girl should sign her name at the bottom of this leadership pledge.
5. Leaders may wish to create a behavioral chart to show the commitment of each girl to the qualities listed in the pledge.

### Hula Hoop Pass

Goal: team building, girls will learn the importance of recognition and praise for team members

1. Girls will form a large circle by holding hands with a neighbor on each side, all girls should be facing inward.
2. A hula hoop will be placed in the circle, being held up by the linked arms of two girls.
3. The goal of the game is to get the hula hoop around the circle as fast as possible.
4. Girls should encourage each person that must get the hula hoop passed.
5. The object of the game is that everyone wins and should strive to help each other become successful!

### Red Light, Green Light

Goal: girls will understand risk versus uncertainty

1. One person is chosen to be the boss and should be at least 20 feet away.
2. The other girls stand on the starting line and the boss has her back to the rest of the players. When she says "Deal," players try to run to the finish line.
3. When the boss says "NO Deal," she turns around and players have to stop in their tracks.
4. If the boss catches a player moving, she sends them back to the starting line.
5. First girl to cross the finish line wins and becomes the new boss!

Ask girls to determine the difference between risk and uncertainty. Explain that risk is when you know that something bad will happen but uncertainty is when you are not sure something bad will happen. Did girls race towards the finish line, risking that the boss would turn around and catch them with “NO Deal”? Did girls take long measured steps, uncertain when the boss would turn around? Girls should be able to come up with more examples for risks and uncertainties.

**YOU DID IT!**



**CONGRATULATIONS**



# End of Booklet

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