

Think Like a Programmer pt. 5

Overview

Juniors create their Take Action project.

Notes for Volunteers:

Use The Talking Points (But Make Them Your Own): In each session, you'll find suggested talking points under the heading "SAY." Some volunteers, especially new ones, find it helpful to follow the script. Others use the talking points as a guide and deliver the information in their own words. Either way is just fine.

Be Prepared (It's What Girl Scouts Do!): Each meeting includes a "Prepare Ahead" section that includes a materials list and what kind of set-up is required. Read it in advance so you have enough time to gather supplies and enlist help, if needed.

Use Girl Scouts' Three Processes: Girl-led, learning by doing, cooperative learning — these three processes are the key to making sure Juniors have fun in Girl Scouts and keep coming back.

"Learning by doing" and "cooperative learning" are built into this Journey, thanks to the hands-on activities and tips. You'll also find specific "keep it girl-led" tips in the meeting plans. They'll help you create an experience where Juniors know they can make choices and have their voices heard.

Solve Big Problems Step By Step: On this Journey, Juniors will do hands-on activities to learn how computer programmers think through problems. They'll learn to follow and create algorithms, break big problems down into smaller ones, and persist when faced with challenges.

You can help Juniors think this way! Encourage them to keep trying when their first few approaches to solving a problem don't work. Tell them that they can solve any problem if they break it down in smaller ones. And remind them that they can use those skills in their daily lives as well.

Leave Time For The Closing Ceremony: If Juniors are having fun doing an activity, you may be tempted to skip the Closing Ceremony so they can keep going — but the Closing Ceremony is absolutely key to their learning. Here's why:

When Juniors leave a meeting, they'll remember how much fun it was to plant a seed, make a suncatcher or play a game of "Programmer Says." However, they may not realize that they just learned how algorithms work — unless you tell them. When you do that, you turn a *hands-on* activity into a *minds-on* activity. During the Closing Ceremony, you can connect the dots for girls by:

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Think Like a Programmer pt. 5

- Pointing out how they acted as programmers. (For example: They used an algorithm to plant a seed or they created an algorithm to teach a skill to others. They struggled a bit with a challenging activity — but they persisted. Now they know that they can solve hard problems if they keep trying. They worked together to solve problems.)
- Reminding Juniors that they are *already* programmers — and that it's fun to solve problems using programming.
- Letting them know that they have what it takes to continue exploring STEM.

These simple messages can boost girls' confidence and interest in STEM — and end the meeting on an upbeat note!

Tell Your Troop Story: As a Girl Scout leader, you're designing experiences that girls will remember their whole lives. Try to capture those memories with photos or videos. Girls love remembering all they did — and it's a great way for parents to see how Girl Scouting helps their girls.

And please share your photos and videos with GSUSA by emailing them to STEM@girlscouts.org (with photo releases if at all possible!).

Program Pairing: The Junior Digital Photographer and Entertainment Technology badges go well with this Journey!

Prepare Ahead (Roughly 90+ minutes)

1. Review vocabulary (2 minutes)

This meeting includes the following words:

- **Conditional** — in computer science, a conditional is a statement that tells a computer how to act in specific situations, i.e. IF this happens, THEN the computer does this.
- **Algorithm** — a list of steps that you can follow to finish a task.
- **Innovation** — a new or improved idea, device, product, etc.
- **Prototype** — a sketch of an idea or model for something new. It's the original drawing from which something real might be built or created.
- **Computational Thinking** — the thought processes involved in formulating a problem and expressing its solution(s) in such a way that a computer—human or machine—can effectively carry out.

Think Like a Programmer pt. 5

- **Debugging** — finding and fixing problems in your algorithm or program

See the **Junior Think Like a Programmer Journey Glossary** for more vocabulary and examples.

2. Read through this guide and its Meeting Aids (15 minutes)

This will help you get familiar with the flow of the meeting.

Read the following handouts (found in the **Meeting Aids** section):

Junior Think Like a Programmer Journey Materials List: Each meeting has its own materials list, but you can use this handout if you like to do all your supply shopping at one time. It includes all materials needed for the entire Journey.

Junior Think Like a Programmer Journey Glossary: This is a list of words that Juniors may not know and how to define them.

Think, Pair, Share: These facilitation tips will help you to make sure that every girl's voice is heard during brainstorming activities.

Take Action Guide: This handout explains the difference between Take Action and Community Service. It also includes tips to make a project sustainable and Take Action project ideas that you and your troop can use as inspiration.

3. Gather materials (40 minutes)

Depending on your girls' Take Action Project, you may need to prepare or set up specific things. Gather supplies for the Take Action project.

For example, girls may need: A smartphone or camera if girls are creating a video, poster board if they're making signs, a laptop if girls are making PowerPoint slides for a presentation to the school principal or city council, or material for costumes if they're putting on a skit.

If your meeting location doesn't have a flag, bring a small one from home to either hang or have the girls take turns holding.

4. Gather Support for the Take Action Project (30+ minutes)

Think Like a Programmer pt. 5

If you need more adult helpers for the Take Action project, let them know the time and place of the meeting and brief them on what the girls are doing and how best they can support the Juniors.

Additionally, you may need to talk to people who are needed to help Juniors to complete their Take Action project.

For example:

- If the girls have decided to make posters for their school or local library, call the school/library office to set up a time when the Juniors can make their proposal in person.
- If they want to put on a skit at the community center, talk to an administrator about how to arrange that.
- If they want to make a presentation to the city council, call the office to find out how to schedule that.

Get Help from Your Family and Friends Network

Your Friends and Family Network can include:

- Juniors' parents, aunts, uncles, older siblings, cousins, and friends
- Other volunteers who have offered to help with the meeting.

Ask your Network to help:

- Bring art supplies.
- Assist Juniors to create their Take Action project.

Award Connection

Juniors will earn two awards:

- Think Like a Programmer award
- Take Action award

Juniors will earn both awards following the completion of the Take Action project and Journey in **Think Like a Programmer PT. 6**.

(Note to Volunteers: You can buy these awards from your council shop or on the Girl

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Think Like a Programmer pt. 5

Scouts' website.)

Meeting Length

90 minutes

- The times given for each activity will be different depending on how many Juniors are in your troop.
- There is no snack time scheduled in these meetings, but there are 15 minutes of “wobble room” built in for snacks or activities that run long.
- Give Juniors 10- and 5-minute warnings before they need to wrap up the last activity so you'll have time for the Closing Ceremony.

Juniors create their Take Action project.

Materials List

Activity 1: As Girls Arrive: Improv with Conditionals

- Notecards with different statements written on them from the **Conditional Examples Sheet** (at least two for each pair of girls)

Activity 2: Opening Ceremony: If We Take Action, Then We Make a Difference!

- Flag
- Optional: Poster Board with the Girl Scout Promise and Law

Activity 3: Creating Our Take Action Project

- Any materials Juniors need to carry out their Take Action project

Activity 4: Closing Ceremony: Plan to Celebrate!

- None

Awards

Juniors do not receive any awards in this meeting.

Detailed Activity Plan

Activity 1: As Girls Arrive: Improv with Conditionals

Time Allotment

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Think Like a Programmer pt. 5

10 Minutes

Materials

- Notecards with different statements written on them from the **Conditional Examples Sheet** (at least two for each pair of girls)

Steps

Welcome Juniors, and have them pair up to act out different situations.

Hand each pair two or more notecards with different statements from the **Conditional Examples Sheet**.

SAY:

To warm up, let's play a quick game of improv.

In pairs, take turns reading the situation on your notecard while your partner acts it out.

For example, your partner may read this sentence from a card: If you're at the North Pole, then.... How would you act if you were at the North Pole? (Answer: Girls might pretend to shiver, hug themselves and stomp their feet, etc.)

Have Juniors act in pairs until everyone has arrived.

Activity 2: Opening Ceremony: If We Take Action, Then We Make a Difference!

Time Allotment

20 Minutes

Materials

- Flag
- Optional: Poster Board with the Girl Scout Promise and Law

Steps

Recite the Pledge of Allegiance and the Promise and Law.

Conduct any troop business.

Explain the connection between Activity 1: As Girls Arrive: Improv with Conditionals and conditional statements in programming.

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Think Like a Programmer pt. 5

SAY:

How was it acting out each of the situations? What changed each time? (Answer: Our partner read a new situation from the notecard.)

The situation changed with each card. That meant you had to act a different way.

For example, your notecard might have said, “If you’re in the North Pole, then...”, so you might have acted like your cold. Your notecard might have said “If you have a jump rope, then...”, so you pretended to skip rope.

In computer science, programmers use something similar called a conditional. Programmers create code that tells computers what to do when they encounter certain environments.

These special statements tell computers how to act when different situations arise.

*To keep it simple, **IF** one thing happens, **THEN** another thing happens.*

For example, have you ever gotten a pop-up on your computer when you click on a link?

That’s a conditional!

*If you click a link on a website, **then** the computer makes a pop-up message or box appear.*

To create the conditional, the website programmer coded an instruction for the computer that instructs it to open a message box when you click on the link on the website.

Connect conditionals to how Girl Scouts Take Action.

SAY:

Just like programmer create conditionals, we also react to different situations in certain ways, both as humans and as Girl Scouts.

As Girl Scouts, we Take Action to solve problems and create solutions that work for our communities. We see the “IF”, and “THEN” we do something!

Think Like a Programmer pt. 5

For example, **if** we spot a problem, **then** we figure out a way to solve it!

If we see a way to help people, **then** we do it!

If we want to make the world a better place, **then** we Take Action!

Have Juniors say what their Take Action project is about.

Have Juniors say one thing she thinks is important to do for their Take Action project.

SAY:

Finish this sentence: *If we want to Take Action, then we _____.*

Activity 3: Creating Our Take Action Project

Time Allotment

35 Minutes

Materials

- Any materials Juniors need to carry out their Take Action project.

Steps

(Note to Volunteers: Stay on schedule so you can hold your Closing Ceremony. Give Juniors 10 and 5-minute warnings before they need to wrap up.)

Set Up. (5 minutes)

Set up the activity. Break Juniors into teams of 3-4 to create and build their Take Action project. **(Note to Volunteers:** These teams can be the same as the design teams in the last planning meeting.)

SAY:

Every Girl Scout Take Action project changes the world a little bit and makes it a better place.

You've learned to think like programmers — to define needs, create plans, test and spot problems, work as a team, and come up with a solution. Now you're going to help others by taking action — and you know that programmers do that, too!

Think Like a Programmer pt. 5

In our last meeting, you came up with a plan for your Take Action project.

Let Juniors list the “to do” items from the last meeting. Remind them of any they missed.

Build and Test. (30 minutes)

Help Juniors create what they need (posters, videos, presentations, costumes, and scripts).

If Juniors have a “next step” in their project, remind them about it. For example, they may have written a script and created costumes for a school assembly skit. If so, remind them about when they’ll be presenting the skit.

If you’ve done some “behind the scenes” work since the last meeting, such as setting up a meeting for Juniors with officials or securing permission for their project, let them know about it now.

Congratulate the Juniors if they’ve completed their Take Action project in this meeting (if, for example, they’ve created a video that an adult will now share with friends and family or post safely online).

Activity 4: Closing Ceremony: Plan to Celebrate!

Time Allotment

10 Minutes

Materials

- None

Steps

Have Juniors form a Friendship Circle and plan their celebration.

SAY:

At our next meeting, you’ll celebrate everything you learned. How do you want to celebrate?

Offer prompts for Juniors to come up with their own ideas for the celebration:

- *Do you want to make a special display of our Take Action photos or show our videos?*
- *Do you want special music?*

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Think Like a Programmer pt. 5

- *Is there anyone you want to thank?*
- *What do you want to do for the Closing Ceremony?*

Write down their ideas, and tell them you'll help organize this for the next meeting.

End the meeting with a Friendship Squeeze.

On Your Honor!

Think Like a Programmer Journey

Conditional Examples

In computer science, a **conditional** is a statement that tells a computer how to act in specific situations., i.e. IF this happens, THEN the computer does this.

Volunteer: Prior to the meeting, prepare notecards with “If you _____, then...” situations for girls to act out. Create at least two notecards for each pair of girls.

Here are some conditionals you could give to girls to act out:

If you're in the North Pole, then...

If you have a jump rope, then...

If you win a million dollars, then...

If you have a piece of cake, then...

If you're at the beach, then...

If you have a soccer ball, then...

If you want to paint a picture, then...

If you have a saxophone, then...

If you're planting a flower bed, then...

If you're hiking in the woods, then...

The 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.

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.

Think Like a Programmer Journey

Take Action Guide

What's the difference between a community service project and a Take Action project?

Community Service makes the world better by addressing a problem “right now.” For example, collecting cans of food for a food pantry feeds people “right now.” Gathering toys for a homeless family shelter makes kids happy “right now.” Providing clothing and toiletries to people after a fire or flood helps them “right now.” These acts of kindness are important ways to help people — right now.

Take Action encourages girls to develop a project that is sustainable. That means that the problem continues to be addressed, even after the project is over. Sustainability simply means coming up with a solution that lasts.

For example, girls might want to do something about trash in a local park. If they go to the park and pick up trash, they've solved the problem for today — but there will be more trash to pick up tomorrow.

Instead, girls could explore why there's so much trash. Here's what they might discover:

1. There aren't enough trash cans in the park.
2. The trash cans are hard to find.
3. People have to walk out of their way to throw away trash because of where the cans are placed.
4. People don't realize the importance of putting trash in the trash cans.

Here's how girls might address these issues:

- **Issues 1 – 3:** Make a presentation to the city council to report on their findings and suggest adding more trash cans or moving them to more visible or convenient positions.
- **Issue 4:** Create a public awareness campaign that encourages people to use the trash cans instead of littering.
- **Variation:** Older girls may want to design interactive garbage cans that make tossing your trash fun. Do an online search for “the fun theory” or “the world's deepest bin” to see this in action.

What are the steps of a Take Action project?

Girls team up to:

- Identify a problem
- Come up with a sustainable solution
- Develop a team plan
- Put the plan into action
- Reflect on what they learned

Keep It Girl-Led: Girls should actively participate in each step in order for this to be girl-led. Younger girls will need more guidance, but they can and should decide as a team what problem they want to address.

How do girls make their project sustainable?

Here are three ways to create sustainable change:

1. Make your solution permanent.
2. Educate and inspire others to be part of the change.
3. Change a rule, regulation or law.

How can I help girls come up with Take Action Ideas?

Next are some specific examples you can use to help girls understand what sustainable Take Action projects look like.

Keep It Girl-Led: These examples are intended to give a sense of what a Take Action project could look like. **Please do not choose a project from this list for girls to do!** Instead, guide them to brainstorm ideas, get feedback, and come up with a plan. Girls will learn key leadership skills, such as decision-making, compromise, conflict resolution, and teamwork, when their Take Action project is girl-led.

Computer Science/STEM Take Action Ideas

Issue: Some girls think computer science is hard or boring or just for boys.

- **Solution: Educate and inspire others.** Create a girls' coding club that meets at lunch-time or recess. Teach other girls how to play with tangrams or learn algorithms by making functional suncatchers.

Issue: Some kids think computer science is too hard to understand.

- **Solution: Educate and inspire others.** Make a video to explain algorithms, using fun examples like baking a cake, planting a flower or giving directions. Show it to your class at school or to a group of friends.

Issue: More kids need to know that how computer programmers can help others and make the world a better place

- **Solution: Educate and inspire others.** Do some research about people who used code to help others, and then create a video or slideshow to show at your school.

Issue: Not everyone knows about women who changed the world using their knowledge of computer science.

- **Solution: Educate and inspire others.** Research the “hidden figures” in your community. They might be women who have helped shape history, like those portrayed in the movie Hidden Figures. Or you might want to profile computer science teachers who have made a difference by mentoring and encouraging girls. You could create a display about their accomplishments for a library or community center or make a video about them and show it at school.

Issue: More people need to know how exciting and fun STEM can be.

- **Solution 1: Educate and inspire others.** Create a list of great books, movies and documentaries that focus on STEM. Make copies for teachers to hand out or make posters for the school library.
- **Solution 2: Educate and inspire others.** Create a short play based on one of the books and perform it for your class or school.

Other Ideas for Take Action

Issue: More kids need to know that engineering is a fun, creative way to help others.

- **Solution 1: Educate and inspire others.** For show-and-tell, explain what you've learned about how engineers help others, then lead a design challenge activity with your class.
- **Solution 2: Make it permanent.** Partner with a teacher or principal to create an "engineering space" at school where kids can make prototypes and share ideas for new inventions. Put out a call for donations of recyclable materials or cheap prototyping supplies (cardboard boxes, tape, string, paper towel tubes, etc.) to stock the space.

Issue: It's hard for new students to meet people and make friends at school.

- **Solution: Make it permanent.** Design and build "buddy benches." Partner with the school to have the benches installed on the playground so kids who want to make new friends can find each other.

Issue: Parents often run their engines outside the school as they wait to pick up or drop off their children, which pollutes the air.

- **Solution: Change a rule, regulation or law.** Make a presentation to the school board or administrators about why this is a problem and suggest a new rule that makes the pick-up/drop-off area a "no idling" zone.

Issue: We could conserve water if more people collected rain water and used it to water plants.

- **Solution 1: Make it permanent.** Make rain collection devices for family or friends that can be installed in their yards. Give them a list of different ways to use rain water and how they're helping the Earth.
- **Solution 2: Educate and inspire others.** Create a handout, video tutorial, or show-and-tell presentation about how to make a rain collection device, how to use rain water and how that helps the Earth.

Issue: The local park doesn't have a swing for children with disabilities.

- **Solution: Make it permanent.** Make a presentation to the city council explaining the problem and offering to use troop money from the cookie sale to help pay for the swing.
- **Extra Inspiration:** Do an online search for "How One Brownie Troop Became Social Entrepreneurs.")

Issue: There's no sidewalk along a street near the elementary school, which makes it dangerous for children to walk home.

- **Solution: Make it permanent.** Make a presentation to the city council about the problem and suggest that they build a sidewalk. (Note: Even if the council doesn't vote to create a sidewalk, the girls have earned their Take Action award because they came up with a sustainable solution and took action through their presentation.)
- **Extra Inspiration:** Do an online search for "Girl Scout Brownies Convince City Hall to Build Sidewalk."

Issue: There have been several accidents at a busy intersection that doesn't have a stoplight.

- **Solution: Make it permanent.** Research the number of accidents and make a presentation to the city council, asking that they have a stoplight installed.

Issue: The local shelter is having a hard time getting rescue animals adopted.

- **Solution: Educate and inspire others.** Use your photography skills to create pet portraits for the shelter's web site. Use your writing skills to craft heart-warming bios for each portrait.

Need more ideas?

Check out [Girls Changing the World](#) on the GSUSA web site. Girls post their Take Action and Bronze/Silver/Gold Award projects on this site. You can search by project topic or grade level. (And after the troop has done their project, please post it so they can inspire other girls!)

33 Ways to Take Action!

Make your solution permanent.

1. Make and install something outside (benches, bird houses, dog run, ropes course, sensory trail for children with disabilities, Little Library, etc.)
2. Plant something (butterfly garden, tree, wind chime garden, etc.)
3. Make something inside (Maker Space, reading room, etc.)
4. Create a collection (children's books children's hospital or family shelter, oral histories for town museum, etc.)
5. Advocate for building a permanent community improvement (sidewalk, bridge, park, streetlights, stoplight, etc.)

Educate and inspire others to be part of the change.

6. Do a show-and-tell
7. Create a poster campaign
8. Perform a skit
9. Make a "how to" handout
10. Draw a comic
11. Give a speech
12. Write and perform a song
13. Make an animated movie
14. Make a live-action movie
15. Make a presentation
16. Create a workshop (perhaps in partnership with a local business or organization) to teach a skill such as coding, camping, canoeing, robotics, sewing, car care, healthy eating, gardening, home repair, budgeting, etc.
17. Create a workshop to teach others about healthy living (exercise, nutrition, mental health, etc.)
18. Create a social media campaign
19. Make video tutorials to teach a skill
20. Organize an email campaign
21. Organize a petition
22. Organize an event (concert, play, poetry slam, art exhibit, sporting event, field day) to raise awareness about an issue
23. Make a "playbook" to help others follow your lead (how to mentor robotics teams, organize a workshop or event, advocate to city council, create an online petition, change a law, etc.)
24. Make an app that helps people take action on an issue
25. Create a web site
26. Write an op-ed or letter to the editor of a newspaper or magazine
27. Start a blog

Change a rule, regulation or law.

28. Make a presentation to your school principal
29. Make a presentation to your school board
30. Make a presentation to your city council
31. Speak up at your representative's town hall meeting
32. Create an online petition
33. Advocate for a law with your state government

Think Like a Programmer Journey

Glossary for Juniors

Juniors may not know some of the words used on this Journey. Here are definitions you can share with them:

Computational thinking is the thought process involved in solving a problem and expressing its solution(s) in a way that a computer—human or machine—can effectively carry it out.

An **algorithm** is a list of steps that you can follow to finish a task. A recipe is an example of an algorithm; it tells you how to cook a dish by following step-by-step instructions.

A **program** is an algorithm that has been coded into something that can be run by a machine.

Debugging is finding and fixing problems in your algorithm or program.

A **function** is a piece of code that you can easily call over and over again.

A **variable** is a placeholder for a piece of information that can change.

Decomposition is when you break a hard problem up into smaller, easier ones.

A **pattern** is a theme that is repeated many times.

Abstraction is removing the details from a solution so that it can work for many problems.

Innovation is a new or improved idea, device, product, etc.

A **prototype** is a sketch of an idea or model for something new. It's the original drawing from which something real might be built or created.

In computer science, a **conditional** is a statement that tells a computer how to act in specific situations., i.e. IF this happens, THEN the computer does this.

Think Like a Programmer Journey

Materials List

Think Like a Programmer 1

Activity 1: As Girls Arrive: Create Your Own Code

- Paper
- Pens or pencils

Activity 2: Opening Ceremony: Jump Into Computational Thinking!

- Flag
- Optional: Poster Board with the Girl Scout Promise and Law

Activity 3: Tangram Algorithms

- **Tangram Set & Algorithm Card Images Pack** (one for each girl)
- Scratch paper for writing algorithms or building images
- Markers, pens, or pencils
- Scissors
- Optional: Sets of tangrams to use as example
- Optional: Computer, tablet or other device with ability to show girls the [Unplugged – Tangram Algorithms](#) video
- Optional: If your troop has never used Tangram pieces, you can choose to do an example for them or even have an entire Tangram activity. Search the internet for activities that girls can play in reality (using real tangrams) or play online.
- Optional: **Worksheet: Tangram Algorithms** (one for each girl)
An “assessment worksheet” sounds a lot like school, but girls will probably see this as a fun puzzle page. If there’s time, girls could do the activities in the meeting or you could give each girl a copy to take home. Perhaps they’d like to show their families what they learned about programs, debugging, functions, and variables by doing the worksheet together.

Activity 4: Closing Ceremony: Programmers, Awards & Take Action

- Take Action Guide

Think Like a Programmer 2

Activity 1: As Girls Arrive: Snack Algorithms

(**Note to Volunteers:** For this activity, girls will create algorithms for snacks. We’ve provided several options, so please choose one or another alternative that works for your girls’ dietary restrictions.)

- Bowls or cups
- Option 1: Various small snacks like crackers, pretzels, marshmallows, chocolate chips, dried fruit, etc. that could go into trail mix.
- Option 2: Crackers, spreads, and toppings to create cracker bite snacks.
- Option 3: Celery, spreads, and topping to create Ants on a Log.
- Paper
- Pencils

Activity 2: Opening Ceremony: Programmers to the Rescue!

- Flag
- Optional: Poster Board with the Girl Scout Promise and Law

Think Like a Programmer Journey

Materials List

Think Like a Programmer 2 (continued)

Activity 3: Solving Challenges with Computational Thinking

- **Mad Glibs Abstraction Worksheet** (one for each girl)
- Markers, pens, or pencils
- Pens, Pencils, & Scissors
- **Functional Suncatchers Skills Sheet** (one for each group)
- Create a suncatcher to use as an example for the activity
- Prepare a program and two skills with blank steps on a large paper or blackboard for the girls to help you fill in. (Sample can be found on the **Functional Suncatchers Skills Sheet**)
- Optional: Computer, tablet or other device with ability to show girls the [Unplugged: Mad Glibs activity](#) and [Unplugged – Functional Suncatchers](#) videos
- Optional: **Worksheet: Mad Glibs Assessment** (one for each girl)
An “assessment worksheet” sounds a lot like school, but girls will probably see this as a fun puzzle page. If there’s time, girls could do the activities in the meeting or you could give each girl a copy to take home. Perhaps they’d like to show their families what they learned about programs, debugging, functions, and variables by doing the worksheet together.
- Optional: **Worksheet: Functional Suncatchers** (one for each girl)
An “assessment worksheet” sounds a lot like school, but girls will probably see this as a fun puzzle page. If there’s time, girls could do the activities in the meeting or you could give each girl a copy to take home. Perhaps they’d like to show their families what they learned about programs, debugging, functions, and variables by doing the worksheet together.

For each functional suncatcher:

- One foot of string, thread, or fishing line
- 2-4 beads
- 2-4 other accessories (buttons, hoops, spacers)
- One special bead, prism, button, or girl-made sun charm

Activity 4: Closing Ceremony: Brainstorming Our Take Action Project

- List of Juniors’ Take Action ideas from Think Like a Programmer 1
- **Take Action Guide**

Think Like a Programmer 3

Activity 1: As Girls Arrive: Tech Collages

- Magazines and catalogs, tech or regular
- Scissors
- Glue sticks
- Construction paper
- Optional: Stickers, other things to add into the collages

Activity 2: Opening Ceremony: Reviewing Our Take Action Ideas

- Flag
- List of Take Action ideas from last meeting

Think Like a Programmer Journey

Materials List

Think Like a Programmer 3 (continued)

Activity 2: Opening Ceremony: Reviewing Our Take Action Ideas (continued)

- Index Cards (Slips of paper, post-its, or a whiteboard and marker)
- Pens
- Tape
- Optional: Poster Board with the Girl Scout Promise and Law

Activity 3: Personal Innovations

- Post-its or slips of paper and tape (at least one for each girl)
- Markers, pens, or pencils
- Poster paper for sharing innovations (one for each girl)
- **Personal Innovations Activity Guide** (one for each girl)
- Markers, pens, or pencils
- Tape to hang posters

Activity 4: Closing Ceremony: Time to Decide on Take Action!

- Juniors' Take Action ideas on index cards.
- Optional: Computer/tablet or other device with ability to show girls the [Computer Science is Changing Everything](#) video

Think Like a Programmer 4

Activity 1: As Girls Arrive: Innovate Your Take Action!

- Paper
- Pencils, crayons and markers

Activity 2: Opening Ceremony: Programming for a Better World

- Flag
- Optional: Poster Board with the Girl Scout Promise and Law

Activity 3: Designing Our Take Action Project

- Large pieces of paper or poster boards
- Markers
- Post-It notes
- Pens/pencils

Think Like a Programmer 5

Activity 1: As Girls Arrive: Improv with Conditionals

- Notecards with different statements written on them from the **Conditional Examples Sheet** (at least two for each pair of girls)

Think Like a Programmer Journey

Materials List

Think Like a Programmer 5 (continued)

Activity 2: Opening Ceremony: If We Take Action, Then We Make a Difference!

- Flag
- Optional: Poster Board with the Girl Scout Promise and Law

Activity 3: Creating Our Take Action Project

- Any materials Juniors need for their Take Action project

Think Like a Programmer 6

Activity 1: As Girls Arrive: Get Ready to Celebrate!

- Girl Scout Promise and Law poster(s)
- Any items Juniors want to display (such as photos or videos from their Take Action project)
- Photos and videos from the Journey meetings
- Music system
- Decorations
- Snacks

Activity 2: Opening Ceremony: Welcome!

- Flag
- Optional: Poster Board with the Girl Scout Promise and Law

Activity 3: Awards Ceremony and Celebration

- Think Like a Programmer award
- Take Action award

(Note to Volunteers: You can buy these awards from your council shop or on the Girl Scouts' website.)

Activity 4: Girl Survey

- If girls are taking the survey online: Laptop/tablet
- If girls are filling out the survey on paper: Copies of Girl Survey (pdf available in Meeting Aids) and pen or pencil

Brainstorming Tips: Think, Pair, Share

How to Run a Think, Pair, Share Activity:

Tell girls that they're going to brainstorm answers to your question using "Think, Pair, Share."

Lead girls through the basic steps by telling them they will:

1. Break into small groups.

2. Listen to the question or prompt.

3. Think about their answers.

- Girls may want to write their answers down.
- Twenty seconds should be enough time, since girls will need to sit quietly.

4. Pair with other girls.

- Girls talk with one to three other girls (depending on group size), making sure everyone has a chance to share their answers. If there's time, it's OK for girls to ask questions about each other's answers.
- For pairs, 20 seconds should be enough time. If your troop enjoys discussion, consider extending this to 1 to 2 minutes.

5. Share with the group.

- Girls share their answers with the larger group.
- This can be completed in 20 – 30 seconds, but will run longer based on group size and how the group sharing is done.

There are two ways to set up group sharing:

- **Strongly Recommended:** One girl shares the best/most interesting/summary answer for the group. This approach is great if you're running short on time. It also helps develop conflict resolution and compromise skills.
- **Optional:** Each girl shares her partner's answer. This helps girls develop active listening skills, but will run longer because all girls are sharing.