

# BROWNIES TAKE CHARGE!

## Cookie Program Workshop



Facilitator's guide

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Games

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Worksheets

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Badge work recap

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Girl & parent handouts

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Activities help you earn these badges:





The GSGLA Cookie Program Workshop Books provide level-specific lessons in business & financial literacy that girls, volunteers, and parents can do at home. While activities are designed around the Girl Scout Cookie Program, the skills learned through this book can be applied to everyday activities, such as budgeting, communicating, shopping, and making smart decisions.

The lessons in this book also help girls practice the “5 Skills” that are key to a successful Girl Scout Cookie Season:

**Goal-setting**

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**Decision-making**

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**Money management**

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**People skills**

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**Business ethics**

For more information about the Girl Scout Cookie Program, please visit  
[www.girlscoutsla.org](http://www.girlscoutsla.org).



**Cookie Program**  
**Level: Brownie**  
**Facilitator's Guide**  
**2 Hour Workshop**

**Brownies Take Charge of Cookies!**

**Objectives:**

- Girls develop product knowledge and learn about the 5 Skills developed through the Cookie Program.
- Girls learn how to manage money wisely, understand how to find customers and be comfortable selling to them.
- Girls understand there are many people in need and understand how they can make a difference in their community.
- Girls develop a goal for giving back and create a budget for their cookie profits to give back to those in need.

**Outcomes:**

- Girls develop confidence and financial literacy.
- Girls develop a sense of community and implement a take action plan to give back.

**Activities:**

- **If You Really Knew Me...** – Girls introduce themselves and get to know each other with this active game.
- **Cookie Concentration** – Girls develop product knowledge and test their skills with the Super Six concentration game.
- **5 Steps to Success** – Girls learn about the 5 skills developed through the Cookie Program and how those skills will help them throughout their lives.
- **Rotation 1, Money Manager, Activity I - Elf Grocery Shopping** - Girls take their elf doll shopping for healthy foods on a budget.
- **Rotation 1, Money Manager, Activity II – Elf Back to School Shopping** – Girls choose back to school items for their elf dolls. Girls learn about how to budget and how pooling their money and buying in bulk can increase savings.
- **Rotation 2, Meet My Customers, Activity I – Who Are Our Customers?** – Girls discover who to reach out to other than friends and relatives.
- **Rotation 2, Meet My Customers, Activity II – Customer Outreach** – Girls go out into the real world and practice talking to potential customers about the Cookie Program and its benefits to Girl Scouts and the community.
- **Rotation 2, Meet My Customers, Activity III – Money Handling and Making Change** – Girls practice money handling and making change to develop the confidence to handle money during the fast paced cookie season.
- **Rotation 2, Meet My Customers, Activity IV – Brownies Best Customer Relations** – Girls role-play to find answers to commonly asked customer questions.
- **Rotation 2, Meet My Customers, Activity V Brownies express gratitude by saying "Thank you".** - Girls write a Thank you note.
- **Rotation 3, Philanthropist, Activity I – What is Hunger and Homelessness?** - Girls are visited by a guest speaker who sheds light on the needs of their community and girls learn how they can make a difference.
- **Rotation 3, Philanthropist, Activity II – Fabulous Food Drive** – Girls develop a plan and implement a food drive to take action against hunger.
- **Rotation 4, Give Back, Activity I – Great Giving Goal!** – Girls set a give back goal and develop a plan to give back to their community.
- **Rotation 4, Give Back, Activity II – Brownies Give Back!** – Girls implement their take action plan and decide how and where to give back using their Cookie Program profits.

**Enhancements:**

Once you have completed this workshop, here are some fun things you can try with the skills you have learned:

- Teach Daisies how to talk to customers; help them with counting money and to figure out the cost of boxes of cookies, or help the Daisies make "Thank you notes".
- The Money Manager badge will give you the skills so that you can think of ways to save money toward something your family needs or wants or take a field trip with your Brownie Troop to a store and shop for your favorite meeting snack; find out how much it would cost to feed your troop.
- After you have learned how companies and organizations give back to their communities you and your Brownie friends can organize a "holiday gift donation program" in your community.

Topic	Action	Materials Needed
Check In / Welcome (5 min)	<p><b>Welcome the girls to the Brownies Take Charge of Cookies workshop and introduce yourself.</b></p> <ul style="list-style-type: none"> <li>• Troop Check In</li> <li>• Leader Introduction</li> <li>• Cover any housekeeping issues</li> <li>• Introduce the agenda for this workshop</li> <li>• Explain how the rotations will work (girls will be broken into 3 groups, each group will visit one rotation at a time).</li> </ul>	
Icebreaker (5 min)	<p><b>If You Really Knew Me...</b></p> <p>Girls play a fun interactive game to introduce themselves and get to know one another.</p> <ul style="list-style-type: none"> <li>• As one large group, pair girls. One girl is Girl A, the other is Girl B.</li> <li>• Make sure the girls understand what being an active listener means (sitting quietly, making eye contact, nodding their head).</li> <li>• Girl A is the first to be the active listener. She sits quietly while Girl B, for one minute, repeats this sentence: <b><i>"If you really knew me, you would know that..."</i></b> and then completes the sentence with personal facts such as: <ul style="list-style-type: none"> <li>- If you really knew me, you would know that I'm the youngest of 4 siblings</li> <li>- If you really knew me, you would know that my favorite food is pizza</li> <li>- If you really knew me, you would know that my favorite color is purple</li> <li>- If you really knew me, you would know that my dog's name is Ginger</li> <li>- If you really knew me, you would know that I take piano lessons and can play the guitar <ul style="list-style-type: none"> <li>• Each sentence should begin with <b><i>If you really knew me you would know that...</i></b></li> <li>• After 1 minute, the roles are reversed. Girl B is the active listener while Girl A repeats the <b><i>If you really knew me you would know that...</i></b> sentences.</li> </ul> </li> </ul> </li> </ul>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Name tags (optional)</li> </ul>
Cookie Game (5 min)	<p><b>Cookie Concentration</b></p> <p>Girls will learn the cookie names and match playful cookie characters in a game of concentration.</p> <ul style="list-style-type: none"> <li>• Girls should be set into 3 rotation groups.</li> <li>• Each group will be given a set of Cookie Concentration cards for each pair of girls in that group (if you have an odd number of girls, 3 girls can play together).</li> </ul>	<p><u>Advanced Prep</u></p> <p><u>Supplements at back of booklet</u></p> <ul style="list-style-type: none"> <li>▪ Print and cut out enough sets of cookie cards for each pair of girls.</li> <li>▪ Print one cookie flyer for each rotation group.</li> </ul> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Cookie Concentration Cards</li> <li>▪ Cookie Flyers (one for each rotation group)</li> </ul>

Topic	Action	Materials Needed
<p><b>Cookie Program</b>  <b>5 Skills Overview</b>  <b>(10 min)</b></p>	<ul style="list-style-type: none"> <li>• Ask the girls, “What do you know about Girl Scout cookies?”</li> <li>• Ask the girls, "What is your favorite Girl Scout cookie?"</li> <li>• Ask girls to name the Super Six cookies (if they need help, they can refer to the cookie flyer).  Have girls turn their cookie concentration cards face down on the table, one girl goes first and turns two cards over. If they match, she keeps the pair and goes again. If they do not match, she turns the cards back over and the next girl takes her turn.</li> <li>• Play continues until all cards are matched.</li> </ul> <p><b>5 Steps to Success</b>  Girls learn about how the Cookie Program helps them develop the 5 Skills they will need throughout their lives.</p> <ul style="list-style-type: none"> <li>• Let the girls know you’re going to talk about the 5 skills they will learn and develop through the cookie program.</li> </ul> <ul style="list-style-type: none"> <li>- The first skill is <b>Goal Setting</b>. Explain that goal setting is important because they learn that by setting goal can work to achieve them.</li> <li>- <b>Decision-Making</b> is something you do each day, what you will wear to school, have for breakfast who you play with at recess are all decisions.</li> <li>- The third skill is <b>Money Management</b>. How you spend and save money is important and it is terrific that you can begin to practice that now.</li> <li>- Skill number four is <b>People Skills</b>. How we treat those around us is something we all have to learn and develop. If you treat others with respect you will find they will treat you well too.</li> <li>- The last skill is <b>Business Ethics</b>. This is where you will practice being honest and responsible with every step of your cookie program The world needs ethical leaders just like you!</li> </ul> <ul style="list-style-type: none"> <li>• Ask one group of girls to report to rotation 1, one group of girls report to rotation 2, one group of girls report to rotation 3 and the last group of girls to report to rotation 4.  <b>NOTE: Rotation 2 takes place outside of the meeting area and should be done with the whole group together - either before or after the other rotations.</b></li> </ul>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Poster board and markers OR chalkboard and chalk OR whiteboard and expo pens</li> </ul>

Topic	Action	Materials Needed
<b>Rotation 1</b> <b>Activity I</b> <b>(10 min)</b>	<b>Money Manager –Step 2 – Elf Grocery Shopping</b> Girls understand the value of money and how to save. <ul style="list-style-type: none"> <li>Girls turn to their Money Manager booklet in their binder and choose 5 healthy foods (refer to groceries pages) for their Elf doll. Advise they have only \$30 to spend and their choices need to be healthy so the doll can grow up big and strong.</li> <li>Girls each count out \$30 from their elf money. Tell the girls they are going to go shopping for their healthy foods and price compare to find the best deals.</li> <li>Girls will look through grocery store ads and find the best deals on the healthy foods they chose.</li> <li>Girls total up the money spent and any savings left over. If there is money left over from the \$30, ask the girls what they'd like to do with their savings.</li> <li>Ask girls to move to the next activity</li> </ul>	<u>Advanced Prep</u> <ul style="list-style-type: none"> <li>Ask leaders to gather a large assortment of grocery store print ads</li> </ul> <u>Materials:</u> <ul style="list-style-type: none"> <li>Brownie Money Manager booklet</li> <li>Pens/Pencils</li> </ul> <u>Supplements at the back of booklet</u> <ul style="list-style-type: none"> <li>Brownie Elf Doll</li> <li>Brownie Elf Money</li> <li>Brownie Elf Groceries pages</li> </ul>
<b>Rotation</b> <b>Activity II</b> <b>(10 min)</b>	<b>Money Manager – Step 4 – Elf Back To School Shopping</b> Girls understand how to pool their money and split the cost of items resulting in greater savings. <ul style="list-style-type: none"> <li>Girls each count out \$15 from their elf money. They are going to go shopping for school supplies for their elf doll. This time, they need to pair up with another Brownie and pool their money (total of \$30) to get the supplies they need for school. Girls should pay close attention to money saving strategies like buying items in bulk that they can split/share.</li> <li>Girls work in pairs to create a list of items their dolls will need for the first day of school.</li> <li>Girls work in pairs and “shop” through ads from school supply stores (Target, Wal-Mart, Kohl's, 99c Store, Office Depot, Staples, etc.) to find the best deals on school supplies for their dolls.</li> <li>Ask girls if they saved money by buying in bulk?</li> <li>Ask girls if they have any extra money for something fun for their elf doll like colorful pen or pencil decoration?</li> <li>Ask girls to move in their group to the next rotation.</li> </ul>	<u>Advanced Prep</u> <ul style="list-style-type: none"> <li>Ask leaders to gather a large assortment of school supply ads</li> </ul> <u>Materials:</u> <ul style="list-style-type: none"> <li>Brownie Money Manager booklet</li> <li>Pens/Pencils</li> </ul> <u>Supplements at the back of booklet</u> <ul style="list-style-type: none"> <li>Brownie Elf Doll</li> <li>Brownie Elf Money</li> <li>Brownie Elf School Supply pages</li> </ul>

Topic	Action	Materials Needed
<b>Rotation 2 Activity I (5 min)</b>	<p><b>Meet My Customers – Step 1 – Who Are Our Customers?</b></p> <p>Girls understand who is a customer and where they can reach them.</p> <ul style="list-style-type: none"> <li>• Talk to the girls about what a customer is and where they might find customers other than their family, friends and neighbors.</li> <li>• Ask girls to think outside of the box – where do they go that their friends might not think of, such as dance, music, or a foreign language class. What about their church or maybe they have an older sibling in high school or college? What about their parent's co-workers?</li> <li>• Girls make a list of the people they would like to make their customers.</li> <li>• Ask girls to move to the next activity.</li> </ul>	<p><u>Advanced Prep</u></p> <ul style="list-style-type: none"> <li>▪ Rotation 2 requires leaders to take the girls on a public excursion. The whole group may go together, just plan for this time outside of your meeting space (roughly 30 minutes).</li> <li>▪ All four activities in Rotation 2 can be practiced as one large group outside of your meeting space.</li> </ul> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ One sheet of paper per girl</li> <li>▪ Pens/Pencils</li> </ul>
<b>Rotation 2 Activity II (10 min)</b>	<p><b>Meet My Customers – Step 2 – Customer Outreach</b></p> <p>Girls learn a foundation of how to talk to customers in person and tell customers about the kinds of cookies in the cookie program and how the cookie program helps Brownies do fun things and give back!</p> <ul style="list-style-type: none"> <li>• Review the cookie flyer with the girls and talk about each different cookie so the girls know how to talk about them. For instance:–</li> <li>- What makes Tagalongs irresistible?</li> <li>- What is the occasion for adding Savannah Smiles?</li> <li>- Which cookie sells out the quickest?</li> <li>- What is the most popular cookie in this group of Brownies?</li> <li>- Did they know that Thin Mints are even more delicious if you put them in the freezer for a while?</li> <li>- See who can name the Super Six (Thin Mints, Samoas, Trefoils, Tagalongs, Do-si-dos, and Savannah Smiles).</li> <li>- See who can name the latest addition to our cookie program - <b>S'mores</b>.</li> <li>- See if any girl can tell you what 'gluten free' means, explain what gluten free is to the girls. Explain that gluten is found in food such as bread, pasta, cereals, flour, cakes and biscuits and that some people are allergic to gluten; in form them that Girl Scouts has a gluten free cookie. Can they name the Cookie? <b>"Toffee-tastic"</b></li> <li>• Once girls have a foundation for how to talk to customers, leaders can take girls on a</li> </ul>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Cookie Flyer for each girl</li> </ul>

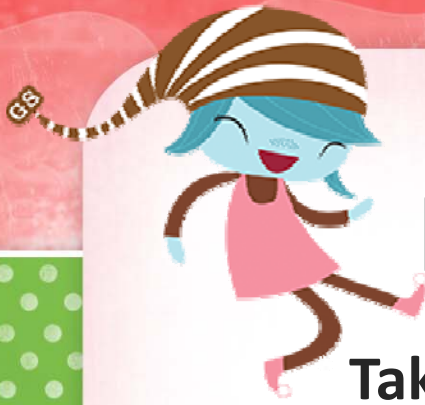
Topic	Action	Materials Needed
<p><b>Rotation 2 Activity III (5 minutes)</b></p>	<p>field trip to a local mall or grocery store and have the girls (supervised closely) talk to potential customers and discuss the cookie program to gain confidence in customer relations. They are not selling cookies yet. Just practicing interaction. (This is an activity they can plan for later.)</p> <ul style="list-style-type: none"> <li>• Ask girls to move to the next activity.</li> </ul> <p><b>Meet My Customers – Step 3 – Money Handling and Making Change</b></p> <p>Girls practice this important transaction skill.</p> <ul style="list-style-type: none"> <li>• Ask girls if they know how much a box of cookies will sell for this year? Advise that this year the cookies are priced at \$5/box and \$6/box for the</li> <li>• Toffee-tastic and S'mores.</li> </ul> <p>With their elf money, girls take turns in pairs being the customer and the Brownie and practice various money exchanges such as:</p> <ul style="list-style-type: none"> <li>- "Customer" hands Brownie \$5 for one box (no change)</li> <li>- "Customer" hands Brownie \$20 for four boxes (no change)</li> <li>- "Customer" hands Brownie \$6 for 1 box at \$6 (no change)</li> <li>- "Customer" hands Brownie \$20 for 3 boxes at \$6 each. (\$2 change)</li> </ul> <ul style="list-style-type: none"> <li>• Have the girls change roles so each can have a turn being the customer and the Brownie.</li> <li>• Ask girls to move to the next rotation</li> </ul> <p><b>• Meet My Customers – Step 4 – Brownies Best Customer Relations</b></p> <p>Girls practice how to interact with customers when they have questions or compliments.</p> <ul style="list-style-type: none"> <li>• Ask girls if they have ever sold cookies before? If so, ask the experienced girls to try and remember any instance where a customer asked them something they were unsure how to answer. How did they handle it?</li> </ul> <p>Ask girls to think about what they would say or do in the following scenarios. Girls divide into pairs and act out these scenarios with one girl as the customer and the other girl as the Brownie. Girls will switch roles as you move from one scenario to the next.</p> <ul style="list-style-type: none"> <li>- Scenario 1: The customer isn't sure which cookies to buy.</li> <li>- Scenario 2: The customer says she used to be a Girl Scout and sold cookies too.</li> </ul>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Brownie Elf Money</li> </ul>
<p><b>Rotation 2 Activity IV (5 minutes)</b></p>		<ul style="list-style-type: none"> <li>• Leaders be prepared with suggestions of how the girls can interact with their customers.</li> <li>-What kind of flavors does the customer like</li> <li>-What was it like when the customer was a Girl Scout?</li> <li>-Gift of Caring offers our Military and Food Banks cookies for those in need</li> </ul>



Topic	Action	Materials Needed
<p><b>Rotation 3 Activity I (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>- Scenario 3: The customer says she loves cookies but she's allergic to gluten. They can be excited to offer our gluten free "Toffee-tastic".</li> <li>- Scenario 4: The customer says she loves camping. Girls can recommend the S'mores cookie.</li> <li>- Scenario 5: The customer wants to buy more cookies later what can she do? help the girls with options.</li> <li>- Scenario 6: Customer is on a diet; offer them the Gift of Caring.</li> <li>- Scenario 7: The customer doesn't have cash, only Credit cards.</li> </ul> <p><b>Meet My Customers – Step 5 –Girl Scouts always find a way to say “Thank you” to their Customer.</b></p> <ul style="list-style-type: none"> <li>- They can make thank you notes on the computer at home and attach them to your cookies, with your parent's or Leader's phone # so that if the customer would like to order more cookies they can contact your parent or Leader for more delicious cookies.</li> <li>• Ask girls to move to the next rotation.</li> </ul> <p><b>Philanthropist – Step 2 – What is Hunger and Homelessness?</b></p> <p>Girls understand that many people don't have enough to eat and find ways to help solve that problem</p> <ul style="list-style-type: none"> <li>• Have the girls deposit their canned /non-perishable goods in a box.</li> <li>• Advise the girls they will be hearing from someone doing important things for their hungry and homeless community, but first, you want to find out what they know about hunger and homelessness.</li> <li>• Pass out Kids Guide to Hunger and Homelessness pages to each girl. Start with page 2: What Do You Know? And ask the girls the questions on that page – the correct answers are:</li> </ul> <ul style="list-style-type: none"> <li>- How many people in the world go to bed hungry every night? Answer: 800 million.</li> <li>- What are the major reasons people become homeless? Answer: all of those reasons</li> <li>- How many people in the world do you think live on less than \$2/day? Answer: Half the world's population or 3 billion people.</li> <li>• Ask your guest speaker to share with the girls what is happening in their community and how they can help (about 5 minutes). Ask the speaker to share about donations that can be made other than canned food. What else do hungry people need?</li> <li>• Thank your speaker.</li> <li>• Ask the girls to move to the next activity</li> </ul>	<p><u>Advanced Prep</u></p> <ul style="list-style-type: none"> <li>▪ Leaders should have paper, stickers, colored pencils for girls to practice making a mock "Thank you" note.</li> </ul> <p><u>Advanced Prep</u></p> <ul style="list-style-type: none"> <li>▪ Leaders should contact a local food pantry or homeless organization and arrange for a guest speaker to come and share with the girls about why people are hungry and how they can help.</li> <li>▪ Leaders should ask girls at least one week ahead of this meeting to bring non-perishable and/or canned goods with them to this class.</li> <li>▪ Print enough Kids Guide to Hunger &amp; Homelessness pages for each girl and Hunger in Los Angeles County - "# Hunger Facts"</li> </ul> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Supplements at the back of the booklet: Kids Guide to Hunger and the Homeless pages 2, 7, 33 and Hunger in Los Angeles County - "# Hunger Facts"</li> </ul>

Topic	Action	Materials Needed
<b>Rotation 3 Activity II (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Thank your speaker.</li> <li>• Ask the girls to move to the next activity.</li> </ul> <p><b>Philanthropist - Step 5 - Fabulous Food Drive</b> Girls organize a food drive and think about ways to take action and help in their community.</p> <ul style="list-style-type: none"> <li>• Ask girls to think about what was discussed in the last activity as a group ask the girls to come up with a plan for a food drive. Have girls complete page 33 together. Walk them through each step.</li> <li>• Next, using "Your Turn", Supplement - Page 7, write out your steps. Girls Scouts enjoy making plans to help others. Now that you made the plan you can put it into "ACTION".</li> <li>- Preparation – what would need to be done to prepare for a food drive? (designing flyers, making announcements, setting a place, date &amp; time for the event)</li> <li>- Action – what action would need to be taken to organize a food drive? (secure location, make sure there's a pantry or church to accept the donation, distribute flyers, buy their own food for donation)</li> <li>• Reflection – what would the people who donate learn? What would the people who receive the food learn?</li> <li>• Demonstration – how can the Brownies organize a food drive? When would they like to have it?</li> <li>• Girls will need to follow through and organize this food donation to earn their badge. Make sure to set a reasonable date to get this accomplished.</li> <li>• Ask girls to move to the next rotation.</li> </ul>	<p><u>Materials</u></p> <ul style="list-style-type: none"> <li>▪ Supplements at the back of the booklet: Kids Guide to Hunger and the Homeless pages 2, 7, 33 and Hunger in Los Angeles County - "# Hunger Facts"</li> </ul>
<b>Rotation 4 Activity I (10 minutes)</b>	<p><b>Give Back – Step 2 – Great Giving Goal</b> Girls decide how to give back to their community.</p> <ul style="list-style-type: none"> <li>• Tell the girls there are a couple of ways they can give back with their Cookie Program. They can either: <ul style="list-style-type: none"> <li>- Set a monetary goal to give money to an organization that helps needy people –OR–</li> <li>- Help by giving boxes of cookies to those in need.</li> </ul> </li> <li>• If girls choose to donate money, they need to set a goal for the number of boxes they will need to sell to reach that goal.</li> <li>• If girls choose to donate cookies, ask them to make</li> </ul>	<p><u>Materials</u></p> <ul style="list-style-type: none"> <li>▪ Paper</li> <li>▪ Pencils</li> <li>▪ Pens</li> </ul>

Topic	Action	Materials Needed
<b>Rotation 4</b> <b>Activity II</b> <b>(5 minutes)</b>	<p>a list of people who would love cookies that can't afford them, such as soldiers, senior citizens or people who can't afford cookies. The girls should participate in GOC (GSLA Gift of Caring).</p> <ul style="list-style-type: none"> <li>Ask girls to move to the next activity.</li> </ul> <p><b>Give Back – Step 4 – Brownies Give Back!</b>  Girls use their budgets from the previous activity to plan their giving plan of action!</p> <ul style="list-style-type: none"> <li>Girls who have planned to give back monetarily decide where they would like to donate money-homeless shelter, food pantry, community outreach center. Write down the girls plan.</li> <li>Girls who have planned to give back with cookies plan how to execute their donations. Will they ask customers to buy extra boxes for donation? Where will they donate the cookies? Can they donate in person or will they have to send them and write cards to the recipients?  Girls should leave this rotation with a clear plan of what they are going to do with their Cookie Program proceeds to give back.</li> </ul>	<p><u>Materials</u></p> <ul style="list-style-type: none"> <li>Paper</li> <li>Pencil</li> <li>Pens</li> </ul>
<b>Wrap Up &amp; Reflection</b> <b>(5 minutes)</b>	<p><b>Thank the girls for their active participation today and review the badge work that was covered in this program.</b></p> <ul style="list-style-type: none"> <li>Distribute an information handout that explains to parents &amp; leaders how each activity relates to cookie program goals and outcomes.</li> </ul>	<p><u>Advanced Prep:</u></p> <ul style="list-style-type: none"> <li>Print enough badge work handouts for each Brownie</li> <li>Print enough activity handouts for each parent and leaders/volunteers.</li> </ul>
<b>Closing</b> <b>(5 minutes)</b>	<p><b>Encourage the girls to keep working on their badges. They've done a lot of work today and they're really close to finishing their badges!</b></p> <ul style="list-style-type: none"> <li>Ask girls to help clean up the room. Then gather in a Brownie Friendship Circle. Ask them to join hands with their right hand over left.</li> <li>This is their friendship circle "Closing Ceremony". Once they are quiet you start the ceremony by squeezing the hand of the Girl Scout on your left and it continues until the squeeze travels all the way around the circle.</li> <li>Thank parents for their participation.</li> </ul>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Badge work handout</li> <li>Activity handout</li> </ul>



# Brownies

## Take Charge of Cookies!

Thank you for your child's participation in today's workshop.

Your Brownie's badge work today satisfied the following elements of their Brownie badges:

### Money Manager

- Step 2 – Girls shopped with their elf doll for healthy foods on a budget.
- Step 4 – Girls pooled their money to shop for back to school items with their elf dolls and save money with bulk buying.

### Meet My Customers

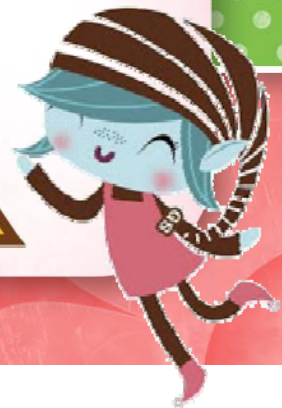
- Step 1 – Girls discover who to reach out to for the cookie program.
- Step 2 – Girls met some customers and talked about the cookie program.
- Step 3 – Girls practiced handling money and making change.
- Step 4 – Girls practiced answering customer's potential questions.
- Step 5 – Girls practice making a Thank you note for their customer.

### Philanthropist

- Step 2 – Girls listened to a guest speaker from a local food pantry and learned how to help end hunger.
- Step 5 – Girls developed a plan to organize a food drive and take action.

### Give Back

- Step 2 – Girls set a give back goal.
- Step 4 – Girls decide how to give back using their cookie program profits.



Tagalongs



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Tagalongs



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Samoas



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Samoas



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Peanut Butter Pals



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Peanut Butter Pals



Thin Mints Character is a trademark of Kellogg NA Co.

Thin Mints



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Thin Mints



Do-si-dos



Do-si-dos

Trefoils



Trefoils





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savannah  
smiles™



Tobbee-Tastic!



Tobbee-Tastic!



I Love  
Chocolate



I Love  
Chocolate

COOKIE  
CLUB  
FOR GOAL-GETTERS ONLY!

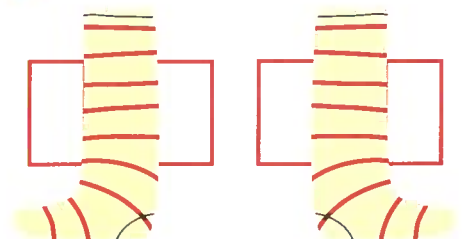
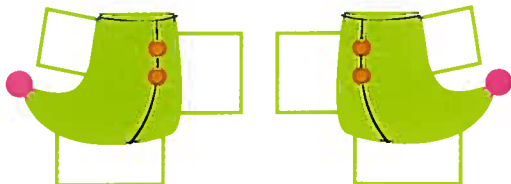
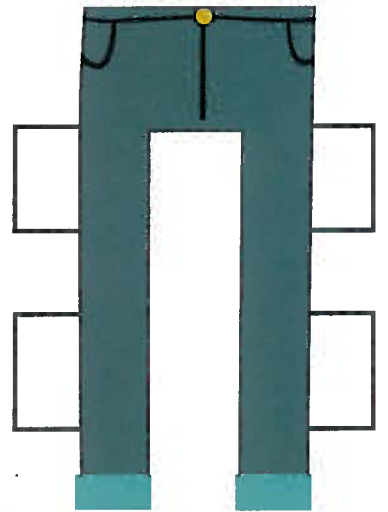


COOKIE  
CLUB  
FOR GOAL-GETTERS ONLY!



# Your Elf Paper Doll

Money Manager badge









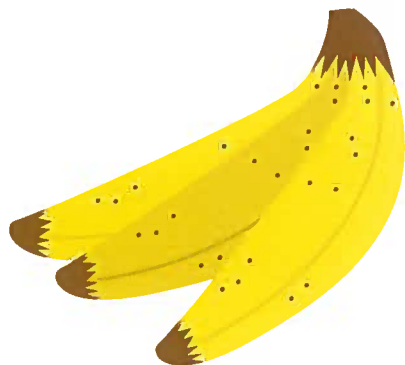
Pound of  
cheese: \$4



Peanut  
butter: \$3



Strawberry  
jam: \$3



Three bananas: \$1



Two oranges: \$1



Spaghetti sauce: \$2



Two tomatoes: \$2



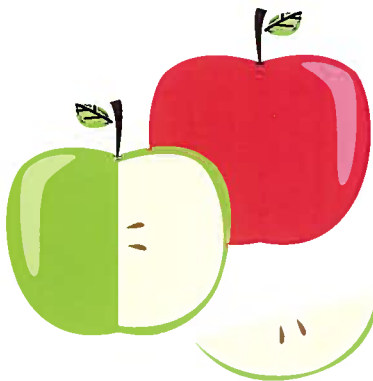
Head of  
lettuce: \$2



Bunch of  
carrots: \$1



Loaf of  
bread: \$3



Two apples: \$1



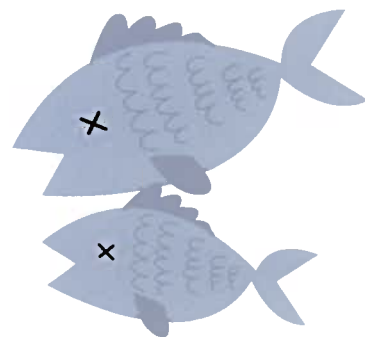
Head of  
broccoli: \$2



Milk : \$2



Orange juice: \$3



Fish sticks: \$4



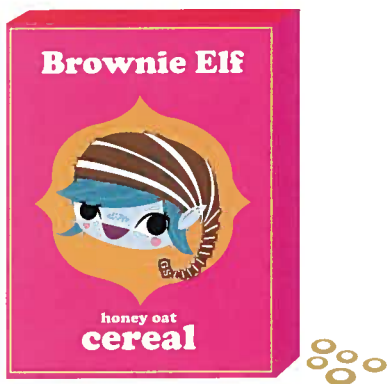
Elf-aroni : \$2



Package of cookies: \$4



Soup: \$1



Elf cereal: \$3



Carton of  
eggs: \$2



Package of  
chicken: \$5



Pet food: \$10



Ice cream cone: \$3



Can of baked  
beans: \$2



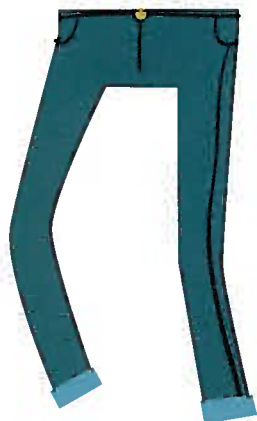
Elf hat: \$5



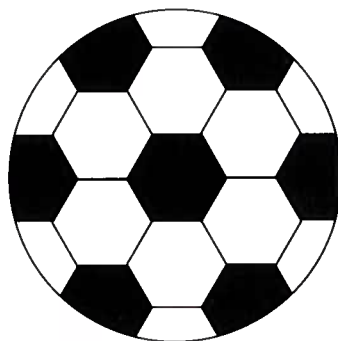
Doll: \$10



Elf bracelet: \$10



Elf jeans: \$8



Soccer ball: \$10



Elf tights: \$3



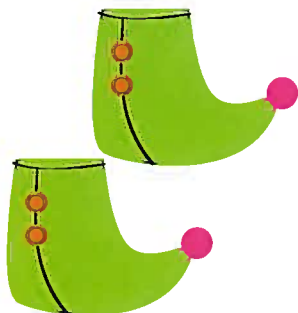
Elf sweater: \$8



Elf shirt: \$5



Elf dress: \$10



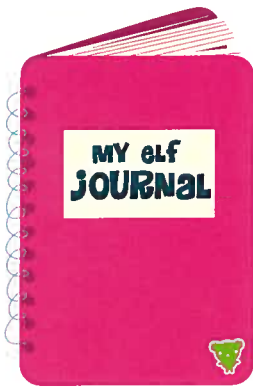
Elf boots: \$10



Present for  
friend: \$10



Sneakers: \$15



Notebook: \$2



Pencils and  
fun erasers: \$3



Sparkly pen: \$3



Backpack: \$10



Stickers: \$2



Violin lesson: \$10



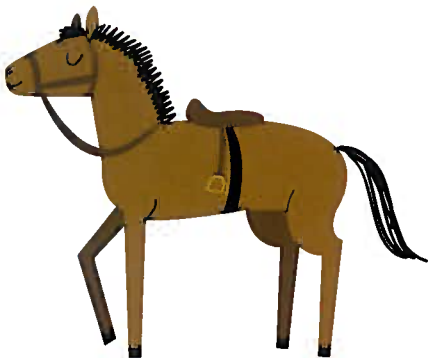
Movie popcorn  
and soda: \$8



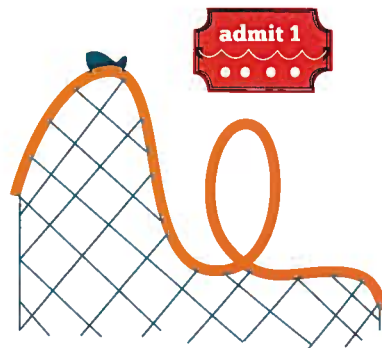
Dance lesson: \$10



Movie ticket: \$5



Horseback riding  
lesson: \$10



Roller coaster  
ticket: \$5



Amusement  
park snacks: \$5





Your Elf Money  
Money Manager badge







Your Elf Money  
Money Manager badge



# HUNGER

## IN LOS ANGELES COUNTY

# H U N G E R F A C T S

THE FOOD BANK SERVES  
**280,500**

INDIVIDUALS  
MONTHLY

THE FOOD BANK REACHES  
**7.1** MILLION

INDIVIDUALS ANNUALLY

### HUNGER IMPACTS

**1 IN 6 PEOPLE**

**16%** OF THE COUNTY'S POPULATION

(Equivalent to the total population of the San Fernando Valley)

### AGE

**12%**

of clients served are seniors age 65 or older

**24%**

of clients served are children under the age of 18



### HEALTH



**31%**

of households have a member with diabetes



**52%**

of households have a member with high blood pressure



**32%**

of households lack health insurance of any kind (including Medicaid)

**92%**

of client households are residing in **NON-TEMPORARY HOUSING**

### HOUSING



**9%**

of households do not have a stove or hot plate for cooking



**13%**

do not have access to a place to preserve fresh food, such as a refrigerator

### HOUSEHOLD SIZE

**26%** 1 member

**38%** 2 to 3 members



**31%** 4 to 6 members

**5%** More than 6 members

### POVERTY

**66%**

of client households in Los Angeles County fall at or below **100% OF THE FEDERAL POVERTY LEVEL**

**49%**

of client households have incomes of **\$10,000 OR LESS PER YEAR**



### DIFFICULT CHOICES

**76%**

of households incorporate charitable food assistance into their monthly food budgets

**EVERY MONTH**

L.A. households make choices between paying for food and: ➔

**63%** utilities

**62%** transportation

**55%** medicine & medical care

**56%** housing

**37%** education expenses

**59%**

of client households in L.A. report at least one employed person at some point in the last year

**14%**

currently have at least one adult household member in school, either full or part time

**5%**

of client households have at least one member currently serving in the military

**39%**

of individuals had attained a high school degree or General Equivalency Diplomacy (GED)

**25%**

of individuals have a post-high school education

### EMPLOYMENT

### AGENCIES RELY HEAVILY ON THE FOOD BANK

THE FOOD BANK PROVIDES NEARLY

**70%**

of all food distributed by its partner agencies' food programs



**43%**

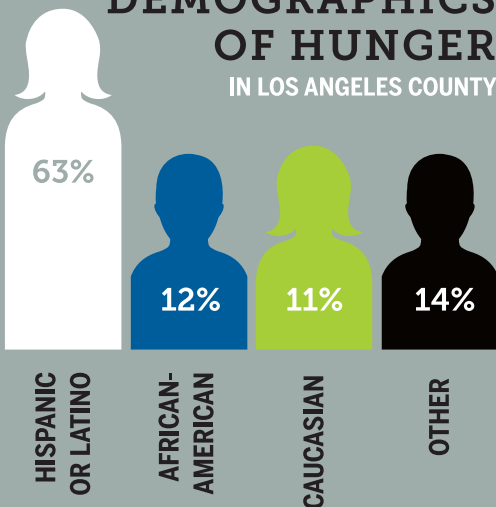
of L.A. County-based agencies reported the necessity of reductions – **CUTTING HOURS OF OPERATION, LAYING OFF STAFF AND/OR LIMITING SERVICE AREA**

**85%**

of programs reported that no longer receiving food from the Food Bank **WOULD HAVE A MAJOR EFFECT ON THEIR PROGRAMS**

### DEMOGRAPHICS OF HUNGER

IN LOS ANGELES COUNTY



### MOST-DESIRED PRODUCTS



**51%**

Fresh fruits & vegetables



Meats

**49%**



**40%**

Dairy products such as milk, cheese or yogurt

# What Do You Know?

How many people in the world do you think go to bed hungry every night?

- ☐ 100,000      ☐ 5,000,000      ☐ 800,000,000

What do you think are the major reasons people become homeless today? Check all that you think are important.

- ☐ Unemployment      ☐ Low wages  
☐ Natural disasters      ☐ Family problems  
☐ Rising housing costs      ☐ Illness  
☐ Too many people

How many people in the world do you think live on less than \$2 a day?

- ☐ 15% of the global population—about 900 million people  
☐ 25% of the global population—about 1.5 billion people  
☐ 50% of the global population—about 3 billion people

What do these questions about hunger and homelessness have to do with you? *Everything*. These issues affect people in your world every day, including people in your community and maybe even in your neighborhood or in your school. What do hunger and homelessness mean? How can you become involved in helping others? That's what this book is about: ways to use what you learn to make a meaningful contribution to your world. To serve through service learning.



"Every individual matters. Every individual has a role to play. Every individual makes a difference. And we have a choice: What sort of difference do we want to make?"  
—Jane Goodall, biologist



## YOUR TURN

### What Is Missing?

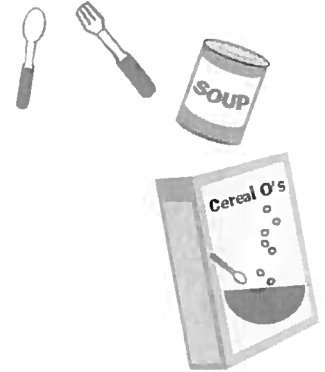
A school has an annual food drive. Every day for a week, students hear an announcement asking everyone to bring in cans of food and put them in the box by the office. Someone in the office delivers the boxes to an agency after volunteers spend time removing cans without labels or ones that are too old to donate. Many of the food items are not what is needed. What is missing from this service plan? With a partner, describe what a food drive would look like that includes:

### PREPARATION:

### ACTION:

### REFLECTION:

### DEMONSTRATION:



### Competition as Service?

In some schools, the class that brings in the most cans for the food drive wins a prize, like a pizza party. This can lead students to care more about winning than helping. How could kids in a school *collaborate*—work together—rather than compete, to hold the best food drive ever? Add ideas for *collaboration* to the food drive plan you and your partner developed.



# Taking Action

This is your tool to begin making plans for action. (If you are in a large group, work together in small groups on this task.) Start by selecting the community you want to help. Your school? Your neighborhood? The whole country? People around the globe? Then, go to Step 1.

**Step 1: Think about the needs in your community involving hunger and homelessness. Make a list.**

**Step 2: Identify what you already know. Select one community need from your list:**

- What is the cause?
- Who is helping?

**Step 3: Find out more.**

- What else do we want to know about this community need and the ways we can help?
- How can we find out what we want to know?

**Step 4: Plan for action.**

- To help our community, we will:
- To make this happen, we will take on these responsibilities:

Who	will do what	by when?	Resources needed

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girls do great things!

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Hydrogenated  
Oils



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#### SAMOAS®

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#### TREFOILS®

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#### DO-SI-DOS®

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#### SAVANNAH SMILES®

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• Two Nut-Free Varieties

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