

## Think Like a Programmer pt. 5

### Overview

Girls 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 girls 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 girls know they can make choices and have their voices heard.

**Solve Big Problems Step By Step:** On this Journey, girls 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 girls 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 girls 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 girls 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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- 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 girls 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](mailto:STEM@girlscouts.org) (with photo releases if at all possible!).

### Prepare Ahead (Roughly 90+ minutes)

#### 1. Review vocabulary (2 minutes)

This meeting includes the following words:

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

See the **Multi-Level Think Like a Programmer Journey Glossary** for more vocabulary and examples.

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### 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):

**Multi-Level 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.

**Multi-Level Think Like a Programmer Journey Glossary:** This is a list of words that girls 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.

**Benefits of a Multi-Level Troop:** This handout highlights the benefits of running a multi-level troop and offers practical advice and insight into working with multi-level girls.

### 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)

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 they can best support the girls.

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Additionally, you may need to talk to people who are needed to help girls 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 girls 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:

- Girls' 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 girls to create their Take Action project.

## Award Connection

Girls will earn two awards:

- Think Like a Programmer award
- Take Action award

Girls 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 Scouts' website.)

## Meeting Length

90 minutes

- ~~The times given for each activity will be different depending on how many girls~~

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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 girls 10- and 5-minute warnings before they need to wrap up the last activity so you’ll have time for the Closing Ceremony.

Girls create their Take Action project.

### Materials List

#### Activity 1: As Girls Arrive: Our Recipe for Success

- Poster board or large paper
- Paper
- Colored markers

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

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

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

- Any materials girls need for their Take Action project

#### Activity 4: Closing Ceremony: Planning Our Celebration

- None

### Awards

Girls do not receive any awards in this meeting.

### Detailed Activity Plan

#### Activity 1: As Girls Arrive: Our Recipe for Success

##### Time Allotment

10 minutes

##### Materials

- Poster board or large paper

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- Paper
- Colored markers

### Steps

Welcome girls, and have them add a step to your Troops' "Recipe for Success" poster.

### SAY:

*Every great team has certain things they do to succeed. What do we do as a troop?*

*Think about it, feel free to brainstorm on paper, then add one step to our "Recipe for Success" poster!*

*Remember, an algorithm is just like a recipe. Both have steps to solve a problem.*

*Today, we'll be creating our Take Action project, so don't forget all the steps we should take together to make sure it is a success!*

If there's extra time, girls can decorate the Troop's poster.

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

### 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.

Lead girls in a discussion so that each will share why they think their Take Action project will make a difference.

### SAY:

*Finish this sentence: We're about to team up and Take Action to\_\_\_\_\_.*

Have girls say what their Take Action project is about.

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Have girls say one thing she thinks is important about their Take Action project.

Get girls charged up about starting their Take Action project with this energetic cheer:

**SAY:**

*What are you going to do today?*

**(Girls say)** *Take Action!*

*What will you make the world?*

**(Girls say)** *A better place!*

*Who's got the power?*

**(Girls say)** *Girl Scouts!*

Repeat even louder, and do a high-five or clap at the end.

### Activity 3: Creating Our Take Action Project

**Time Allotment**

35 minutes

**Materials**

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

**Steps**

**(Note to Volunteers:** Stay on schedule so you can hold your Closing Ceremony. Give girls 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 part of the Take Action project. **(Note to Volunteers:** These teams can be the same as the design teams from the last planning meeting.)

**SAY:**

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

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*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!*

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

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

### **Build and Test. (30 minutes)**

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

If girls 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 girls with officials or securing permission for their project, let them know about it now.

Congratulate the girls 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: Planning Our Celebration**

#### **Time Allotment**

10 minutes

#### **Materials**

- None

#### **Steps**

Have girls 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?*

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Offer prompts for girls 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?*
- *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.

**SAY:**

*Let's end the meeting with a cheer for Take Action. First, let's all stand up.*

*For the next three things I'm about to say, jump once and yell out, **Yay, Girl Scouts!***

*Every Girl Scout, from Daisy to Ambassador, does Take Action projects.*

**(Girls say:** Yay, Girl Scouts!)

*It doesn't matter how big or small your project is, it makes a difference in the world.*

**(Girls say:** Yay, Girl Scouts!)

*You're a leader because you work as a team to make the world a better place.*

**(Girls say:** Yay, Girl Scouts!)

End the meeting with a Friendship Squeeze.

## Benefits of a Multi-Level Troop

### **Leading a multi-level troop can be lots of fun, but also challenging!**

**Picture this:** The troop meeting is in full swing. You notice that the Brownies and Juniors are absorbed in an activity, but the Daisies are distracted. Or the Juniors are ready to take on a more complex project, but the younger girls can't move at the same pace or don't get the concept. Or you see that the Daisies are having tons of fun doing an activity that completely bores the Brownies and Juniors.

### **How do you manage it all?**

This Think Like an Engineer Journey was developed with the multi-level troop in mind. You'll find "multi-level notes" throughout to help you navigate the challenges of leading groups of K – 5 girls .

### **Multi-level troops are naturally set up to create a more girl-led environment.**

- Older girls have a unique opportunity to lead. They can serve as role models for younger girls, creating an enhanced leadership experience for all involved. They can explain more advanced concepts, which gives younger girls a powerful near-peer experience.
- Younger girls have aspiration built right into their experience. As they interact with the older girls, they learn what's possible for them.

### **Multi-level troops offer all girls a diversity of perspective.**

#### **When they do an activity together:**

- Older girls approach it with confidence and skill, based on their experience.
- Younger girls bring a sense of wonder and imagination that makes the

## Tips for Working with Girls at Different Levels

**Follow these tips and insights to help make your multi-level troop experience fun, not challenging:**

- Check out the STEM Glossary in Meeting Aids, and share definitions with all girls.
- Offer younger girls more concrete guidance to help them express their thoughts and come up with ideas.
- Older girls will have more nuanced understandings of interpersonal interactions and how Girl Scouts can take action, as well as more in-depth knowledge about the subject matter. They will bring up more complex concepts, which won't be familiar to younger girls. This is a great opportunity to ask older girls to share their knowledge with younger girls. Ask questions like, "Can you give us an example of that?" or "Can you describe that for everyone in the group?"
- Sometimes Daisies will outperform Brownies or you may have Juniors who perform at Brownie level. That's all OK, just customize your activities based on your experience with your troop.
- Younger girls will need more adult supervision, and it's natural that older girls will help them, too. But make sure to treat older girls like troop members, not as mini-Troop Leaders.
- Help older girls feel welcomed and valued by giving them leadership opportunities, such as guiding a discussion or acting as a scribe. Juniors may want to earn their Junior Aide award by mentoring the younger girls.
- Give older girls more responsibility in troop decision-making. While all girls should be involved in decision-making at some level, older girls will be able to offer good insights about how to make things work better for them. When older girls make a suggestion that can reasonably be implemented, try it out and acknowledge their contribution.
- Encourage all girls to help hand out supplies and snacks.

## **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 Girls

Girls 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.

**Inventors** are people who make up new things and products.

## Think Like a Programmer Journey: Materials List

### Think Like a Programmer 1

#### Activity 1: As Girls Arrive: Morse Code Messages

- Morse Code handout
- Paper
- Markers or crayons

#### Activity 2: Opening Ceremony: All About Solving Problems

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

#### Activity 3: Paper Programming

- Paper Programming Example Sheet
- Four-by-Four Activity Worksheet (at least one for each pair of girls)
- Blank paper or index cards for programs
- Relay Programming Activity Packet (one for each group)
- Extra sheets of 4x4 paper grids and blank paper to use as practice. These are also provided as part of the Relay Programming Activity Packet.
- Markers, pens, or pencils
- Optional: Computer/tablet or other device with ability to show girls the [Unplugged – Graph Paper Programming](#) and [Unplugged – Relay Programming](#) videos

#### Activity 4: Closing Ceremony: Making the World a Better Place

- Optional: Take Action Guide

### Think Like a Programmer 2

#### Activity 1: As Girls Arrive: Paper Programming

- Worksheet: Graph Paper Programming (one for each girl or group)
- Worksheet: Relay Programming (one for each girl or group)
- Paper
- Pencils

#### Activity 2: Opening Ceremony: Use Computational Thinking Everyday

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

#### Activity 3: Functional Suncatchers

- One foot of string, thread, or fishing line per girl
- 2-4 beads per girl
- 2-4 other accessories (buttons, hoops, spacers) per girl
- One special bead, prism, button, or girl-made sun charm per girl
- 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 during Part 1. (Sample can be found on the **Functional Suncatchers Skills Sheet**.)
- Optional: Computer/tablet or other device with ability to show girls the [Unplugged – Functional Suncatchers](#) video

## Think Like a Programmer Journey: Materials List

### Think Like a Programmer 2 (continued)

#### Activity 3: Functional Suncatchers (continued)

- 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.

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

- List of the girls’ Take Action ideas from Think Like a Programmer 1
- Optional: **Take Action Guide**

### Think Like a Programmer 3

#### Activity 1: As Girls Arrive: Walk the Line

- Prepare masking tape trails made of right angles (one for each group of 3-4 girls). See **Sample Trails for Walk the Line** for ideas.
- Blindfold (one for each group of 3-4 girls)
- Masking Tape

#### Activity 2: Opening Ceremony: Reviewing Our Take Action Ideas

- Flag
- List of Take Action ideas from last meeting
- Index Cards (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!

- The girls’ 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 Journey: Materials List

### Think Like a Programmer 4

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

- Paper
- Pencils, crayons and markers

#### Activity 2: Opening Ceremony: Programming Power!

- 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: Our Recipe for Success

- Poster board or large paper
- Paper
- Colored markers

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

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

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

- Any materials the girls 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 the girls 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

## Think Like a Programmer Journey: Materials List

### Think Like a Programmer 6 (continued)

#### 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.