

Brownie Digital Leadership

Every day, people use **technology** to help us do things. We use cars. We use microwaves. We also use computers.

Digital technology is machines like computers, tablets, or smartphones. Everything we do with digital technology happens in our **digital world**.

In this badge, find out how technology can help you be a leader who teaches, inspires, and makes the world a better place.

Steps

1. Explore your communities
2. Discover your digital footprint
3. Examine what's true and not
4. Design a digital community
5. Create content for change

Purpose

When I've earned this badge, I will know how to lead in the digital world. I'll know how to use technology to make the internet and world a better place.



Words to Know

Catfish: A person who pretends to be someone they're not online with the intention of tricking you.

Community: A group of people who come together around a place, idea, interest, or goal.

Digital: Finding or sharing information online. It's also connecting with others through technology.

Digital community: Who and what you interact with online, including people and organizations.

Digital content: Something created to be used or shared online, like a video, poster, slideshow, or online presentation.

Digital footprint: The trail of what you do online. It's generated automatically when you move around and act in the digital world.

Digital leadership: When you use technology to protect yourself and inspire and guide other people.

Digital world: Using technology like a tablet, smartphone, or computer.

Emoji: A digital symbol that shows people, objects, feelings, or actions.

Private vs. public information: Private information tells others your identity and shouldn't be shared with others. It's things like your name, address, phone number, email, school name, and passwords. Public information, like a favorite song or book, is okay to share with people you know and trust.

Technology: Machines that help us do things. Digital technology includes computers, tablets, and smartphones.

Values: Things you believe in that guide how you act. They can be seen in what you say and do. Some values are kindness, fairness, and telling the truth.

Step 1: Explore your communities

A **community** is a group of people. They might live in the same town. They might do the same activity, like soccer or choir. They might have the same goal. A neighborhood is a community. A dance class is a community. Girl Scouts is a community, too!

Every day we connect with other people. We say “Good morning!” to our family. We eat lunch with our friends. We catch up with other Girl Scouts. We can connect in real life or online in a **digital community**. Digital communities can be far apart and use technology to connect.

Choices—do one:

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Write an emoji story. An emoji is a digital symbol. It can show a person, object, feeling, or idea. Choose a community you belong to, like school or Girl Scouts. Find five emojis that can be symbols for your community, like a paint brush for art or a piano for music. Then, write a story about a time your community worked together. Swap out words for the emojis!
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Create a skit about the Girl Scout Law. The Girl Scout Law reminds us to be honest, fair, friendly, and helpful. Choose a community you belong to. How does it follow the Girl Scout Law? Go through each line of the Girl Scout Law. Then use your ideas to inspire a skit about your community working together in real life and online.
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Explore your cookie community. If you sell cookies, other people probably help to buy, sell, and deliver your cookies. This is your cookie community! You might connect with them at a cookie booth or have a Digital Cookie page online. Celebrate your cookie business and community with a short video. If you want to share your video online, ask a trusted adult to share for you.

Lead in the Real and Digital Worlds

Here are some ways to lead online and offline:

Do one thing at a time. If you’re using a digital device for your homework, only do that. Avoid playing a game, messaging with other people, or watching videos at the same time.

Be kind and considerate. Take care of yourself and others online. Don’t share secrets, bad words, or mean things. Ask before you use someone else’s device or send photos or videos of other people.

Balance your screen time. Spend as much time every day in the real world as in the digital world. Go for a walk. Paint. Dance. Read. Cook.

Eat and sleep screen-free. Enjoy your meal and talk with friends or family eating with you. Turn off all screens at least an hour before bedtime.



Step 2: Discover your digital footprint

Technology can make life easier. It can also make it fun. You can check the weather. You can play a video game. You can find and watch cat videos online.

Technology also connects people from all around the world. A person in India can send a photo to someone in Mexico. Someone in Texas can post a video for everyone to see!

When someone walks, their feet might make tracks on the ground. Even if you can't see it, what you do online can leave a track, too. Each track is information about you. It gets saved in the digital world. This is called your **digital footprint**.

What's the Difference? Public and private information

What's public information? Public information is okay to share with people you know and trust. It doesn't give clues about who or where you are. You can share your favorite color with a friend. You can share a song with your cousin.

What's private information? Private information isn't okay to share with other people. It could help them figure out who you are. It could also tell them where you are. It's information like your full name, address, password, email, or phone number.

Not sure if something is okay to share?

Ask your parent, teacher, or another adult that you know and trust.

Just like detectives, others can learn about you from your digital footprint. They might learn what games you play. They might learn what apps you use. They might learn who your friends are.

Choices—do one:

Make artwork about you. Write a list with information about you. Then imagine you shared the list online and it became part of your digital footprint. Is it private or public information? Is there anything you shouldn't have shared? Cross out any private information. Then use the public information to inspire art. Paint, draw, or make anything else. How can you show what you care about? How can you show what you like to do?

Make a profile for Juliette Gordon Low. Juliette started Girl Scouts long before the internet! Imagine she had a profile online. A person's online profile represents who they are to others online. Who would be in her digital community? What would she do, say, and share? Would she share her birthday? Would she post her favorite animal? What would she keep private? What would be public? Sketch a profile for Juliette.

Make digital badges. Girl Scouts put badges and patches on their sash or vest. It's information about being a Girl Scout! What would be on your sash or vest in the digital world? Choose five pieces of public information that are okay to share online with people you trust. Draw a "badge" for each. They're like tracks in your Brownie footprint! Then brainstorm "badges" with private information. Don't draw them—they're not okay to share online!

Stay Safe Online

We follow rules in the real world to stay safe. We use the crosswalk. We stop at red lights. Rules also keep us safe online. They protect you, your information, and your technology.

Here are some ways to stay safe online:

Check with an adult. Ask before you go online, search for a website, play a video game, or use an app. Only use kid-safe apps and websites.

Don't share private information. Only share public information with people you know and trust. Don't share photos of yourself or others with strangers.

Don't talk to strangers. Don't text, message, video chat, or email with people you don't know. Tell an adult if anyone you don't know tries to contact you online.

Step 3: Examine what's true and not

Just like special effects in a movie, people can edit photos in magazines and online. Apps can change how a photo looks. You can make the colors brighter. You can add a filter. You can add text. You can change the background. You can change hair and eye color. You can even change the shape of your face and body.

Photos or information you see online may be real. Or they may have been changed to make you see something else. That's why it's important to pause and think. What are you looking at? Does it make sense? Does it look like other people or things you've seen in your everyday life?

Being a digital leader means not just looking at but also thinking about what you see. It means being aware of what may have been edited. It means helping others know how to spot something that is untrue.

Choices—do one:

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Spot the fake. Watch a video, movie, or TV to find special effects. Did you see flying cars? Talking animals? Empty cities or highways? Then look at ads and photos in a magazine, catalog, newspaper, or online. What has been added to each? Words or filters? Is anything missing? Each thing you spot is a digital clue that something may have been edited! What can you do if this happens when you're online?
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Pretend to be someone else. Online, **catfish** are people who pretend to be someone else to trick you. They might use someone else's name. They might use someone else's photos. Dress up to create three disguises. What would a hat or sunglasses do? What



Be a Digital Detective

How can you tell if something has been edited?
Look for clues! For example:

- **Look at photos and videos carefully.** Did the creator use a filter or change the lighting? Does the picture look too perfect? Does something in the image seem strange?
- **Read or listen to the words carefully.** Sometimes companies post what looks like a news story. It might actually be an ad! Look for words like sale, ad, buy, or sponsored. If a story includes what people think, and not just facts, it might say “opinion.”
- **Figure out who created it.** Can you tell who made the image or wrote the words? Why did they make it? Can you trust them? Is what they’re saying true?
- **Be yourself and don’t compare.** Photos you see online may have been filtered and edited. People can be or show almost anything they want online. That doesn’t make it true or real!

Don’t worry if you don’t see anything.

Many people can’t tell if an image has been edited. That’s because a lot of times it looks real!

if you hid your hair or drew on a mole? Would a lab coat convince people you’re a scientist? Would a sports jersey make people think you’re on that team? How would these changes fool others? After, think about how easy it was to pretend to be someone else. Can you imagine this online? How can you spot catfish?

Edit a photo. Find a photo. Add words to it. Draw or paint to change it even more. If you have a device, ask an adult to help you edit the photo. Play around. Add filters. Add text. Change the lighting. Look at your finished photo. How easy was it to change the photo? Think about photos you see online. Why is it important to know when something has been edited?

Step 4: Design a digital community

Values are things people believe are important. Think of the Girl Scout Law. It reminds us to be friendly and helpful. It asks us to be honest and fair. You can follow these values in a troop meeting. You can use them online, too.

What people do shows their values. You recycle if you care about nature. You might help at an animal rescue if you care about and love animals.

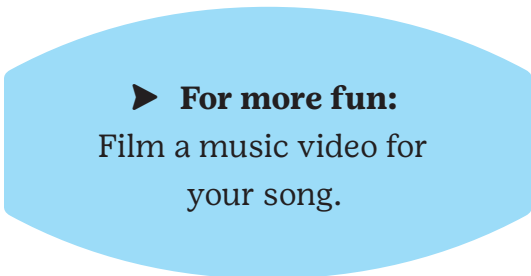
People's values show online, too. They might email a thank you. They might give money to protect the rainforest. They might share a story they care about.

So, what are your values? How do you act on your values, online and offline? How can you use those values to be a digital leader?

Choices—do one:

Act on your values. People all value different things. Think of times you've acted on your values, online and offline. For example, what if someone had different online values than you? What if someone wasn't telling the truth in an email? What if someone was unkind in a video game? Brainstorm different online situations. Then act out how you'd respond with your values!

Build community with music. Music can bring people together. Listen to and identify the message of different songs. Then, make your own song about what you value. Sing about friendship, family, or anything you care about. Record your song. Sing it at an event. Ask a trusted adult to help you edit it or share it online.



► **For more fun:**
Film a music video for
your song.

Create a Girl Scout mural. Look at each line of the Girl Scout Law. How do you see these values in the real world? How do they work online? Make a poster or mural (if you have permission) with your troop or Girl Scout friends. Paint what's important to your Girl Scout community. Paint how you treat one another. Paint how technology helps you connect. Have your troop leader or trusted adult share photos of your mural online with other Girl Scouts.

Let Your Values Guide You

You're a digital leader. You set an example for others. If you stick to your values in the real world and online, you can make both worlds better.

Here are some examples:

- **You value safety.** You ask before going outside or online. You don't talk to strangers in the real world or online. If a person you don't know contacts you, you tell an adult, like your parents.
- **You value honesty.** You're careful to only say things that are true. You ask questions if you aren't sure. In the digital world, you also need to be sure that what you're saying, or sharing, is true.
- **You value kindness.** You welcome new kids and help if someone's being bullied. You do this online, too. You tell an adult if someone is being bullied online. You listen and help your friend.

My top values are:

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Step 5: Create content for change

Technology can help leaders make a difference. They can share ideas. They can teach others. They can create digital content.

Digital content is something made with or for technology. It could be a website. It could be a video. It can be just for fun, like a game, or be helpful. It can share ideas. It can teach people. It can inspire people to make a difference, too.

What's something you care about? This will be your topic. Find out more about it. Then use technology to create digital content to tell others about it. That's how you become a digital leader!

Choices—do one:

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Make a slideshow. What do you want others to know about your topic? How can other people help solve the problem? Sketch out each page of your slideshow. Then use an app or computer program to create it.
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Make a poster. Posters catch people's attention. They include photos, art, and words. They can be printed or shared online. They can be funny or surprising or get people thinking. What do you want others to know about your topic? Design a poster to share your message. Make sure to include how others can help!
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Make any kind of digital content. How can you tell others about your topic? How can you inspire them to help? You could make a video to teach people or share an important message. You could ask your friends and family to help by email. You're a digital leader. The message and how you put it out there are up to you!

Important note:

If you want to share your project online, ask a trusted adult to share for you.

Your Digital Toolbox

Making digital content is fun. It can solve problems, too. For example, you can:

- Teach others with a video or slideshow.
- Invite people to an event with an email.
- Tell friends and family an important message.
- Make a poster or digital art to share an idea.

How can you be a digital leader? Choose a goal. Then find the best tool for the job.



You're
Invited.



Join Us!



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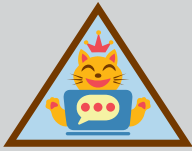
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Volunteer's Guide to the Brownie Digital Leadership Badge*

Tips and ideas to help you guide your troop through this badge.

Step 1: Explore your communities • 25–35 minutes

Ask: We all belong to this Brownie troop—we're Girl Scouts! What other groups do you belong to?

Share: A **community** is a group of people. They might live in the same town, do the same activity, or have the same goal. Communities can meet in person and online.

Digital communities connect through technology, like a smartphone, tablet, or computer, to share ideas, work on projects, and have fun. When communities work together, they share a goal. How people treat each other shows what's important to the community.

Do: Discuss “Lead in the Real and Digital Worlds” in the Brownie Booklet and how Brownies can connect with others and balance their time, online and off.

Choices—do one:

- **Write an emoji story.** Show examples of emojis and explain, “An **emoji** is a little picture that can show people, things, feelings, or actions—they're symbols used online.” Ask Brownies to name different communities they belong to and choose one community. Have them imagine a time the community worked together and find five emojis that describe people, things, or ideas in that story. Finally, have them write the story and add the emojis in place of words.

Materials: *Examples of emojis; paper; colored pencils or markers*

- **Create a skit about the Girl Scout Law.** Show the Girl Scout Law and review what each line means. Have Brownies brainstorm times when they've acted on the law online and off. For example, “How are you kind at a troop meeting? How are you kind in the rest of your life, in the real world or online?” Ask them to name different communities they belong to and choose one. Ask questions like, “How does it follow the Girl Scout Law, online and offline? Is it helpful? Is it friendly?” Then have the Brownies create a skit about how the community works together. If meeting virtually, have

Brownies individually act out parts of the Girl Scout Law to show how the Law applies to their community.

Materials: *Girl Scout Law; smartphone or tablet with video camera (optional)*

- **Explore your cookie community.** Explain, “When Girl Scouts sell cookies, they're a community working toward a common goal.” Show different cookie sales materials and ask, “What's your favorite part of selling cookies? How do you sell them? Do you have a booth or a Digital Cookie page?” Have Brownies brainstorm people in their cookie community, from their troop leaders to their buyers, and how they work together. Then have them make a short video about their cookie business, giving a shout-out to the members of their cookie community. If Brownies want to share their video online, they can ask an adult to share for them.

Material: *Sample cookie materials; smartphone, tablet, or computer with camera and video app; paper; pencils*

Step 2: Discover your digital footprint • 30–40 minutes

Ask: Have you ever seen footprints? What can you tell from looking at them?

Share: Just like feet can make tracks in the mud, sand, or snow, what you do online can leave a track, too. Each track is information about you. This is called your **digital footprint**. Others can learn about you from your digital footprint. For example, they might learn what games you like to play or who your friends are.

Do: Review “What's the Difference? Public and private information” in the Brownie Booklet. Brainstorm examples with Brownies and decide if each is private or public information. Talk about who Brownies know and trust.

Choices—do one:

- **Make artwork about you.** Before the meeting, write a list of information about you. At the meeting, show the list and ask, “What's public information? What's private information?” Have Brownies make their own lists with

*Detailed choice activities, meeting tools, and additional resources and materials can be found within the Volunteer Toolkit on my.girlscouts.org.

information about themselves. Ask, “Imagine you shared the list online and it became part of your digital footprint. Is it private or public information? Is there anything you shouldn’t have shared?” Have Brownies cross out any private information and use the public information as inspiration for artwork about themselves. Use the questions in the Brownie Booklet to help them create their art. Then discuss “Stay Safe Online” in the Brownie Booklet.

Materials: *Sample list of information about you; paper; pencils; markers or colored pencils; painting supplies; scissors; glue sticks; magazines*

- **Make a profile for Juliette Gordon Low.** Explain, “A person’s online profile represents who they are to others online.” Share the information about Juliette Gordon Low. Then ask, “Imagine Juliette was online—what would her digital landscape look like? Who would be in her digital community (who does she know and trust)? What would be on her profile?” Have Brownies consider the information they know—is it private or public information? Include other broad examples of kinds of information, like her school name or personal photos. Then have Brownies sketch a profile for Juliette, including what would she do, say, and share online. Then discuss “Stay Safe Online” in the Brownie Booklet.

Materials: *Markers, colored pencils, or crayons; paper; pencils; information about Juliette Gordon Low*

- **Make digital badges.** Have Brownies look at their sash or vest and share what each badge was for. Explain, “Each is information about your Girl Scout experience, kind of like a Brownie footprint!” Have them design a sash or vest with five badges that represent public information about themselves. They can plan their ideas on scrap paper before drawing them on the paper sash or vest. Then have them brainstorm private badges that would not be okay to share—remind them not to design these “badges”! When they’re finished, have Brownies share before discussing any badges they have in common and why each is public information. Then discuss “Stay Safe Online” in the Brownie Booklet.

Materials: *Paper to make sashes or plain brown paper bags to make vests; markers; paper; pencils*

Step 3: Examine what’s true and not • 20–30 minutes

Ask: Have you ever seen a special effect in a movie or something in a magazine that doesn’t look very real? How did you know what was real or fake?

Share: Just like special effects in a movie, people can edit pictures in magazines and online. Photo apps can change how a photo looks. You can add a filter or words. You can change hair and eye color, the background, what people are wearing, and more. Digital leaders think about what they see so they’re aware of what may have been edited. It means helping others know how to spot something that is untrue, too.

Do: Review “Be a Digital Detective” in the Brownie Booklet. Show Brownies any examples you have of edited and unedited photos. Encourage them to point out clues and consider how possibly being “tricked” into believing these images are accurate makes them feel.

Choices—do one:

- **Spot the fake.** Have Brownies brainstorm special effects they’ve seen in movies or TV. Then show a clip of video that includes special effects. Ask Brownies to watch carefully and write down anything that seems weird, thinking about “Be a Digital Detective” from the Brownie Booklet. Ask them to share what they saw and show the short clip again, stopping to look at the things they pointed out. Next, show Brownies a magazine, catalog, or newspaper ad (or digital ad if you have technology). Ask them to look carefully and note anything that has been added or looks strange. Again, ask them to share what they found, and look at the ad again, together. Discuss how photos and videos can be altered, so what you are seeing online might not be real.

Materials: *Clip of TV show, video, or movie with special effects; magazine, catalog, or newspaper ad; paper; pencils; smartphones, tablets, or computers (optional)*

- **Pretend to be someone else.** Explain, “Online, **catfish** are people who pretend to be someone else to trick you. They might use someone else’s name or photos.” Ask Brownies to dress up to create three disguises. Then have each choose one to share with the troop. After, discuss how easy it was to pretend to be someone else and relate it to how catfish may trick others online. Ask Brownies to imagine how they would spot and respond to a catfish, thinking about “Be a Digital Detective” in the Brownie Booklet. Explore how some clues are obvious while others may be more subtle. If you’re meeting virtually, Brownies can find things in their homes for disguises.

Materials: *Items to make disguises (wigs, hats, masks, glasses, different clothes including coats, uniforms, etc.)*

- **Edit a photo.** Show the edited and unedited photos and ask Brownies to compare the two. Explain, “Digital photography is an art and skill. People edit photos all the time, both in print—like magazines—and online. Some changes, like brightening a photo, add to the art of the photo, while others, like smoothing your skin, can give the viewer a less true look at the world.” Give each Brownie a photo and ask them to change it. If they have a device, help Brownies to use a kid-friendly photo editing app. After, have Brownies share and discuss how easy it was to edit a photo, thinking about the questions in “Be a Digital Detective” in the Brownie Booklet.

Materials: *Example of a photo before and after it was edited; a photo for each Brownie to edit (either digitally or on paper); scissors, markers, paints, other photos to use for collage OR smartphones, tablets, or computers with photo editing app*

Step 4: Design a digital community • 30–40 minutes

Ask: How do you make friends? How do you show your friends and family that you care about them?

Share: Values are things people believe. They guide what people do online and in real life. For example, if you care about nature, you might recycle in the real world and share information online about not wasting water. If you care about animals, you might volunteer with a rescue group in the real world and your family might donate to an animal group online.

Do: Discuss “Let Your Values Guide You” in the Brownie Booklet. Then have Brownies create a troop mission statement about how they will demonstrate their Girl Scout values when they’re online.

Choices—do one:

● **Act on your values.** Ask, “What values are important to you? Can you think of a time when you met someone who didn’t share your values—what happened?” Have Brownies brainstorm different situations where they might act on their values in the real world or online (bullying, dishonesty, unkindness, cheating, gossip, etc.). Then have them work in teams, each with one online scenario to act out, to plan how they would respond. Ask each team to perform their reaction to their scenario. Discuss each scenario and how responding in the real world or online would be the same or different. If you’re meeting virtually, use breakout rooms to provide space for five minutes of planning.

Materials: *Whiteboard or chart paper; marker*

● **Build community with music.** Play a song with a positive message and ask Brownies to share what they think the message is and how it makes them feel (inspired, positive, etc.). Ask them to brainstorm values that are important to a community—like their Brownie troop, soccer team, or their family. Then, use the values to make a song about that community. Record the Brownies’ song. If available, let them experiment with a kid-friendly music editing app to edit the song. Brownies can also share the song with others, perhaps even singing it at a community event or having an adult help them share it online.

► **For more fun:** Help Brownies film a music video for their song.

Materials: *Song with a positive message; paper; pencils; smartphone or tablet to record song; kid-friendly music editing app (optional)*

● **Create a Girl Scout mural.** Show Brownies the Girl Scout Law and have them identify the values in each line (honest, fair, etc.). Then have them think of times when they’ve acted on them. For example, “How are you kind at a troop meeting? How are you kind in the rest of your life, in the real world or online?” Support the troop to

create a mural, using the Girl Scout Law as inspiration and including words and pictures that depict what’s important to them, how they treat each other, and how they work together in person and online. Share photos of the mural digitally within the Girl Scout community.

Materials: *Girl Scout Law; craft or butcher paper; paints or markers; paper; pencils; smartphone, tablet, or computer*

Step 5: Create content for change • 35–45 minutes

Ask: How do you want to be a digital leader? Who would you help? What would you do?

Share: Technology can help leaders to make a difference. They can share ideas, teach others, and encourage others to take action. They can create digital content to lead online. **Digital content** is something made with technology. It could be something like a photo, a blog, or a video.

Do: Have Brownies choose a topic for their project. Help them to research the topic. Review the information in “Your Digital Toolbox” in the Brownie Booklet with the troop for them to decide what kind of digital content they want to create.

Choices—do one:

Important note: If Brownies want to share their project online, they can ask their parents or caregivers to share for them.

● **Make a slideshow.** Show Brownies a sample slideshow that teaches about a topic. Have them research and brainstorm what they want others to know about their topic and how other people can help. Have them sketch out each page of their slideshow. If available, use a tablet or computer with a slideshow app to create it digitally.

Materials: *Sample slideshow and tablet or computer to show it on; paper; pencils; smartphone, tablet, or computer with kid-friendly slideshow app (optional)*

● **Make a poster.** Show Brownies some samples of posters. Talk about how they combine pictures and words to get people’s attention. Discuss where Brownies may have seen posters and what they were telling people or trying to get people to do. Point out that posters can be posted in the real world or online. Ask Brownies to choose an issue they care about and research the topic online. Ask them, “What do you want others to know? What message do you want to share? How can others help?” Brownies can draw their posters on paper or use an app or program to design a poster.

Materials: *Samples of posters; paper; markers or colored pencils; smartphone, tablet, or computer with kid-friendly design app (optional)*

● **Make any kind of digital content.** Ask Brownies to choose a message to share about their topic. Help them to research and brainstorm the best type of digital content to share their message. Review the suggestions in “Your Digital Toolbox” again if needed. Then have them create

a mock-up of their content on paper, drawing or writing their ideas. If available, let them create their content with technology.

Materials: *Paper; pencil; colored pencils or markers; smartphone, tablet, or computer with kid-friendly design apps (optional)*

Tip for Step 5: No matter what Brownies create, ask them these kinds of questions to help:

- How are you helping to solve the problem or help others?
- How will you motivate people? What do you want your audience to do?
- What pictures, words, video, or other things can help tell the story?
- What information is or isn't safe to share?
- Why is it powerful to share this work online?

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