Ask someone what they know about Girl Scouts, and the first thing they shout out is “Cookies!” What most people don’t realize, though, is that selling Girl Scouts cookies teaches girls how to be successful. Through the Girl Scout Cookie Program girls gain experience in goal setting, decision making, money management, people skills, and business ethics. These are all skills a girl can apply to anything she does. She learns to become a leader when she takes what she knows and asks a customer to buy her cookies.

The Girl Scout Cookie Program is the largest girl-led business and entrepreneurship program in the world. Girls are given the opportunity to both earn and learn—they earn funds to support their Girl Scout activities, and they learn key skills that will help them in future business and life.

**The Five Skills**

**Goal Setting**: Girls set cookie sales goals and create a plan to reach them. This matters because girls develop the ability to think ahead, meet deadlines, and create plans for other things like school projects, applying for college, etc.

**Decision Making**: Girls decide how to market their sale and what to do with the earnings. This matters because making informed decisions—both small and large—teaches a girl critical thinking and problem solving.

**Money Management**: Girls develop a budget, take cookie orders, and handle customers’ money. This matters because it helps girls gain an understanding of money’s value and provides real-world application of mathematics principles.

**People Skills**: Girls learn to talk (and listen!) to all kinds of people, accept rejection graciously, and learn to work as a team. This matters because most life experiences—and jobs!—require some sort of interaction with other people.

**Business Ethics**: Girls act honestly and responsibly during every step of the cookie sale. This matters because a sense of personal integrity poises a girl for success in anything she chooses to do.

With the Girl Scout Cookie Program behind them, girls will:
- Learn the importance of earning money to support herself
- Bring the values of honesty and responsibility to her chosen career
- Have the skills to run her own business—and persuade an investor to back her
- Be able to influence others in her work and community
- Know how to use her talents and resources to make the world a better place—today and for the rest of her life!
Day 1: Introducing Girl Scouting and the Cookies

Objectives:
- Meet the facilitators and each other
- Understand Girl Scout traditions and WAGGGS
- Understand cookies are just one part of GSLE
- Identify the different cookies
- Set stage for following 4 sessions

Arrival Activity
Name Tags: pre-set name tag supplies, so girls can make name tag “necklaces” that they’ll wear all five weeks. Once the girls have decorated their name cards, laminate the card with contact paper, then return to the girl to punch holes in top two corners and attach yarn to complete her necklace.

Opening
Take attendance. Going forward, this can become a kaper along with distributing name tags and any program supplies.

Introduce facilitators, explain that everyone in the room has become a member of Girl Scouts, and will be participating in Girl Scout activities for the next 4 sessions, including selling cookies! Girl Scouts is an organization founded over 100 years ago to provide a place for girls to have fun, try new things, and explore the world around them. Explain that Girl Scouts started out in the United States, but has grown to include 10 million girls across 145 countries. Sometimes members are called Girl Scouts, sometimes they are called Girl Guides. Collectively they form a group called WAGGGS (World Association of Girl Guides and Girl Scouts).

Ask each girl to introduce herself to the group. Play one or more name game ice breaker.

Program Activities
Explain that as a 100-year-old organization, Girl Scouting has a lot of traditions that every member knows about. Ask if anyone knows what some of these traditions are (camping, cookies, uniforms, crafts, SWAPS, badges, service, etc.) and explain a few besides selling cookies. Girl Scouts do loads of fun things, and sell cookies to earn money to pay for them.

Introduce Girl Scout Quiet Sign; explain its meaning and importance. Practice, briefly.

Introduce Flag Ceremony; explain that almost all Girl Scout events begin with a flag ceremony.
- Every ceremony has a color guard. The girl who carries the flag is the “flag bearer,” the girls that stand beside the flag are the “guards,” and the girl that reads the directions is the “caller.”
- For the first week, ask for four volunteers to be in the color guard. Going forward, these roles either become kapers, or you just ensure that every girl gets a turn.
- Introduce the Girl Scout Promise and Law, explaining their significance and reading through them with the girls. Ask if anyone has any questions, or if there are any parts that anyone especially likes and why.
- Hold a flag ceremony.

Explain that Girl Scouts helps girls become leaders in their communities by teaching them useful skills to use in their everyday lives. Over the next few weeks we’ll learn all the skills necessary to set up a successful business selling Girl Scout Cookies.
- Ask girls if they know what skills they’ll need to hold a successful cookie sale. Look for answers surrounding The Five Skills. Ask if they can think of other points in life when these skills are useful.

Explain that the first step to developing a successful business is having a good understanding of the product they’re selling.
- Ask if anyone has ever had a Girl Scout Cookie, and if they already know the different kinds.
- Introduce all the cookies by displaying the boxes and pictures of the cookies themselves. Describe each cookie’s flavor and individual characteristics (note which have nuts, chocolate, gluten-free, etc.)
Day 1: Introducing Girl Scouting and the Cookies, continued

Objectives:
• Meet the facilitators and each other
• Understand Girl Scout traditions and WAGGGS
• Understand cookies are just one part of GSLE
• Identify the different cookies
• Set stage for following 4 sessions

Play two cookie ID games

1. Cookie Concentration
   • Mix up the cards and place them face down in a grid pattern on the table or floor.
   • The first girl turns over two cards of her choice.
   • If they match, she keeps these two cards and takes another turn.
   • Cards will either match by picture or by characteristics (IE: a picture of a Tagalong, and a card that says “contains nuts” match, as do two pictures of Tagalongs).
   • If they do not match, she turns them face down and the next player goes.
   • The girls with the most cards wins the game.
   • Large groups should either play with multiple decks, break into groups of four to play individual rounds, or form teams.

2. Who Am I?
   • Have the girls sit in a circle. Walk around the circle, and tape a picture of one cookie to each girl’s back. It’s OK to repeat cookie varieties in large groups.
   • Girls then stand up and walk around the room to see what’s taped to each other’s back. Each girl must discover which cookie is on her back by asking questions of her friends.
     • Girls may only ask “yes” or “no” questions. (Is my box purple? Am I mint flavored?)
     • Girls may only ask one question of each person.
   • After she receives the answer to a question, she can make one guess to name the cookie on her back. If she is correct, her friend removes the cookie and hands it to her. If she is incorrect, then she may ask another no question of another friend.
   • Continue playing until every girl has guessed her cookie variety.

Closing
• Discuss any business regarding sale prep, cookie distribution for delivery, confirming details regarding cookie booth, additional orders, date of incentive dispersal/final event, etc.

• Explain that Girl Scouts always leave a place cleaner than they found it. Have everyone participate in cleaning up and packing away reusable supplies.

• Gather everyone together into a circle. Explain that the friendship circle is another tradition of Girl Scouts. Have the girls join hands with arms crossed right over left. Explain and complete the friendship circle wish, squeeze and twist. (You may exclude the wish portion if you are running short on time.)

The closing is a critical part of a Girl Scout meeting, as it introduces routine and adds structure. Girls have the opportunity to gather together as a group one last time and say goodbye to their friends. It is time to reflect on what they’ve learned today or to remember what they need to do for the next meeting. It is an opportunity to praise girls’ work, and to share your observations on how they are making the meetings “theirs” with their decisions and plans.

Let everyone know that the meeting isn’t over—and the girls can’t go—until after the closing ceremony. That said, it is your responsibility to make sure the meeting ends on time and that adults aren’t kept waiting.
Girl Scout Flag Ceremony

- Girl Scouts, attention.
  - Everyone stands up and gets quiet.

- Color Guard, fall out.
  - **What Color Guard does:** The Color Guard goes to where the flags are. The Color Guard salutes the American flag and picks it up.

- Color Guard, advance.
  - **What Color Guard does:** Color Guard goes to the area chosen for the flag to be positioned, everyone else stands at attention. The Color Guard stands silently. They do not salute the flag. All others salute.

- Girl Scouts, the flag of your country, pledge allegiance.
  
  I pledge allegiance to the flag of the United States of America,

  and to the republic for which it stands. One nation, under God, indivisible,

  With liberty and justice for all.

  - **What Color Guard does:** Stands silently, at attention. Everyone else recites the Pledge.

- The Girl Scout Promise and Law.
  
  On my honor, I will try to serve God and my country, to help people at all times and to live by the Girl Scout Law. I will do my best to be honest and fair, friendly and helpful, considerate and caring, courageous and strong and responsible for what I say and do. And to respect myself and others, respect authority, use resources wisely, make the world a better place, and be a sister to every Girl Scout.

  - **What Color Guard does:** Stands silently, at attention. Everyone else recites the Promise and Law.

- Color Guard, retire the colors.
  - **What Color Guard does:** The Color Guard returns the flag to its storage place.

- Girl Scouts, dismissed.
Girl Scout Promise

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

Girl Scout Law

I will do my best to be
Honest and fair,
Friendly and helpful,
Considerate and caring,
Courageous and strong, and
Responsible for what I say and do,
And to
Respect myself and others,
Respect authority,
Use resources wisely,
Make the world a better place,
And be a sister to every Girl Scout.
This cookie is a peanut butter sandwich

This cookie is minty & chocolaty

This cookie is simply shortbread

This cookie has chocolate & peanut butter

This cookie has coconut, caramel, & chocolate

This cookie is lemony fresh

This cookie has marshmallow and chocolate

This cookie is gluten-free
Day 2: Goal Setting and Decision Making

Objectives:
- Understand cookie selling incentives
- Brainstorm uses for cookie sale proceeds
- Set cookie selling goals for team
- Create marketing tools

Opening
Take attendance. Distribute name tags. Hold a flag ceremony.

Program Activities
Say something like: Last time we learned about the cookies themselves. Now that we know what we'll be selling, let's strategize about how to sell it. Ask: what are different ways that we can sell Girl Scout cookies? (look for answers about taking orders, booth sales, etc.)

- The first step in the cookie sale is to take orders; explain how the order card works, when they can start taking orders, and when they have to submit them.
  - Sometimes customers may not want to buy cookies for themselves. Through the Gift of Caring program, customers can purchase Girl Scout cookies and send them to Soldiers overseas through GSHNJ's partnership with Operation Jersey Cares. Any customer that would like to buy a box of cookies for GOC would simply write the number of boxes in the GOC column on the order card and pay as usual.
- Digital Order Card on GSUSA's Digital Cookie website is a way for girls to sell cookies online. Girls (with their parent's help!) can use Digital Cookie to practice the five skills, play games, and create a personalized online store. They can use this online store to sell to friends and family near and far! Girls who sell at least 12 boxes online earn the Cookie Techie patch!
- The Goal Getter period is when girls continue to make cookie sales without taking orders first; they can have the boxes in hand to sell directly. Goal Getter patches are available for sale in the GSHNJ retail shops!
- A walkabout is when you decorate a wagon, car, basket, etc. and walk about town selling cookies. Girls can go on a walkabout individually (with a chaperone!), in small groups, or as a whole troop; if they do a walkabout and post a picture of it on GSHNJ's Facebook page, they qualify for a walkabout patch! GSHNJ's walkabout week is March 26—April 1, 2017.
- Booth Sales are a great opportunity to boost sales as a whole troop. Get permission to set up a cookie booth outside of a local business (the busier the business the better!) and sell directly to passersby. Plan to be there for several hours, and see just how many cases of cookies you can sell!
  - GSUSA is holding a Bling Your Booth contest on Facebook this year. Bling out your booth, post a photo on Facebook (tag GSHNJ and GSUSA), and get as many people as you can to “like” it. The troop’s photo with the most “likes” nationally wins $250, and the troop’s photo with the most “likes” in GSHNJ gets a special patch.

Ask the girls why we sell Girl Scout Cookies. Look for answers about earning money.

Ask the girls why we would want to earn money. Look for answers about paying for other activities. Also note that some of the money from selling cookies goes back to the council to help run camps and other programs. If it didn't come up, point out to the girls that cookie money can also be used to help make the world a better place. The great news is THEY get to decide what they will do with their money.

In our families, adults work to earn money that the family uses to buy the things they need and want.
- Ask what types of things people need to live. Look for answers like food, water, clothing, shelter. Ask why we need them.
- Ask if they can think of things that you don’t need, but still want. Discuss the differences between wants and needs. Have the girls complete the “Wants vs. Needs” activity sheet. Use this as a springboard for a conversation about using cookie sale proceeds to help others. Solicit ideas for service opportunities.
Day 2: Goal Setting and Decision Making, continued

Objectives:
- Understand cookie selling incentives
- Brainstorm uses for cookie sale proceeds
- Set cookie selling goals for team
- Create marketing tools

Say something like: During our cookie sale we will be earning money that we can use however we wish. At the beginning of the meeting we promised to make the world a better place, but we also know that Girl Scouts like to have fun! Let’s decide how we’re going to use the proceeds from our cookie sale.

- Set up two cups in the middle of the table. One has a label that says “Let’s Have Fun,” and one has a label that says “Make the World a Better Place.” Pass out two slips of paper to every girl. Every girl writes a suggestion for what to do with their cookie proceeds on each slip of paper and drops it in the coordinating cup.

- While they are writing their slips, pass out six cookie cutouts to each girl. Once the cups are full, read the suggestions and lay them out on the table (put duplicates together). Ensure that the suggestions are realistic and attainable. Talk about any that aren’t and either modify or omit them.

- Explain that the girls will use their cutouts to vote for their favorite suggestions—they may cast their votes however they choose as long as they use three for “fun” suggestions and three for “better place” suggestions.

- If there are no clear winners after the first round of voting, clear away the suggestions that had the lowest number of votes, return the cutouts to each girl, and do another round. Repeat until you have one “Let’s Have Fun” goal and one “Make the World a Better Place” goal.

Say something like: Now that we’ve determined what we’re going to do with our proceeds, we need to determine how much money we need to earn, and how many boxes we have to sell.

- Help the girls complete the “Goal Setting” activity sheet.
  - Explain how much a box sells for ($4; $5 for Toffee-tastic), and use the chart to explain how much they earn from each box. Do math to determine number of boxes necessary to sell to achieve money goal. Discuss whether these sales goals seem attainable and evaluate your activity goals as necessary.
  - Show the girls the incentives for this year’s sale. Explain how incentives work for individual sales, and allow the girls to discuss their personal goals (which may be different from the group goal).

Say something like: Now that we’ve decided how much we want to sell, let’s think about what methods will work best for us as individual cookie sellers, and as a troop. What can we do to attract customers using these different tools? Brainstorm ideas for creating posters, sandwich boards, buttons, billboards, videos, etc. to advertise their cookies. Make some!

### Troop Proceeds Per Box Sold

<table>
<thead>
<tr>
<th>Number of boxes sold per participating girl (Total # boxes sold ÷ # of girls)</th>
<th>Girls receive individual incentives for the troop proceeds below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 79 boxes per girl</td>
<td>65¢ per box</td>
</tr>
<tr>
<td>80-99 boxes per girl</td>
<td>70¢ per box</td>
</tr>
<tr>
<td>100+ boxes per girl</td>
<td>75¢ per box</td>
</tr>
</tbody>
</table>

### Supplies
- Pencils
- Poster boards or roll of paper
- Scissors
- Markers
- Crayons

Closing

- Discuss any business regarding sale prep, cookie distribution for delivery, confirming details regarding cookie booth, additional orders, date of incentive dispersal/final event, etc.

- Explain that Girl Scouts always leave a place cleaner than they found it. Have everyone participate in cleaning up and packing away reusable supplies.

- Gather everyone together into a circle. Explain that the friendship circle is another tradition of Girl Scouts. Have the girls join hands with arms crossed right over left. Explain and complete the friendship circle wish, squeeze and twist. (You may exclude the wish portion if you are running short on time.)
Did you know that when you sell Girl Scout cookies you are helping with the largest girl-led business in the world?

For each box of cookies you sell, you can work toward earning incentives and money to spend on things like trips, activities, and making the world a better place!

Let’s have fun goal: ____________________________________________
_________________________________________________________________

Make the world a better place goal: ________________________________
_________________________________________________________________

Did you know?

- Girl Scout cookies sell for $4 per box.
- The new Toffee-tastic cookie sells for $5 per box.
- Girls earn 65¢ for every box sold.

Let’s have fun goal cost:  
$____

Make the world a better place goal cost:  
$____

Now that you’ve determined how much money you need to earn to reach your goals, let’s figure out how many boxes of cookies you need to sell. Refer to the proceeds chart to determine how much you’ll make per box.

Let’s have fun goal cost + make the world a better place goal cost = $____

Total cost: $____ ÷ ¢ = __________ # boxes to sell

Now that you’ve determined how many boxes you need to sell, fill in the meter to help you track your sales. Hang your meter somewhere where you’ll see it every day. Once a week, color in the meter according to your sales to see how close you are to reaching your goal!
Wants vs. Needs

Food and water, clean clothes, a place to live: these are things everyone needs. Different shoes for each outfit, tickets to a movie, the latest video game: these are things people want. But how do you figure out what you need and what you want?

Look at the pictures below. Circle the items that you need, and mark an “x” on the things you want. How are these two groups different?

Look at the pictures below: they are all items that you might find in your home. Rank them according to the item you need the most (#1) and the item you need the least (#10).

What can a girl do?

Not everyone in our community is able to have everything they need to live. What are some ways that Girl Scouts can help these people?
Day 3: People Skills

Objectives:
- Develop a vocabulary surrounding GS cookies
- Become comfortable talking to customers
- Know how to act/react in sales situations
- Understand cookie selling etiquette

Opening
Take attendance. Distribute name tags. Hold a flag ceremony.

Program Activities
Ask something like: Have you ever bought something at a store before? Did you talk to the salesperson? What was that like? Have you ever witnessed a salesperson being rude to a customer? What happened? Have you ever asked someone to buy something before? What were you selling, who did you ask, and did they buy it?

Explain that there are two ways we'll be selling cookies this year: individual sales, where you take orders, collect money, and then deliver the cookies; and booth sales, where you set up a table outside of an established store and sell the cookies to people passing by. We have to be ready for both of these situations.
- Ask for examples of how you would ask a family member to buy cookies versus a stranger. Look for answers that include reasons why the customer should buy her cookies.
- Discuss manners such as the proper way to greet someone, saying please and thank you, etc. What do you say when a customer says “no?” What do you do if the customer is rude to you?

Say something like: Now that we've brainstormed some things we might say to customers, let's practice!
- Play “Roll of the Dice”
  - Have the girls form a circle, and explain that this game gives them a chance to practice some of the things they will say to their customers. Read the phrases on the dice aloud.
  - Throw the dice to a girl. The girl reads aloud the phrase on the top of the cube and then demonstrates that action.
  - She then throws the dice to someone else in the circle.
  - Repeat until everyone has gone at least twice. Girls are not allowed to repeat what someone else has already said.

- Role play cookie selling situations.
  - Divide the girls into teams of 2 to 4 girls.
  - Give each team a slip of paper with a cookie-selling scenario. Tell them they have 10 minutes to develop a skit answering the question on their slip of paper (It's OK to repeat scenarios for large groups).
  - After each skit, review the scenario and discuss other answers to the questions. Also review their etiquette in the skits: were they polite to their customers? Did they use “please” and “thank you?” Did they make eye contact? Shake hands? Smile?

- Practice shaking hands! According to womeninbusiness.com here are some tips:
  1. Use your right hand, and make eye contact
  2. "Pump" your hand only 2-3 times
  3. Shake from your elbow, not your wrist or shoulder
  4. Do not be too forceful (bone crusher) or too limp (fish hand)
  5. Make sure you grasp their entire hand; don’t just offer your fingers.

- Practice the wrong way to shake hands. Discuss why a good handshake is important for a business person. What does a wimpy handshake make you feel about the other person? What if they only give you their fingers to shake instead of their whole hand? What if they hang on for too long?

Ask if anyone can think of other customer situations that might arise. Discuss with the group how to deal with those situations.
Day 3: People Skills, continued

Objectives:
- Develop a vocabulary surrounding GS cookies
- Become comfortable talking to customers
- Know how to act/react in sales situations
- Understand cookie selling etiquette

Closing
- Discuss any business regarding sale prep, cookie distribution for delivery, confirming details regarding cookie booth, additional orders, date of incentive dispersal/final event, etc.

- Explain that Girl Scouts always leave a place cleaner than they found it. Have everyone participate in cleaning up and packing away reusable supplies.

- Gather everyone together into a circle. Explain that the friendship circle is another tradition of Girl Scouts. Have the girls join hands with arms crossed right over left. Explain and complete the friendship circle wish, squeeze and twist. (You may exclude the wish portion if you are running short on time.)
Greet your customer

Share your goals

Ask your customer to buy cookies

Recommend your favorite cookie

Suggest cookies as gifts

Say goodbye to your customer
You are at a cookie booth, and have asked a passerby to buy some cookies. They say “no” and keep walking. What do you do?

A customer wants to buy one box of Girl Scout cookies. What do you say to convince her to buy more?

A customer asks you why you’re selling Girl Scout cookies. What do you say?

You’re at a cookie booth, where lots of people are walking by, but no one is stopping to purchase. What do you do?

You’ve asked a customer to buy cookies, and they say “I can’t have cookies, I’m allergic to gluten.” What do you do?

You ask a customer to buy cookies. They say “No, I already bought some.” What do you say to change their mind?

A customer doesn’t want to buy cookies, but he wants to give you some money anyway. What do you do?

You’re at a cookie booth, and someone wants to buy cookies, but won’t get out of his car. What do you do?
Day 4: Money Management

Objectives:
• Understand the value of money
• Become comfortable with making change

Opening
Take attendance. Distribute name tags. Hold a flag ceremony.

Program Activities
Say something like: During our last meeting we figured out how many boxes of cookies we would need to sell in order to pay for our activities and earn individual incentives. We also made great posters and banners to use during our cookie booth. Did you know that at a cookie booth you sell cookies directly to customers? This means you’re going to be handling their money.

Ask: What do you already know about money? What are the different forms of money? Look for: bills, coins, credit cards, checks. Why do we need money? Look for answers about buying things we need and want.

• Go shopping for your Brownie Elf (adapted from the Brownie Money Manager badge)
  • Each girl receives a Brownie Elf paper doll to cut out and decorate
  • While they are decorating, pass out $30 in fake money to each girl. Use a mix of large and small bills.
  • Split the girls into pairs. Explain that one girl will be the “shop owner” and one girl will be the “customer” (and then we’ll switch!).
  • The shop owner arranges the Elf Groceries and Elf Stuff on the table, and also makes a space on the table for her “change drawer” where she will keep the shop’s money.
  • The customer is there to buy stuff for her elf. She has $30, and may purchase one item at a time. As she makes each purchase, she hands the appropriate amount of money to the shop owner who keeps it, or makes change from the shop change drawer as appropriate.
  • As the customer buys items for her elf, she adds them to her “wants” grocery bag, or her “needs” grocery bag as appropriate.
  • When the first round of customers are done shopping for their elves, have each customer share how much she spent, and what she bought. As a group, discuss and evaluate everyone’s choices.
    • Ask questions like: How many items did you get for $30? Are some of these items a “want” or a “need?” Did you get everything your elf needs? Did you get everything your elf wants? Did you have enough money for everything your elf needs and wants? Was it difficult deciding between wants and needs? Did you have any money left over? What will you do with your leftover money?
  • After group discussion, have the girls switch roles and repeat.
  • After evaluating the second customers’ purchases, ask some general questions like: Do you wish you’d made different choices about the items you purchased? Is it OK to sometimes buy things you want instead of things you need? As a shop owner, was it easy or hard to make change? As a customer, was it easy or hard to keep track of the amount of money you spent? Do you feel comfortable about selling cookies as the cookie booth and making change with real money?

Game Supplies
• One Elf paper doll for each girl (print on card stock)
• One pair of scissors per girl
• Tape
• Crayons, if doll is printed in b/w
• One shopping bag sheet per pair (or two brown paper bags)
• Fake money adding up to $30 for each pair of girls
• Elf Stuff and Elf Groceries, 1 set per pair of girls
• Fake money for making change, 1 set of $20 (in ones and fives) per pair
Day 4: Money Management, continued

Objectives:
- Understand the value of money
- Become comfortable with making change

Say something like: Earlier we were talking about the different types of money (cash, checks, credit cards). What happens if you lose your credit card and someone finds it and uses it to buy stuff? What happens if you lose cash and someone else finds it and spends it? When we’re at our cookie booth, we will sell lots of cookies. This means we’ll have lots of cash on hand. What do we do with it while we’re at the booth? Look for answers that keep the money safe but also accessible (money box, envelope held by an adult, etc.). Discuss a scenario where the money is left on the booth table with no one watching it. What could happen?

- Play “Hand on the Money”
  - Form two teams; teams spread out on opposite sides of the room.
  - The envelope of “money” is on the floor in the middle of the room.
  - The teams are competing to move the money to their team’s “safe” on the opposite side of the room. (If Team A is on the left, then their safe is on the right, behind Team B’s starting line.)
  - Players may advance only one step at a time; an adult calls “step” each time players are to move.
  - If a girl is holding the money and is tagged by another girl, she must give the money to that girl, whether she’s on the same team or not.
  - The game ends when one team successfully gets the money to their safe.

Closing
- Discuss any business regarding sale prep, cookie distribution for delivery, confirming details regarding cookie booth, additional orders, date of incentive dispersal/final event, etc.
- Explain that Girl Scouts always leave a place cleaner than they found it. Have everyone participate in cleaning up and packing away reusable supplies.
- Gather everyone together into a circle. Explain that the friendship circle is another tradition of Girl Scouts. Have the girls join hands with arms crossed right over left. Explain and complete the friendship circle wish, squeeze and twist. (You may exclude the wish portion if you are running short on time.)
<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook</td>
<td>$2</td>
</tr>
<tr>
<td>Pencils and fun erasers</td>
<td>$3</td>
</tr>
<tr>
<td>Sparkly pen</td>
<td>$3</td>
</tr>
<tr>
<td>Backpack</td>
<td>$10</td>
</tr>
<tr>
<td>Stickers</td>
<td>$2</td>
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<tr>
<td>Violin lesson</td>
<td>$10</td>
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<tr>
<td>Movie popcorn and soda</td>
<td>$8</td>
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<tr>
<td>Dance lesson</td>
<td>$10</td>
</tr>
<tr>
<td>Movie ticket</td>
<td>$5</td>
</tr>
<tr>
<td>Horseback riding lesson</td>
<td>$10</td>
</tr>
<tr>
<td>Roller coaster ticket</td>
<td>$5</td>
</tr>
<tr>
<td>Amusement park snacks</td>
<td>$5</td>
</tr>
</tbody>
</table>
Your Elf Groceries

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
Day 5: Business Ethics

Objectives:
- Analyze the elements of Girl Scout Law
- Discuss safe selling practices
- Apply the Girl Scout Law to selling cookies

Opening
Take attendance. Distribute name tags. Hold a flag ceremony.

Program Activities
Explain that Girl Scouts have a set of values that we all share—the Girl Scout Promise and Law. They’ve just recited the law during their flag ceremony again, but go ahead and have the girls read through the laws to review.

- Play GS Law Scramble
  - Break the girls into pairs
  - Each team receives precut slips of paper; each slip contains one Girl Scout law. The teams must race to put the laws in order.
  - The team who finishes first AND has them all correct wins.
  - Say something like: Which of these laws is the most meaningful or important to you? Why? Can these values be applied outside of Girl Scouting?

Explain that the reason the first law is “Be honest and fair” is because honesty applies to all of the other laws. Lying is actively telling lies, but also applies to actions like stealing, cheating, being respectful, etc.

- Read The Boy Who Cried Wolf and discuss.
  - Ask questions like: “Why didn’t the villagers come to help when there really was a wolf there?” “Why did the shepherd boy lie about the wolf the first time?” “Was the shepherd boy being respectful or considerate of the other villagers?”

- Play “Two lies and the truth.”
  - Everyone sits in a circle.
  - Go around the circle and each person says three things about themselves or their family: two things are lies, one thing is the truth.
  - The other members of the group try to determine which statement is the truth.
  - After the game, discuss what happens when people tell lies. Do others trust them? Can you believe anything they say? Do you want to be friends with someone who lies all the time?

Discuss how the Girl Scout Law applies to cookie sales and interacting with customers one-on-one and at a booth. Ask questions like “Will anything happen if you lie to a customer?” “Sometimes customers don’t always tell the truth. Can you think of a time when that might happen? What would you do?”

- Say something like: Speaking of dishonest customers, can you think of some good safety tips for selling cookies?
  - Read and discuss the Safety Tips handout (from GSUSA’s cookie safety website). Note if any of the girls’ safety tips could be added to the list.

Closing
- Discuss any business regarding sale prep, cookie distribution for delivery, confirming details regarding cookie booth, additional orders, date of incentive dispersal/final event, etc.

- Explain that Girl Scouts always leave a place cleaner than they found it. Have everyone participate in cleaning up and packing away reusable supplies.

- Gather everyone together into a circle. Explain that the friendship circle is another tradition of Girl Scouts. Have the girls join hands with arms crossed right over left. Explain and complete the friendship circle wish, squeeze and twist. (You may exclude the wish portion if you are running short on time.)
Honest and fair

Friendly and helpful

Considerate and caring

Courageous and strong

Responsible for what I say and do

Respect myself and others

Respect authority

Use resources wisely

Make the world a better place

Be a sister to every Girl Scout
The Boy Who Cried Wolf, one of Aesop’s fables

There was a young boy who lived in a village. He wasn’t very old, but he had an important job. He was a shepherd, and his job was to guard the sheep from danger, especially wolves. The shepherd boy also had to make sure the sheep got plenty of food and exercise. Every day, in order to give the sheep the exercise they needed, the boy took them to a nearby valley.

Once they had walked there, the sheep would graze on the tasty green grass that grew in the valley. The villagers trusted the shepherd to take good care of the sheep. The shepherd boy wasn’t really all alone. The village people worked nearby. If a wolf ever did attack, the people could run to the rescue. The villagers counted on the shepherd boy to do his job. They never felt like they had to check on him. They trusted him to do what he was supposed to do.

Every day, the shepherd faithfully watched the sheep from his lookout post. He could also see the people hard at work. Sometimes they worked at their jobs in the village. Sometimes they did other chores. For the shepherd boy, every day was the same. He looked at the sheep. They looked at the same every day. Then he looked out at the forest. It looked the same, too. While he was happy most days just to do his job, some days he wished that something exciting would happen. In his whole life, the boy had never seen a wolf come near the sheep. In fact, he had never even seen a wolf! Some people told stories of hearing wolves howl in the forest, but the boy never heard any howling. Sometimes he even wondered if there really were any wolves.

One day the shepherd tried to make things more exciting. He thought, "Maybe I can play some games with the sheep." He planned his next plan, and he thought about how he would do it. The boy woke up bright and early the next morning. He ate his breakfast very quickly and then packed his bag for the day. He kissed his parents good-bye and hurried to take the sheep to the valley.

As soon as they reached the green grass in the valley, the shepherd boy tried to play games with the sheep. The sheep, however, had a different idea. They didn’t want to play catch. They weren’t interested in trying to bounce the ball. They didn’t even want to try to kick the ball. All the sheep wanted to do was eat the grass or take a nap. "This isn’t any fun at all," thought the shepherd boy. Downtrodden, the shepherd boy walked slowly back to his lookout post. "Alas," thought the boy, "I just wanted to make things a little more exciting around here."

Then something caught the corner of his eye. He could tell the wind was blowing because it made the treetops move. "I wonder," he said, thinking out loud, "what is on the other side of those trees?" The boy smiled to himself. Would it be so bad to pretend there was a wolf? He thought this would be a good joke. As the sheep ate the grass, the shepherd boy cupped his hand near his mouth and shouted, "Wolf! Wolf! A wolf is stealing the sheep! Come help me!"

All the villagers stopped what they were doing and ran to help scare off the wolf. When they got there, they were very confused. The villagers did not find a wolf. And where was the shepherd? They were worried about him. What if the wolf had stolen the boy? They frantically began to search high and low to find him. A villager pointed to a tree and said, "There he is over there. Is he okay?" They saw he was not hurt. In fact, he was laughing! "You looked so funny running up here for no reason. This was a great joke," laughed the boy. The villagers did not laugh. They had been very scared for the boy and the sheep. They did not feel like laughing at all. They shook their heads and said, "We have to get back to work now. We don’t have time for pranks." The shepherd boy heard a word they said. He was laughing too hard.

At breakfast the next day, the boy’s mother and father told him to be good. He nodded his head and left to tend the sheep. Soon, however, he was bored again. "Wolf! Wolf!" he shouted, louder than the day before. "A wolf is stealing the sheep! Come help me!" Again the villagers came running. Again there was no wolf in sight. This time the village people were very upset. They told the boy, "If you don’t tell people the truth all the time, they will never know when to believe you." The boy was still laughing at his joke.

The shepherd boy began walking back to his lookout post. Little did he know he was soon going to have all the excitement he could handle. Just on the other side of the trees, a sly wolf had seen everything. When the shepherd reached his post, the wolf began stealing the sheep. The shepherd couldn’t believe his eyes. It was a real wolf! He cried out, "Wolf! Wolf! A wolf is stealing the sheep! Come help me!" He waited for the villagers to come running, but no one came. The boy tried yelling for help again, but no one came. He could only watch as the wolf ran off into the forest with all the sheep. This time the only one laughing was the wolf.

The shepherd boy ran into the village. "Wolf! Wolf!" he cried. "He’s stealing our sheep." The boy kept running and calling for help, but no one believed he was telling the truth. He called out again, "Wolf! Wolf!" "I bet!" said one villager. "I can’t believe that boy is trying to make fools of us again." "Well, he’s not going to make a fool of me," said another villager. "I don’t believe him." Finally the shepherd boy stopped running. "I’m telling the truth this time," he said. "There really is a wolf in the valley, and he really is stealing the sheep. You’ve got to believe me." The villagers came and looked at the boy. They shook their fingers at him. "We’re smarter than you think," the people said. "This time we’re just going to ignore you and your wolf. Humph!"

At that moment, the shepherd boy knew no one would believe him. How could he blame them? When they trusted him, he let them down. He lost their trust by not always telling the truth. He sadly walked back to his lookout and gazed down where he always took his sheep to eat grass. But there weren’t any sheep left. The wolf had taken all of them away. The boy was so sad that he began to cry. The boy remembered what his parents and the villagers had told him. How he wished he had listened to what they said. He didn’t want any harm to come to the sheep. Because he didn’t tell the truth, no one believed him when it really mattered. Now it was too late. The shepherd boy didn’t think his joke was so funny anymore.
Safety Tips

All girls who participate in the Girl Scout Cookie Program use ten basic safety guidelines:

1. **Show you’re a Girl Scout**: Wear the Girl Scout membership pin and/or Girl Scout clothing to identify yourself as a Girl Scout.

2. **Buddy up**: Always use the buddy system. It’s not just safe, it’s more fun!

3. **Be street wise**: Become familiar with the areas and neighborhoods where you will be selling Girl Scout cookies.

4. **Partner with adults**: Adults must accompany Girl Scout Daisies, Brownies, and Juniors when they are taking orders, selling, or delivering product. Girls grades 6-12 must be supervised by an adult when selling door-to-door and must never sell alone. Adults should be present at a cookie booth in any public place at all times.

5. **Plan ahead**: Always have a plan for safeguarding money—avoid walking around with large amounts of it or keeping it at home or school. Give proceeds to supervising adults who should deposit it as directed by your Girl Scout council as soon as possible.

6. **Do not enter**: Never enter the home or vehicle of a person when you are selling or making deliveries. Avoid selling to people in vehicles or going into alleys.

7. **Sell in the daytime**: Sell only during daylight hours, unless accompanied by an adult.

8. **Protect privacy**: Girls’ names, addresses, and email addresses should never be given out to customers. Use a group contact number of address overseen by an adult for customers to request information, reorder, or give comments. Protect customer privacy by not sharing their information except for the product sale. Girls should never take credit card numbers.

9. **Be safe on the road**: Always follow safe pedestrian practices, especially when crossing at intersections or walking along roadways. Be aware of traffic when unloading product and passengers from vehicles.

10. **Be net wise**: Take the GSUSA Internet Safety Pledge before going online and follow the specific guidelines related to marketing online. Girl Scouts cannot collect money online.
Safety Tips

Internet Safety Pledge

- I will not give out personal information such as my address, telephone number(s), parent’s or guardians’ work address/telephone number(s), and the name and location of my school without the permission of my parent or guardian.
- I will tell an adult right away if I come across or receive any information that makes me feel uncomfortable.
- I will always follow the rules of internet sites, including those rules that are based on age of use, parental approval and knowledge, and public laws.
- I will never agree to get together with someone I "meet" online without first checking with my parents or guardians. If my parents or guardian agree to a meeting, I will arrange it in a public place and bring a parent or guardian along.
- I will never send a person my picture or anything else without first checking with my parent or guardian.
- I will talk with my parent or guardian so that we can set up rules for going online. We will decide on the time of day that I can be online, the length of time that I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.
- I will follow all of the Girl Scout Terms and Conditions related to Digital Cookie, as well as all internet safety guidelines related to all other Girl Scout product sales.
- I will practice online etiquette (good manners) at all times when online by:
  - Not spamming others.
  - Not bullying or tolerating bullying (and will always tell a trusted adult if this is a problem).
  - Not using bad language.

I will be guided by the Girl Scout Promise and Law in all that I do online.

Signed,

Girl ___________________________________________ Date ________

Parent or Guardian ________________________________ Date ________

The GSUSA Online Safety Pledge is based upon the Online Safety Pledge developed by the National Center for Missing and Exploited Children. (Revised August 2014)
Ice Breaker 1: Peek-a-who
• Arbitrarily split the group in half.
• Each team sits behind one side of a sheet so that they are out of the view of the other side. One person from each side will sit facing the sheet.
• When the sheet is lowered, the team that says the name of the person on the opposite side first gets that player on their team.
• The game ends when everyone is on the same side.

Ice Breaker 2: Group Juggling
• Form a circle.
• Explain that you want to see if the girls can develop a pattern and remember it.
• Demonstrate by naming someone across the circle and throwing the ball to her. Say “Jane” and throw the ball.
  • Explain that “Jane” should pick someone to throw to, say that girl’s name, and throw the ball.
  • Each person must throw the ball to someone who has not already received it. Have girls who haven’t received the ball hold up their hands until they have gotten the ball.
  • Continue until everyone has received the ball. The last girl throws the ball back to you.
  • Each girl must remember from whom she received the ball, and to whom she threw it.
• Now repeat the exact same sequence, but faster. Be sure not to throw the ball until the person is looking at you.
• Now add another ball. Then a third.
• End the game by catching the balls during the last round.

Ice Breaker 3: Bippity Bippity Bop
• Everyone stands in a circle with “it” in the middle.
• “It” walks up to a person and says either “Me, bippity bippity bop,” “You, bippity bippity bop,” “Left, bippity bippity bop,” or “Right, bippity bippity bop.”
• The other person must say the name of the girl that corresponds to “me, you, left, or right” before “it” says “bop.”
• If she says it correctly, “it” moves on to another person. If she makes a mistake or doesn’t say it in time, then she becomes the new “it.”

Forming Groups: Bowl of candy
Predetermine how many groups you’ll need to make so there are 3-5 girls in each group. Different types of candy with corresponding number of pieces of each type in a bowl (no more than one piece per girl). Use this to divide the girls into teams (“Everyone who drew Skittles is in this group, everyone who drew Twizzlers is in that group, etc.”). Ensure enough sets of each candy so that the girls will split into even groups of 3-5.

Forming Groups: Sing-along
Similar to the bowl of candy, create slips of paper with lyrics of common childhood songs on them. Predetermine how many of each you’ll need to split the girls into four groups. Have different songs for each group and a corresponding number of each song in a bowl (no more than one piece per girl). This can also be fun with animal sounds.

Forming Groups: One shoe
Have every other girl take off one shoe and throw it in a pile. Have the girls who are wearing both of their shoes run to the corner of the room and grab a shoe from the pile. They then find the girl who is missing that shoe and that is her teammate for this activity.

Forming Groups: Clumps
• Begin by calling out random numbers that the group must clump into. 15! 8! 3! 7!, etc.
• Usually there are a few people left out (if the group doesn’t divide evenly into the number you’ve called). When the game starts, people tend to gravitate to those they know well, but after 4 or 5 rounds, everyone is clumping randomly.
• Have the last number you call be the number you want in each group.