



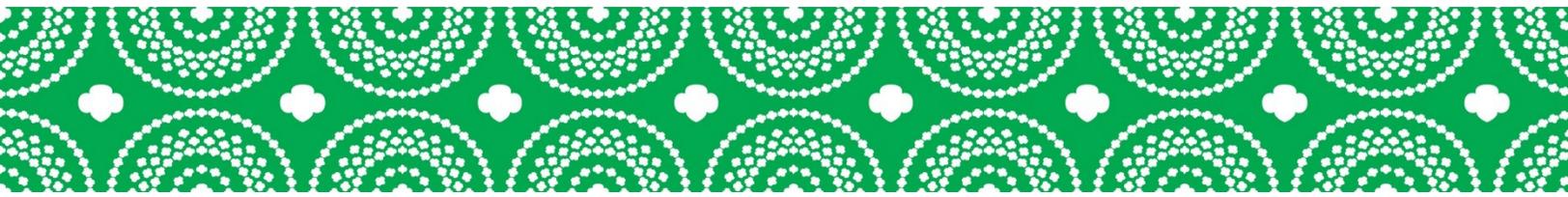
Shining Star ENERGY

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



Girl Scout Juniors

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





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 1st 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.

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 “First Impressions” Activity (page 12)

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



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.

Table of Contents

UNIT	ACTIVITY	PAGE
Envision	A Woman's Leadership Role	8
	Women Entrepreneurs	9
	Leader Caricature	10
Embark	First Impressions	12
	Make a Pitch	13
	Closing a Deal	14
Expand	Negotiating	16
	Design Your Shop	17
	Act It Out	18
Evolve	Telephone	20
	Pass The Buck	21
	Keep Your Head Up!	22
More Fun Activities!		24



Envision



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

1. Construction paper
2. Coloring utensils
3. Scissors
4. Yarn or string
5. Single hole punch

Directions:

1. Each girl will trace the outline of her hand on a piece of construction paper.
2. Girls will cut out the shape of her hand.
3. With the hand flat on a surface with fingers pointing towards the girl, she will write her name on the palm of the hand.
4. On each finger, girls will write or draw one thing about themselves. Girls are encouraged to write or draw something about themselves that others may not know.
5. Each girl will punch a hole in the bottom of the palm of the hand, thread yarn through the hole and tie the yarn to make a name tag necklace!
6. Girls will use their name tags to practice social greeting and introductions.
7. After greeting one another socially, girls will turn the hand over to the blank side and on each finger girls will write or draw one leadership quality about themselves.
8. Girls will use their name tags to practice professional greetings and introductions using their key leadership qualities to make a positive impact when meeting someone new.

Outcome: Girls will be able to interact in social and professional settings with confidence. Sense of Self—girls have confidence in themselves and their abilities and form positive identities.

Teachable Moment: Learning how to greet other people politely is the foundation for effective communication, respect is the key to reciprocity. Begin practicing the way you greet people at every opportunity! Learn greeting songs with your friends, greet your toys and introduce them to one another before playing, and read books about greetings at your local library. Most importantly, girls should stay safe and only greet strangers with the permission and supervision of a parent/guardian.



Envision: Women Entrepreneurs

Materials: No materials are necessary, but girls should feel free to create a display board with women leaders that inspire their entrepreneurial spirits! Number and variety of materials is contingent on the number of girls participating.

Directions:

1. Ask girls to think of someone in their life that is a leader and has started a business.
2. Girls should ask a successful business owner the following:
 - a. What was your first business?
 - b. Why did you start your own business?
 - c. What do you like the most and the least about being your own boss?
 - d. What personality traits and skills are needed to run your own business?
3. Girls should use the information they have gathered and debate the advantages of working for themselves, such as making your own decisions. Then girls should consider the disadvantages, such as working long hours.
4. Girls should come up with way to decrease the disadvantages of starting their own business, they may wish to consult the woman business owner for more advice.
5. To come up with their business idea, girls will make a list of their skills and interests. For more information, girls should talk to people in their community about products and services that are needed.
6. Based on the answers from their interview, girls should make a list of businesses that would combine their skills and interests with their community needs.

Outcome: Girls will understand what it means to be their own boss and what it takes to create a small business. Positive Values—Girls act ethically, honestly, and responsibly, and show concern for others.

Teachable Moment: Entrepreneurs need a good idea along with persistence, patience and a willingness to learn. This is a great opportunity for girls to begin drafting a successful business plan. A business plan is a formal statement of the goals of the business, reasons why the goals are attainable, and how the goals will be reached. It is important that business plans are detailed and researched with information about the organization and team members.

Envision: Leader Caricature



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. With parent/guardian permission, girls will learn more about an influential woman entrepreneur such as Arianna Huffington, Yang Lan, Sondra Grohman, or Kiran Mazumdar-Shaw.
2. From interviewing woman business owners (see Envision: Women Entrepreneurs, page 9) to learning more about great woman entrepreneurs, girls will think of the 5 most important characteristics or personality traits of these woman leaders.
3. Girls will turn these top 5 leadership traits into caricature of themselves. For example, a leader with a strong voice may have a large mouth or a leader that listens may have large ears.
4. Girls will compare their caricatures with one another. Girls should find a partner that is interested in starting a business with her.
5. Together, using what they have learned about other leaders and their own personality traits, they will create guidelines that will help guarantee a successful working relationship.

Outcome: The word “communicate” should be at the top of the list when creating a positive working relationship. Healthy Relationships—Girls develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively.

Teachable Moment: All healthy relationships are based on respect. This includes respect for a person’s beliefs, opinion, and body. Show consideration for the feelings of others, this includes everyone—even yourself. In healthy relationships, respect leads to honesty and joint decision making. Both are important to any working relationship. You know that you are in a healthy relationship when you trust the other person, when you feel supported and can return the same, and when you feel good about yourself!



Embark

Embark: First Impressions
REQUIRED



Materials: No materials are necessary, but girls should feel free to dress their best as a woman entrepreneur and business owner! Number and variety of materials is contingent on the number of girls participating.

Directions:

1. It takes just a quick glance, less than 3 seconds, for someone to form an opinion about you.
2. Using the following scenarios, girls will practice making a great first impression:
 - a. You are a small business owner meeting with someone who may fund one of your projects.
 - b. You are at a party for small business owners, you will use this opportunity to meet with other entrepreneurs and make new partnerships.
 - c. You are an entrepreneur, a stranger approaches you to learn more about your business plan.
3. Ask the girls how they dressed. Was it appropriate for the setting?
4. Ask the girls how they introduced themselves. Did they use appropriate greetings? State their name and the name of their business?
5. Girls should decide on the best practices for making a good first impression. For example, be on time/prepared, make small talk to find similarities with the person you are meeting, and always make direct eye contact.
6. Ask girls to brainstorm ways to leave a positive lasting first impression. For example, girls could hand out their business card and/or girls could send a personalized thank you card to the host(s) or organizer(s).
7. Girls may come up with their own scenarios and role-play appropriate first impressions with each other.

Outcome: Girls will know how to make lasting and positive first impression, girls will know the importance of professionalism. Sense of Self—girls have confidence in themselves and their abilities and form positive identities.

Teachable Moment: Be open and confident. When it comes to making a good first impression, body language as well as appearance speaks louder than words. Use your body language to project appropriate confidence and self-assurance. Stand up straight and tall, smile, **make direct eye contact and greet with a firm handshake.**



Embark: Make a Pitch!

Materials: No materials are necessary, but girls should feel free to prepare index cards with the talking points for their pitch! Number and variety of materials is contingent on the number of girls participating.

Directions:

1. Girls will have one minute to give pitch in front of their troop/group about their small business. This speech must be persuasive; they are selling their idea!
2. Girls must identify their goal. What are they trying to accomplish with this pitch? In this case, their goal is to secure investors for their business.
3. Girls should explain what their business does, focus on the people helped and problems solved.
4. Girls will communicate their USP (unique selling proposition)! What makes them and their business special and important?
5. Girls should engage the audience. For example, girls could ask an open-ended question like, “how does your community help animals in need?”
6. Girls should go through their pitch and cut out any unnecessary information, they cannot exceed the one-minute time limit!
7. After practicing their pitch, girls should present in front of their troop/group. Make sure they maintain eye contact with the audience!
8. The audience should provide feedback. Was the pitch compelling? How could the presenter keep everyone’s interest? Did anyone have any questions about the business, was anything unclear?
9. At the end of the pitch, every girl should be grateful for the feedback and thank the audience for their time!

Outcome: Girls will be able to make an elevator pitch and understand the role of investors in starting their own business. Challenge Seeking—Girls take appropriate risks, try things even if they might fail, and learn from mistakes.

Teachable Moment: Many entrepreneurs need capital or money to start their own business. As an entrepreneur, you will need financial funding (people and organizations willing to give you money) for your ideas and make a great pitch to ensure that they invest their money and time in your business. You can do this by knowing your audience, being prepared for questions and criticisms, knowing your competition and possible obstacles, using real numbers and data for proven profitability, and always asking for feedback.



Materials: No materials are necessary, girls should feel free to chart their business plan and make a presentation board! Number of materials is contingent on the desires of the girls and the number of girls participating.

Directions:

1. Girls will think about a business they can start now, by themselves or with others. Girls should make a business plan from the following questions:
 - a. What product or service will you provide?
 - b. Who will your consumers be?
 - c. What will the name of your business be?
 - d. How will you get the money or supplies that you need to start?
 - e. How much will you charge for your product or service?
 - f. How will you advertise your product or service?
 - g. How will you keep accurate records of income and expenses?
2. Discuss with the girls the importance of funding to start your business; without capital or money, girls will not be able to make their dreams a reality!
3. Tell girls that fundraising to start your business can take a lot of time but girls can use their business plan and pitch (see Embark: Make a Pitch!, page 13) to identify prospective funders.
4. Girls will identify at least 5 people or organizations that would be interested in their business. Girls will be able to explain how their business is a beneficial partnership to the perspective funders.
5. Girls will provide at least 3 different investment options for their business. For example, an extended payment plan for \$50,000 or partial ownership for money (i.e. you providing them value in the company for money).
6. To close the deal, remind girls that every funder is unique and important! Girls should always be available for follow up questions and open to compromising.

Outcome: Girls will understand the need to be persistent and flexible in order to maximize fundability, girls will be able to identify the most advantageous funding prospects. Challenge Seeking—Girls take appropriate risks, try things even if they might fail, and learn from mistakes.

Teachable Moment: For every 5 no's, you will hear 1 yes. This means that 80% of people and organizations will not be willing to invest or fund in your business. A new business usually needs 10 investors. In other words, you would have to set up meetings with at least 50 different people or organizations to make your pitch and close the deal.



Expand

Expand: Negotiating

Materials: No materials are necessary, feel free to have your girls create a T-chart for the pros and cons of a possible solution (e.g. weighing risks and uncertainties)! Number of materials is contingent on the desires of the girls and the number of girls participating.

Directions:

1. With the troop/group, girls will list 3 to 4 different situations that cause problems with their families or friends. This may be situations at home, in school, or at troop meetings. For example, are you often late for school or do you want a later bedtime?
2. Girls will choose one situation and discuss it with a troop/group member or adult. Girls should explain why it is a problem for them.
3. Girls will brainstorm why and when this problem happens.
4. Girls will think of different ways to solve their problem. From these ideas, each girl will pick 1 or 2 solutions for her and the other people who are involved.
5. Girls will share their problem, explanation and solution.
6. Girls will try their solution for a short time, at least 2 days to see if their problem gets better.
7. Discuss the progress that girls made for their problem. Did their solution(s) work? How did they know if their problem was getting better? Did the other people involved agree with the girls' solution(s)? What could they have done differently?
8. Girls should practice their new problem solving skills in a conflict. with the other people involved, girls will discuss the problem, brainstorm a solution, and put the solution into practice.
9. Girls should evaluate the effectiveness of their negotiating skills!

Outcome: Girls will identify problems and will know how to solve problems using their critical thinking skills. 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: Conflict happens when two or more people disagree. Negotiating is a way for people to come to an agreement. Negotiation can help solve a lot of problems. In fact, some people make negotiating their full-time job! Always remember to never stop at “no” when negotiating, the whole purpose of the practice is to work through the problems of two or more parties in disagreement and be open to concessions and compromise.



Expand: Design Your Shop

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: Girls may wish to skip steps 1-4 and instead use their business plan from Embark: Closing the Deal, page 14.

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 help animals she can open a veterinary clinic or if a girl loves games she can open her own studio.
4. Now that girls have a career in mind, ask them to think of what their shop or business would look like.
5. Ask leading questions including: Where is it located? Is it in a shopping center, mall, or large building? How will people get there? Do you provide any free amenities such as snacks and beverage or free internet? How will you show people where your shop is located? What kind of equipment and furniture will you need?
6. Girls will write about, draw, or cut out pictures to show their new shop!
7. Girls may wish to know how much money it will take to open their new shop. Help girls research the average cost of office spaces for rent, suppliers providing furniture and equipment, and pricing paint and other essential décor.

Outcome: Girls will understand wholesale versus retail pricing and its impact on a business' profitability. **Challenge Seeking**—Girls take appropriate risks, try things even if they might fail, and learn from mistakes.

Teachable Moment: Setting prices for your product or service can be tricky. Not only must you cover your expenses which include your new shop, but you must also make a profit. Girls may use the opportunity to interview a small business owner and find out how that person determines their expenses including materials, office supplies, phone and computer costs, and advertising. Ask the small business owner to help you determine how much your time is worth!



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

1. Paper
2. Writing utensils

Directions:

1. Girls will practice this listening activity. Girls will partner up and sit facing one another, they should be attentive and maintain eye contact.
2. One girls will tell the other something. This may be real or made up.
3. The girl listening will then respond by saying, "I heard you say..." and repeat what the other girl said. The girl listening should confirm if she heard what the other girls said by asking, "Is that what you meant?"
4. If the girls whom spoke says no, then the girl listening will ask her to rephrase what she said.
5. Repeat steps 2-4 until the two girls agree on what was meant. The girls should then switch roles.
6. After completing the listening activity, each girl will write down two problems they face on separate sheets of paper. For example, a teacher is mean to her at school or a friend who doesn't pay attention.
7. The girls will fold the papers and shuffle them. The girls will pick out one problem and act out the problem together focusing on actively listening.
8. After acting out the scenarios, the pair will choose one problem and act it out in front of the group.
9. Discuss with the girls how listening helped resolve the problem. For example, the girl told the teacher how she felt the teacher was being mean to her when the teacher wouldn't call on her for an answer and then listening to the teacher's explanation that everyone in the class deserves a turn to try to give the answer even if they're wrong.

Outcome: Girls will know that there is more than one way to solve a problem and sometimes it takes a person outside the situation to solve a problem. Healthy Relationships—girls develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively.

Teachable Moment: Sometimes conflict happens because what you heard someone say it not what that person meant to say. The best way to prevent misunderstandings is to develop active listening skills. The best way to listen actively is to look at the person talking, wait until the person is done talking before you speak, and responding to the person talking words and gestures that show you heard what they said.



Evolve

Evolve: Telephone

Materials: No materials are necessary, girls should feel free to start using some of their entrepreneurial jargon (i.e. capitol, profit, revenue, etc.)! Number of materials is contingent on the desires of the girls and the number of girls participating.

Directions:

1. Girls should sit in a large circle or straight line. They should be close enough to whisper to one another but not be overheard.
2. The first girl in the circle or line will whisper a phrase into the ear of the person next to them on their right. For example, “I need startup funding.” The phrase can only be whispered once, so the girls must pay close attention!
3. Each girl will whisper the phrase she heard to the neighbor on her right until it reaches the last player in the line.
4. The last girl to hear the phrase will say it out loud so everyone can hear.
5. The first girl will reveal what was actually said.
6. Discuss with the girls how the phrase changed from the beginning of the circle or line.
7. For girls to work on their teambuilding, they may split into 2 teams. Each team gets the same phrase. The winning team is the one with the ending phrase closest to the original.

Outcome: Girls will understand how small misconceptions or miscommunications can make a huge difference on success. Positive Values—Girls act ethically, honestly, and responsibly, and show concern for others.

Teachable Moment: Even though this is fun game, this activity serves as a springboard for discussing the importance of active listening. Girls cannot rely on gossip and rumors for information because it is often hearsay distorted from outside sources. To clearly understand a problem or situation, girls must first discover the primary source and collect as much reliable, credible, and accurate information as possible to form a valid response or solution.



Evolve: Passing the Buck

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

1. A small object or ball for passing and tossing
2. Music that can be paused

Directions:

1. Girls will line up.
2. The object of the game is for girls to reach the finish line. Girls will do this by passing the ball over their head or under their legs to the next person. The sequence must alternate (the first person passes it over her head, the second person passes it between her legs, the third person passes it over her head, and so on).
3. When the last person gets the ball, she should skip/hop/dance her way to the front of the line.
4. Continue steps 2-3 until the last girl crosses the finish line!
5. Once girls have mastered crossing the finish line, give them the challenge of crossing the finish line before a song ends or give them a challenge of keeping their eyes closed (only when passing the ball) during another round.
6. Discuss with girls how they worked together. Was there someone who stood out as giving directions? Did someone cheer everyone else on? How did each girl help the other? Did anyone drop the object or ball and how did they avoid this problem in the future? What changed when everyone's eyes were closed?

Outcome: Girls will work together in an atmosphere of respect and cooperation to complete the task and learn cooperatively. Positive Values—Girls act ethically, honestly, and responsibly, and show concern for others.

Teachable Moment: Highly effective entrepreneurs are life-long learners and know that work is always an opportunity for growth. They recognize that learning comes from observation, practice, and experience. They proactively seek challenges and assemble the best high-quality team member to solve problems, invent solutions, and create a better future. Remember that there is no such thing as “self-made,” everyone needs help and the most successful business are run by an effective team of entrepreneurs.



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

1. Paper
2. Writing utensils
3. Timer or stop watch

Directions:

1. Count the number of girls in the troop/group.
2. Each girl will prepare a slip of paper for every girl in the troop/group. On each slip of paper, girls will write a simple product like “cat” or “shoe.”
3. Girls will fold up all of the slips and place them in a pile or in a container. The slips of paper should be shuffled so that no one knows what they will get.
4. Each girl takes a turn, pulls a slip of paper out of the pile or container.
5. The girl will stand in front of the group and will not open her slip of paper until time starts.
6. Girls will have 30 seconds to talk persuasively about their topic, the goal is to sell this simple product. Don’t forget to make eye contact with the audience!
7. The troop/group will give each presenter their feedback, what was the best part of her speech and what she can do to improve her presentation.
8. To encourage higher order thinking, girls may decide to write complicated issues onto the slips of paper. For example, “hunger” or “pollution.” Girls will have to explain how their business can solve this issue in 30 seconds.

Outcome: Every entrepreneur has to think quickly on his or her feet, whether it’s answering a funder’s question or creating an elevator speech. Sense of Self— Girls have confidence in themselves and their abilities and form positive identities.

Teachable Moment: Thinking under pressure can be very stressful and sometimes you do not have the answers in front of you. Thinking on your feet and communicating eloquently during spur-of-the-moment interactions is a skill that every entrepreneur should learn. The best advice is from CEO Bill McGowan, “don’t just start talking.” Even if you’re stressed, take a moment and slow down. Make sure you know what you want to say before making promises you can’t keep or guaranteeing impossible results.



More Fun Activities!



Lemonade Stand

Sticker Game

Goal: girls will recognize the strengths of others, girls will learn the importance of recognition and praise

1. Each girl will be given a ream of adhesive labels.
2. In one minute, each girl must post a label (i.e. sticker) on the back of every girl in the troop/group that says something positive characteristic or leadership trait about that person. Example: “friendly” or “honest”
3. At the end of one minute, girls will help each other peel the stickers off their backs. Each girl should hold on to her stickers.
4. Each girl will review what the troop/group said were her positive characteristics or leadership traits.
5. Working together, girls will decide what their duties would be in a business. For example: president, vice president, secretary, parliamentarian, historian, etc.

Human Knot

Goal: solving problems through cooperative teamwork, great game for stress management

1. The troop/group will form a circle.
2. Every girl will raise her right hand into the air, they have 3 seconds to grab the hand of another person across from them.
3. Repeat step 2 using the left hand, girls should be holding the hands of two different people and said people are not their immediate neighbors.
4. Girls will try to untangle themselves to reform the circle without breaking their hold on anyone’s hands. If the chain of hands is broken, they must start over again.
5. For a challenge, you may give them a time limit. Please note that girls should form rules of behavioral etiquette to limit injuries like no tugging or pushing.

Night at the Museum

Goal: girl will understand risk versus uncertainty in decision making

1. One girl is the museum guard and everyone else pretends to be an exhibit at the museum such as a dinosaur or statue.
2. When the museum guard closes her eyes and faces away from the troop/group the exhibits come to life!
3. As soon as the museum guard turns around and opens her eyes, all of the exhibits must freeze in place.
4. If the guard spots any movement, then the exhibit is out.
5. It’s also fun to play this game in a darkened room or at night using flashlights.

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 museum guard would turn around and catch them moving? Did girls take long measured movements, uncertain when the museum guard 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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