

## Think Like an Engineer pt. 1

### Overview

Juniors learn how engineers use the Design Thinking Process to solve problems and do a hands-on Design Challenge where they build a paper structure strong enough to support the weight of several books.

### Note to 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.

**Fail Fast. Succeed Sooner:** That's how engineers solve problems. On this Journey, Juniors will learn the Design Thinking Process through hands-on activities. They'll learn to: Brainstorm ways to solve a problem, design prototypes, test them to see what does and doesn't work, then improve their designs. To engineers, failure is a good thing because every time a design fails, you learn something and can make it better.

You can help Juniors think this way. When a Junior's prototype doesn't work, ask questions like, "Why do you think it didn't work? How can you change your design? Try again — that's what engineers do!" This approach also keeps the activity girl-led and fun because Juniors are free to invent things without feeling the pressure to make them perfect.

**Leave Time for the Closing Ceremony:** If Juniors are having fun doing a Design Challenge, 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 build

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something out of cardboard or make a Ping-Pong ball fly across the room. However, they may not realize that they just learned how engineers solve problems or that they're good at engineering — unless you tell them.

That's why the Closing Ceremony is so important. It's where you can connect the dots for Juniors by:

- Pointing out how they acted as engineers. (**For example:** They did rapid prototyping. When one of their prototypes didn't work, they saw that "failure" as helpful feedback and tried something else. They worked together to find solutions. They shared their designs and offered suggestions.)
- Reminding Juniors that they are *already* engineers — and that it's fun to solve problems using engineering.
- Letting them know that they have what it takes to continue exploring STEM.

These simple messages can boost Juniors' 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 Juniors will remember their whole lives. Try to capture those memories with photos or videos. Juniors love remembering all they did — and it's a great way for parents to see how Girl Scouting helps their Juniors.

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

**Program Pairing:** The Junior Product Designer badge goes well with this Journey!

### Prepare Ahead

- Gather supplies.
- If your meeting location doesn't have a flag, bring a small one that Juniors can take turns holding or hang in the room.
- Print copies of the **Design Thinking Process poster**.
- Prepare for the "Paper Structure" Design Challenge by reading through the instructions in advance and making notes. Try doing the activity beforehand so you're familiar with the steps. Remember: Newspaper becomes stronger when it's rolled tightly. Newspaper in the shape of a triangle is stronger than newspaper in the shape of a rectangle or square.
- *Optional:* Decorate the meeting room with pictures of female engineers and pictures of bridges, dams, roller coasters, skyscrapers, airplanes, skateboards, self-driving cars, robots, smart phones, and anything else designed by engineers.

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

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

**Junior Think Like an Engineer 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 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.

## 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.
- Bring a camera, smart phone, or video camera to document the meetings.
- Assist with Design Challenge activities.

## Award Connection

Juniors will earn two awards:

- Think Like an Engineer award
- Take Action award

They receive both awards in **Think Like an Engineer PT. 6.**

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

## Meeting Length

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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 “wiggle 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 learn how engineers use the Design Thinking Process to solve problems and do a hands-on Design Challenge where they build a paper structure strong enough to support the weight of several books.

### Materials List

#### Activity 1: As Girls Arrive: Engineers Create

- Magazines and catalogs that focus on science and technology or ones that include products, such as cars, devices, architecture, gadgets, etc.
- Scissors

#### Activity 2: Opening Ceremony: Jump into Design Thinking!

- Flag
- **Design Thinking Process poster**
- Optional: Poster Board with the Girl Scout Promise and Law

#### Activity 3: Design Challenge: Paper Structure

- **Design Thinking Process poster**

For each pair of girls:

- Masking or duct tape
- 8 sheets of newspapers
- Four or 5 heavy books
- 1 piece of cardboard (about the size of a piece of copy paper); use it as a platform for the books.
- Twelve-inch ruler to measure height of the structure
- Paper and pencil

#### Activity 4: Closing Ceremony: Engineers, Awards & Take Action

- None

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### Awards

Juniors do not receive any awards in this meeting.

### Detailed Activity Plan

#### Activity 1: As Girls Arrive: Engineers Create

##### Time Allotment

10 minutes

##### Materials

- Magazines and catalogs that focus on science and technology or ones that include products, such as cars, devices, architecture, gadgets, etc.
- Scissors
- Poster board (one—for all Juniors to post pictures)
- Glue

##### Steps

Welcome Juniors and ask them to cut out pictures of things they think were designed or created by an engineer.

##### SAY:

*You're about to learn what engineers do and how they solve problems.*

*Cut out photos of things you think were designed by an engineer.*

*Stick your photos up on the poster board.*

#### Activity 2: Opening Ceremony: Jump into Design Thinking!

##### Time Allotment

20 minutes

##### Materials

- Flag
- **Design Thinking Process poster**
- Optional: Poster Board with the Girl Scout Promise and Law

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### Steps

Introduce Juniors to engineering and the Design Thinking Process as the way engineers solve problems.

Recite the Pledge of Allegiance and the Promise and Law.

Conduct any troop business.

### SAY:

*On this Journey, you'll find out what engineers do and how they help people.*

### SAY:

*Who knows what engineers do?*

**Girls may say:** Drive trains, build things, invent things, etc.

*Engineers use their imaginations to solve problems. They invent and build things that can be used in the real world.*

*Every day you see a problem an engineer has solved. For example, engineers design bridges so your car can cross a river. They design planes so you can fly to another place. They design really tall buildings for lots of people to work or live in.*

*When you arrived, you cut and pasted photos of things you think an engineer created. Share what you cut out and explain why you think an engineer designed it.*

Show Juniors the **Design Thinking Process poster**.

### SAY:

*You are going to learn how to solve problems and think like an engineer.*

*These are the steps engineers use to solve problems. They find a problem. They brainstorm different ways to solve it. They choose one idea and design it. They test their design to see if it works. And they keep working on it until it does.*

*To an engineer, failure is a good thing because every time a design fails, you learn something and can make it better.*

### Activity 3: Design Challenge: Paper Structure

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### Time Allotment

35 minutes

### Materials

- **Design Thinking Process poster**

For each pair of girls:

- Masking or duct tape
- 8 sheets of newspapers
- Four or 5 heavy books
- 1 piece of cardboard (about the size of a piece of copy paper); use it as a platform for the books.
- Twelve-inch ruler to measure height of the structure
- Paper and pencil

### Steps

**(Note to Volunteers:** Give Juniors 10- and 5-minute warnings so they can wrap up in time for the Closing Ceremony.)

Juniors break into pairs to design and build a stable structure out of paper that can support the weight of several heavy books.

### Set Up. (5 minutes)

Set up the Design Challenge.

### SAY:

*One of the things engineers do is to build structures out of materials. Can you think of some materials they use to build things? (Girls may say: Steel, wood, plastic, concrete, iron, etc.)*

*Your challenge is to design and build a structure out of paper that is strong enough to support the weight of these books.*

Pass books around so Juniors can feel their weight.

### Brainstorm and Design (10 minutes)

Divide Juniors into pairs to design and build their Paper Structure prototype.

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**SAY:**

*Communities all over the world need to build structures—like homes, schools, towers and dams—that are sturdy and stable. But sometimes they don't have building materials that are very strong.*

*One way to make a material stronger is to change its shape.*

Demonstrate how to make paper stronger by showing girls how to roll newspaper into a tight tube shape. Start at one corner, rolling diagonally toward the other, the tighter the better. Tape the tube closed with a strip or two of tape.

Then make a loosely rolled tube and ask girl to compare it to the tightly rolled tube. What do they notice?

Bend the tightly rolled to create a triangle shape. Make another tightly rolled tube and bend it to create a square or rectangle shape.

Have Juniors test both shapes.

**SAY:**

*Which shape seems to be stronger? (Answer: The triangle can withstand more force and is more stable than the square. In general, the more triangles that are used in the structure, the stronger and more stable it will be.)*

*With your team partner, begin your Design Thinking Process by brainstorming how you want to build your paper structure. You can sketch or write your ideas on paper.*

*Your structure should be at least 8-inches tall. Use your rulers.*

Pass out materials for each team. Explain that the piece of cardboard can be used as a platform to support the books.

**SAY:**

*How can you assemble the tubes to make a strong, stable structure?*

*How can you support the structure to keep it from tilting or twisting when you place a heavy book on it?*

*How can you use the cardboard as a platform for the books?*

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### **Build and Test. (15 minutes)**

Have Juniors build the structure and test it by carefully setting a book on it.

Ask girls to observe what happens and redesign and rebuild the structure if necessary.

Juniors may ask for help if their structure doesn't work right away. Ask questions to prompt them to find a solution themselves. For example:

If Juniors say: *The tubes tilt or twist.*

You can say: *Find a way to stabilize and support them, like attaching tubes in between them.*

If Juniors say: *A tube buckles when weight is added.*

You can say: *Check if the tube is loosely rolled. If so, re-roll it to make it secure. Also, dents, creases and wrinkles can put stress on some areas and make a material weaker.*

If Juniors say: *The structure collapses.*

You can say: *Make its base as sturdy as possible.*

If Juniors say: *It wobbles.*

You can say: *Remember that triangles are a good way to increase a structure's strength and stability. Turn squares into triangles by adding supports that go from one corner of the square to the other.*

### **Share and Reflect. (5 minutes)**

Have Juniors present and demonstrate their paper structures for the group.

#### **SAY:**

*What made your paper structure especially strong?*

*What problems did you run into—and how did you solve them?*

*How did you have a partner to work with help with the designing and building?*

*Would it have been hard to design and build your paper structure alone? Why?*

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### Activity 4: Closing Ceremony: Engineers, Awards & Take Action

#### Time Allotment

10 minutes

#### Materials

- None

#### Steps

Have Juniors form a Friendship Circle. Tell them that they will be creating a Take Action project and make a connection to paper and the environment. Tell Juniors about the Journey awards they'll earn.

Begin by talking to girls about paper and the environment. It might inspire a Take Action project.

#### SAY:

*When you do a Take Action project, you spot a problem, come up with ways to fix it, make a plan, and team up to take action. What does that sound like? (Answer: The Design Thinking Process.)*

*Around the world nearly 4 billion trees are cut down each year just to make paper! Finding new uses for discarded paper helps conserve one of our most important resources. That's exactly what we did with the paper structure challenge: instead of throwing away old newspaper, it's used to build something new!*

*Where does paper come from?*

*What happens to old newspaper after we're done using it?*

*Why might it be a good idea to build something like this structure out of paper? Why might it be a bad idea?*

*Can you think of other resources or materials that we throw away that could be reused to make something else?*

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*One of the things you'll be doing on this Journey is a Take Action project. I will keep a list of any ideas of problems you might want to solve so you can make a team decision and choose one for your project.*

*Did our talk about paper and the environment give you any ideas for a Take Action project?*

*You'll earn two awards on this Journey. The first one is called the "Think Like an Engineer" award. You'll earn that for learning how to solve problems like an engineer.*

*The second one is called the "Take Action" award. You'll earn that for doing a Take Action project that will make a difference in the world.*

End the meeting with a Friendship Squeeze.

# THE DESIGN PROCESS

Used by engineers, inventors, and other problem solvers, the design process is a series of steps that help people think creatively and come up with solutions.



DEFINE THE NEED



BRAINSTORM



DESIGN



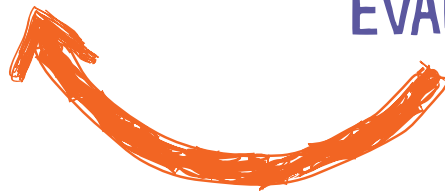
BUILD



REDESIGN



TEST & EVALUATE



SHARE SOLUTIONS



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## **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 an Engineer 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.

## Engineering/STEM Take Action Ideas

**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:** 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:** 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.

**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.

## Other Ideas for Take Action

**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:** 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 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:** We should recognize women who have helped their communities and made the world a better place in all kinds of ways.

- **Solution: Educate and inspire others.** Research the "hidden figures" in your community (unsung women who've done great things). Create a display about their accomplishments for a library or community center.

**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 an Engineer Journey

### Glossary for Juniors

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

**Brainstorming** means coming up with lots of different ways to solve a problem. You can brainstorm with another person or with a team of people.

**Engineers** are people who solve problems. They use their imaginations to invent things like self-driving cars. They also come up with new and better ways to build things, such as bridges, buildings, and planes.

A **prototype** is a quick way to show your idea to others or to try it out. It can be as simple as a drawing or it can be made with everyday materials like cardboard, paper, string, rubber bands, etc.

**Seismic** is something caused by earth's vibrations. It can be caused by nature, like an earthquake, or something artificial, like how the ground vibrates when an airplane takes off.

## Think Like an Engineer Journey

# Materials List

### Think Like an Engineer 1

#### Activity 1: As Girls Arrive: Engineers Create

- Magazines and catalogs that focus on science and technology or ones that include products, such as cars, devices, architecture, gadgets, etc.
- Scissors

#### Activity 2: Opening Ceremony: Jump Into Design Thinking!

- Flag
- **Design Thinking Process** poster
- Optional: Poster Board with the Girl Scout Promise and Law

#### Activity 3: Design Challenge: Paper Structure

- **Design Thinking Process** poster

For each pair of girls:

- Masking or duct tape
- 8 sheets of newspapers
- Four or 5 heavy books
- 1 piece of cardboard (about the size of a piece of copy paper); use it as a platform for the books.
- Twelve-inch ruler to measure height of the structure
- Paper and pencil

### Think Like an Engineer 2

#### Activity 1: As Girls Arrive: Design Like an Engineer

- Paper
- Pens, pencils, markers

#### Activity 2: Opening Ceremony: Engineers to the Rescue!

- Flag
- **Design Thinking Process** poster
- Optional: Poster Board with the Girl Scout Promise and Law

#### Activity 3: Design Challenge: Emergency Shelter

- Handout of **Examples of Shelters** (**Note to Volunteers:** Don't show this to until after Juniors have designed their shelter.)

For each team of girls to create a shelter to fit one person:

- 2-4 cardboard sheets (roughly the size of copy paper)
- 16 five-foot bamboo plant stakes or wooden dowels (these are available at garden centers and hardware stores. If unable to find, look for bendable plastic or aluminum rods or poles.)
- 3-4 large garbage bags, cut open into sheets
- Scissors
- Duct tape
- String
- Paper and pencil

**(Note to Volunteers:** Instead of building a life-size emergency shelter, you can have Juniors create a doll-size shelter and adapt materials accordingly. Optional: Bring dolls for girls to fit inside their shelters.)

## Think Like an Engineer Journey

# Materials List

### Think Like an Engineer 2 (continued)

#### Activity 4: Closing Ceremony: Brainstorming Our Take Action Project

- List of Juniors' Take Action ideas from Think Like an Engineer 1
- **Take Action Guide**

### Think Like an Engineer 3

#### Activity 1: As Girls Arrive: Shake It Up

- Music from a CD player or another system
- For more fun: Play the song, "Shake, Rattle and Roll"

#### Activity 2: Opening Ceremony: Choosing Our Take Action Project

- Flag
- List of Take Action ideas from last meeting
- Optional: Poster Board with the Girl Scout Promise and Law

#### Activity 3: Design Challenge: Pop Fly

- **Ring of Fire map**

For each team of 3-4 girls:

- 20-30 wooden or plastic coffee stirrers (5-6 inches)
- 1/4 lb. modeling clay, Plasticine preferred
- Manila file folder or 8.5 x 11" piece of thin cardboard
- Ruler to measure height of structure
- Pencils and Paper

**Volunteer:** In advance, make one Shake Table for each team of girls. The directions for "How to Build a Shake Table" is a Meeting Aid.

- 2 pieces of sturdy cardboard (about 8 1/2 by 11 inches)
- 2 thick rubber bands
- 2 tennis (or rubber) balls
- 2 large binder clips
- Ruler or paint stirrer to make a handle
- Masking tape

#### Activity 4: Closing Ceremony: Shake Dance Contest

- Music

### Think Like an Engineer 4

#### Activity 2: Opening Ceremony: Designing for a Better World

- Flag
- **Design Thinking Process** poster
- Optional: Poster Board with the Girl Scout Promise and Law

## Think Like an Engineer Journey

# Materials List

### Think Like an Engineer 4 (continued)

#### Activity 3: Designing Our Take Action Project

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

### Think Like an Engineer 5

#### Activity 1: As Girls Arrive: Power Poster

- Poster board
- Colored markers

#### Activity 2: Opening Ceremony: Why is Our Project Important?

- Flag
- **Design Thinking Process** poster
- 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 an Engineer 6

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

- **Girl Scout Promise and Law** poster(s)
- **Design Thinking Process** 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 an Engineer 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.