



valYOU!

PATCH PROGRAM



*Created by Girl Scouts of Maine
with the support of the WAGE Project and The Somers Foundation*

PURPOSE:

To help Girl Scout Brownies build a sense of equality and self-worth. Activities focus on valuing self, beginning to learn negotiation skills, learning about the value of money and savings, and goal setting. Please complete all of the following activities.

DISCOVER

1. Choose one of the following two activities:

Pennies vs. Dollars

Materials: 100 pennies
1 one dollar bill

Put the 100 pennies in a pile on a surface and place the dollar bill nearby. Ask the girls about what is similar about the two? What is different? Write their answers and discuss. One question to ask is if the girls think that it would be fair for their brothers to get one dollar and for them to get 77 pennies for doing the same chore. (The wage gap is the difference between the wages of women and men. On average, full-time working women still get paid only 77 cents for each dollar full-time working men get paid [www.wageproject.org].)

Grocery Store Field Trip

Go on a field trip to a grocery store. Have the girls look around and answer: What could \$5.00 buy? Is it healthy?

2. Choose one of the following two activities:

The Value of You

Materials: three balls of yarn in different colors

Have the group stand in a circle. Starting with a single ball of yarn, explain that the yarn will be tossed from person to person (not between people who are standing immediately next to each other) in the circle. Before the yarn ball is tossed, the “tossing” will hold on to the yarn and then toss the ball. When the next person receives the yarn, they will answer the question (see below) and repeat the process until all have received the ball and a web has been created. Repeat this web creation with two other balls of yarn so at the end of the activity there will be a multi-colored, multi-layered web of connection.

For each ball of yarn, the receiver will answer one question:

1. What is special about your appearance?
2. What do you do well?
3. What can you teach someone?

Before the group releases the yarn, have every other person drop their connection and to see how it decreases the web's beauty. The purpose of this activity is to help illustrate how important, talented, and unique each individual is and to make visual the connections we all have to each other.

Talent Show

Discuss what talents are with the troop/group. Plan a troop/group talent show in which all the girls can participate. This may include traditional talent show activities such as performing arts as well as poetry reading, sports skills, and visual art sharing. The show may be as simple or detailed as the girls would like and may be performed for each other or for invited guests.

CONNECT

3. Making My Own Decisions

Materials: a sheet of pictures of items children want/need to live on an island for a week (optional, see Addendum A)

If desired, give each girl a copy of the pictures sheet, so they can mark the items they want to take with them (no more than ten). Alternatively, ask each girl to write down ten items she would take with her if she were to be stuck on an undeveloped island for a week. After each girl has decided what she would take for the island, bring the participants back together and have them split into equal groups of three or four girls per group. In their groups and using the picture sheets they have already marked or their written lists, the girls need to negotiate what ten items the whole group is going to take to the island. Finally, have the groups share what they plan to take. Discuss needs versus wants. Ask: Would you be able to eat and drink? Would you be comfortable? Where would you sleep? Also ask: Was it more difficult to decide what to bring on your own or in a group? Why was it more difficult? What did you learn about working with others? Did you all agree on all ten items or did you have to compromise?

4. Prices vs. Priceless

Materials: item cards (see Addendum B)
large sheet of paper
rolls of pennies

Divide the girls into groups of three or four. Give each group a set of item cards. Have each group work together to prioritize what is important. (Perspectives may vary within each group, but this will give girls the opportunity to negotiate and compromise.) Discuss as a whole troop about what they thought was most important and why. Following the discussion, give each small group a roll of pennies and instruct them to place monetary value on each of the items from their previous prioritized list; discuss as a whole group about what they discover in doing this exercise. Ask: What is most valuable? Was it the same for everyone? How did you decide how much something was worth? Are tangible or intangible items more valuable?

TAKE ACTION

5. Choose one of the following two activities:

Goal Boxes: Spending, Saving, and Sharing

Materials: cardstock writing utensils
 scissors art supplies (markers, etc)
 tape box pattern (Addendum C)

Discussion: Ask the girls what they would do if they got \$100.00 today. List their responses. There are three major things that can be done with money; it can be spent, saved, and shared. What are examples of each category? What is the importance of each?

After the discussion, have each girl make three goal boxes: one for spending, one for saving, and one for sharing, and affix them together. Also, have each girl come up with a spending goal, a sharing goal, and a savings goal to write on the box. They may also decorate their boxes.

Talk about how the girls might earn money toward their goals. This can also move into a discussion about troop finances and troop goals.

Talent Share

Talk with the group about needs in the community. What can they do to help? Talk about the value of giving time to the community and choose a community service project to help others or participate in a council-sponsored community service program.

6. Negotiating

Materials: paper bag
negotiation scenarios (Addendum D)

Cut and put the scenarios in a paper bag. Have girls pair up, and have each pair pull a scenario out of the bag. Give them time to figure out who will be what role and how they will accomplish the listed goal before acting them out for the rest of the group. Make sure that each girl gets the opportunity to be the negotiator.

Ask: Was it difficult to ask for what you wanted? How did you try to convince the other person? Did you get what you wanted? Was it a variation of what you argued for? Was it more difficult to try to convince the other person or to be convinced? To see one or both sides?

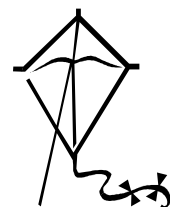
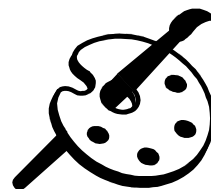
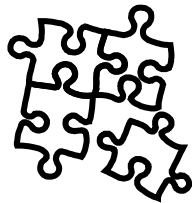
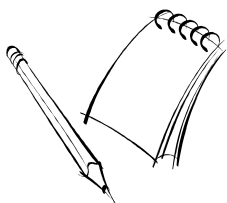
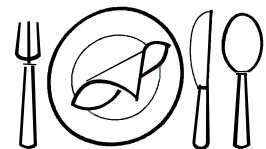
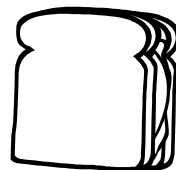
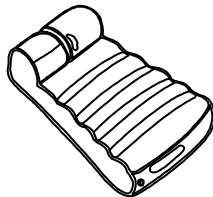
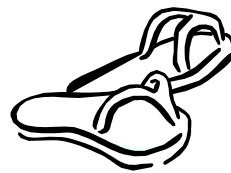
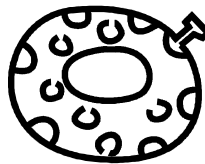
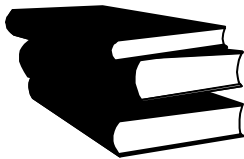
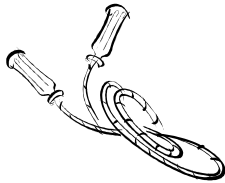
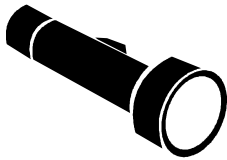
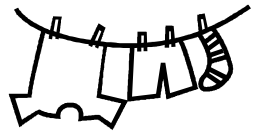
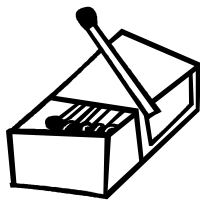
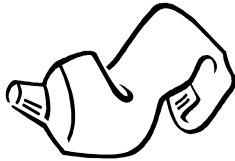
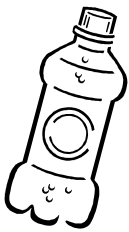
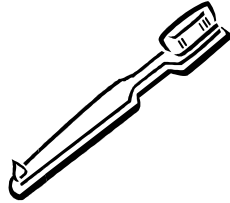
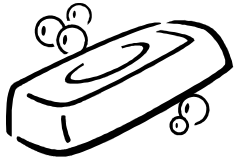
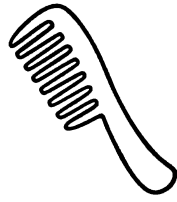
Questions? Comments?

Contact the Director of Program 1-888-922-4763 (toll free in Maine only) or (207) 989-7474.

Patches are available at the Girl Scouts of Maine Council Shops in Bangor and South Portland.



ADDENDUM A

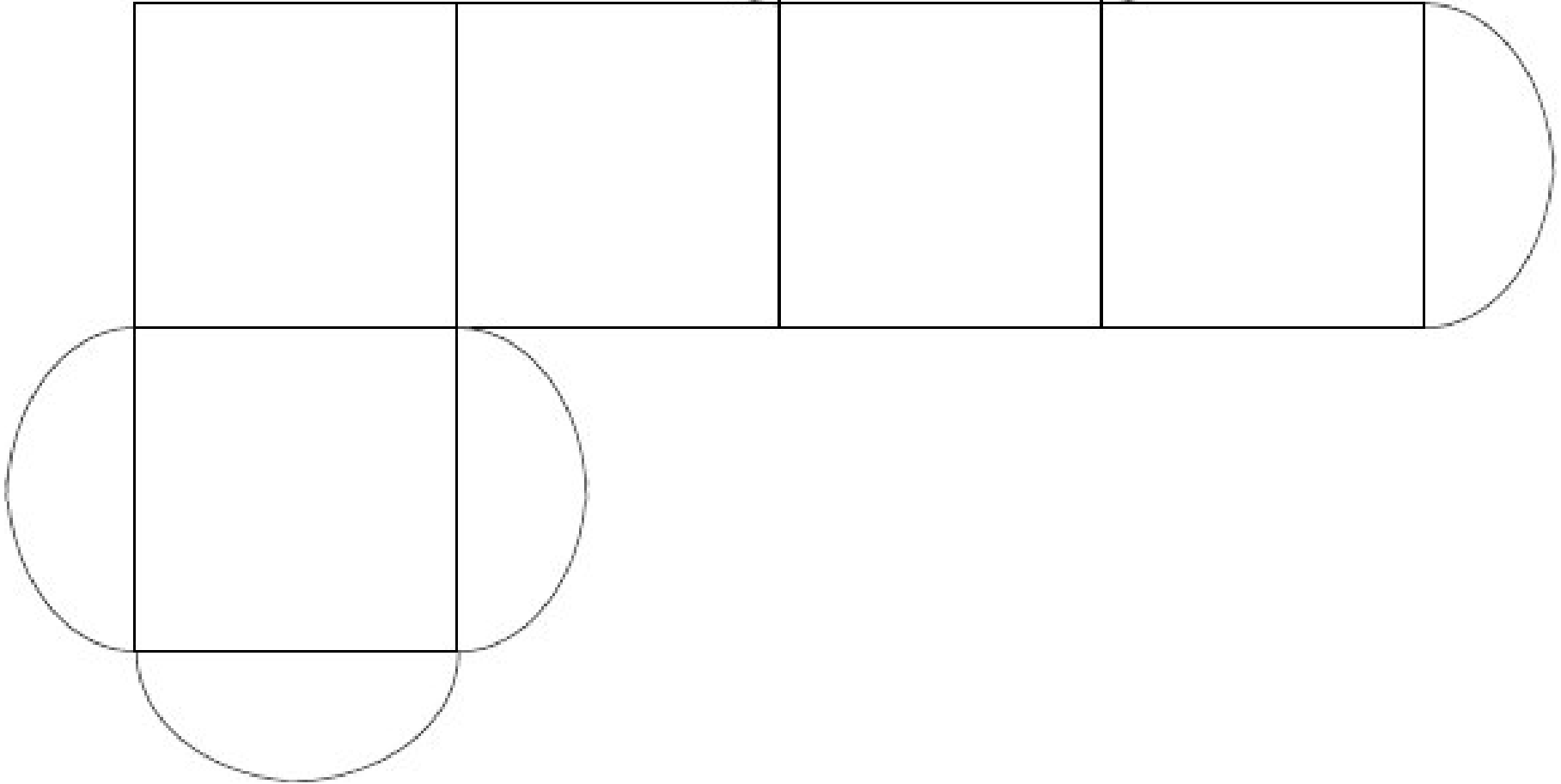
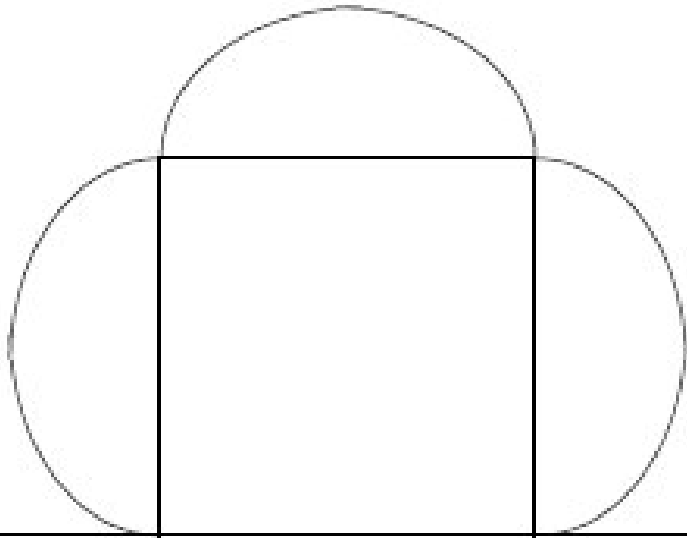


ADDENDUM B

HUGS AND KISSES	CELL PHONE
MOVIES	VIDEO GAMES
FRIENDS	NEW TOYS
FAMILY	MUSIC
YOURSELF	PLAYING
READING	CLOTHING
FOOD	PETS
HELPING	BEING OUTSIDE
VACATIONS	

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15



ADDENDUM C

ADDENDUM D



You want to stay up past your usual bedtime to watch a TV show. How would you try to convince your parents to let you stay up later?



You always have to take out the trash and you'd much rather do the dishes as a chore at home. Your brother usually does the dishes. How do you try to convince him to trade chores with you?



You want to borrow a toy from your sister. How do you try to get her to let you borrow it?



Every girl in your class at school has her ears pierced, and you'd really like to get your ears pierced, too. How would you try to convince your parents to let you do so?



Your best friend is having a sleepover. You have never been to one before, but you really want to go. How do you try to convince your parents to let you go?



You are out shopping with your parents, and you see a shirt that you really want. How do you try to convince them that it should be yours?



You are only allowed to be on the computer for half hour, and you really want to spend more time on the computer. How do you try to convince your parents to let you use the computer for a longer amount of time?



Your friend is having a sledding party at the same time as your older sister's basketball game. Your parents want you to go to your sister's game, but you would like to go sledding. How do you try to convince your parents to let you go sledding?