

My Own Creativity Girl Scout Badge.

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My Own Creativity Girl Scout Badge

An Abstract and Reflections of a Project
in
Creative Studies
by
Annette J. German

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of the Requirements
for the Degree of
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College of Buffalo
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ABSTRACT

My Own Creativity Girl Scout badge

This project was to develop criteria (activities) for Girl Scouts of all ages based upon Creativity. It contains the criteria for the completion of the Girl Scout badge entitled *My Own Creativity*. It contains a leader's guide that can be used by adults as a resource and a reference for the activities. This project includes the following product samples; badge designs for the four levels of Girl Scouts, badge criteria, and the leader's guide. This document is the author's write-up about the process through selecting, formulating, and developing a Girl Scout badge based upon the concept of creativity.

ACKNOWLEDGMENTS

I wish to acknowledge my family, friends, and colleagues for giving me the emotional support whenever it was needed and for being in the background waiting for the time to assist me with setbacks and to celebrate accomplishments.

A very special thank you to my Sounding Board Partners, and to Dr. Mary Murdock for encouraging me to stay the course and be a persistent in my goals. And to the International Center for Studies in Creativity, for touching my life.

TABLE OF CONTENTS

SECTION 1: Background Information.....	1
Purpose	1
Description	1
Rationale	2
Creative benefits	3
SECTION 2: Pertinent Literature.....	4
Introduction	4
Selected bibliography	4
SECTION 3: Process Plan	6
Introduction	6
SECTION 4: Outcomes	9
Introduction	9
SECTION 5: Key Learnings	10
Introduction	10
Content	10
Process	11
SECTION 6: Conclusion	14
What do I see myself doing now	14
REFERENCES	16

Appendix A: Approval form

Appendix B: Mind maps created by Girl Scout troop 1425

Appendix C: Letter from Girl Scout Council

Appendix D: Product samples (*My Own Creativity* badge criteria, leader's guide)

Appendix E: Original design for badge

Appendix F: *My Own Creativity* badge design (all three levels of Girl Scouts)

Appendix G: Unpublished paper (Concept Paper)

Appendix H: Suggested Readings

BACKGROUND TO THE PROJECT

Purpose

The purpose of this project was to design criteria for a Council's Own badge entitled *My Own Creativity*. It will enlighten and broaden the scope of creativity. This badge is designed to support the learning of creativity and the development of self-awareness for individual creativity through activities. In addition, while the girls (ages 6-17) are learning about creativity their leaders (adults) are also learning, and thus creating a wider scope of creative awareness. This project will improve the quality of life for all the people associated with the badge requirements. Completing the requirements will promote self-esteem and personal creativity and enable girls from all levels of Girl Scouts to earn a new badge while developing new life skills.

Description

A Council's Own badge is a badge that Girl Scouts, leaders or individuals design to cover activities related to a theme that is not covered by any other Girl Scout badge. The badge that I designed is entitled *My Own Creativity*. It requires the girls to experience different aspects of creativity that will promote their own concepts of creativity and self-esteem.

A Council's Own badge includes a self design badge and the criteria to earn the badge. There are three badges that Girl Scouts can earn. They include, a *Try-It* for the Brownie level, a *Proficiency Badge* for the Junior level and an *Interest Project* badge for the Cadette and Senior levels. My criteria were designed to cover all levels of Girl Scouts, however each level had a required number of activities that needed to be done to ensure the badge was complete and that the girls were able to earn the badge.

Brownie Girl Scouts needed to complete four activities. Brownie Girl Scouts are girls entering grades first through third or ages six through eight years

old. Their badges are called *Try-Its* because it is only necessary for this age group to try new things and to explore different aspects of the world around them. The Brownie badges are in the shape of a triangle.

Junior Girl Scouts needed to complete seven activities. Junior Girl Scouts are girls entering grades third through sixth or ages eight through eleven years old. Their badges are called *Proficiency Badges*. This is based on the understanding that Juniors will become proficient in the specific area that the badge represents, in this case Creativity. The Junior *Proficiency Badge* is designed in the shape of a circle.

Cadette and Senior Girl Scouts need to complete nine activities. Cadette Girl Scouts are girls entering grades six through nine or ages eleven through fourteen years old. Senior Girl Scouts are girls entering ninth through twelfth grades or ages fourteen through seventeen years old. Their badges are called *Interest Projects* because of their level of commitment and depth of understanding surrounding the area that the badge represents. Furthermore, their badges are broken down into subcategories. These subcategories include; skill builders, career exploration, technology, and community service. When designing criteria for a Council's Own badge, it is not necessary to require girls to complete activities in the above mentioned subcategories, however when designing the activities to be included, I covered all the subcategories because I felt that this was a good guideline to follow for the teenager age group.

Rationale

The reasoning behind my Master's Project choice was that I wanted to introduce creativity to the Girl Scout population through fun activities that would earn individual girls a badge. Also, I wanted to utilize these activities in other ways, for example with my students as well as other children (both boys and girls) in an informal setting. I foresee that these activities will enrich the lives of many children of all ages as well as instill a sense of creativeness that can be carried throughout their lives.

A sense of creativeness needs to be taught by emphasizing the joy of something creative and by seeing ourselves as creative person.

We live in a culture where only the best is good enough. It's easy to see why children are inclined to give up before they start on a creative project. I think both children and adults tend to think people are born talented. We are often unaware of the struggles that the poet, painter or actor must go through in order to become a master of their craft. We also lose sight of the fact that for centuries people created products that were enjoyed for what they were rather than compared to what was considered to be the best. (Johnson, 1999)

An informal setting, such as a Girl Scout meeting is the best place to instill a sense of creativeness that can be carried throughout their lives.

What this Project adds creatively to you and others

When I was a child, and as an adult, I had little concept of my own creativeness. I always thought my older sister was the creative one in the family because she was able to sew, bake, and design things using different types of media. Everyone in the family thought my sister was great, she could take anything and make it look beautiful. It was not until I entered my graduate studies that my own creative awareness was developed. It was here that I realized that I am creative but not in the same way as my sister. I now understand that even if two people do similar work they are creative differently. This was my biggest aha throughout the last two years. I learned more about myself in the last two years than I did in the first thirty years. In part this was why I wanted to create the *My Own Creativity* badge. If young girls and their leaders are able to explore their own creativity perhaps they can realize that people are different and they too are creative. I love Girl Scouts and have been a leader for many years, and although creativeness is apparent in the badge requirements throughout the badge books, this project will give Girl Scouts an opportunity to explore their own deliberate

creativity and that of others. This would be a formal badge specifically about enhancing ones own creativity in general.

PERTINENT LITERATURE

Introduction

In order to develop the necessary activities I explored several avenues of literature. I looked at articles on creativity, developing creativity within children, activities that promote creativity, activities that promote self-esteem and Girl Scout resource books as well as their badge books.

Selected Bibliography

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PROCESS PLAN

Introduction

This section is about my process: selecting, formulating, and executing my Master's project including my time line.

When I knew I was going to be entering the Master's project class, I started to think about the different things that would make a Master's project. When I walked into the first night of class, I had my choices narrowed down to three topics. I knew I wanted to do something with children and creativity or give something back to the Center. After speaking with my resource group and discussing their own choices I decided upon developing criteria for a Girl Scout badge. I did not think of my choice as hard to make because I was combining my passions; creativity, Girl Scouts, and children. Once the decision was made, I made several phone calls to people I knew within the Girl Scout Council. I asked their advice, I asked who I needed to go through and I asked what they thought of my choice. The people I spoke to were very supportive and helpful. The next step I took was requesting an approval form from the Girl Scout Council. While waiting for the form to arrive by mail, I began my literature search, I looked at different articles and read many books to aid my selection of activities. I wanted the activities to be fun, yet helpful in the process of self-creativity discovery. Also, while reading the articles, I began to take notes on the different activities that were mentioned. I began to keep a journal of my process as well as my thoughts surrounding this project.

The entire time frame for this project was very small when looking at the outcomes. It amazed me the amount of work I did in any given semester, but this semester was a bit different in that I was working on a Master's Project. I knew I needed to stay focused on a time frame if I wanted to complete everything I set for myself. The first night of class was January 28, 2004. From that point until the next class on February 25, 2004 I completed my literature research, and I had developed my criteria for the badge requirements. The only thing I needed to do

Before submitting the criteria for approval was to edit my criteria. On March 11, 2004 I handed in my approval form with my criteria for *My Creativity* badge, (see Appendix A). This was my first attempt in getting my badge design and criteria approved. (I have since changed the name from *My Creativity* badge to *My Own Creativity* badge).

At this point I needed to wait for approval from Girl Scout Council before beginning any activities. Since I had a Brownie Girl Scout troop I decided that they could do an activity, however I knew that in order to earn the badge they would need to complete at least four activities after approval. I had the girls do one activity at their next meeting. The meeting was held on March 22, 2004. The girls developed their own definition of creativity and they each created a mind map, (See Appendix B).

The next thing I did was develop a leaders guide. I recognized the need for leaders to understand the terminology I used as well as a guide to help them actualize the activities. Upon completion of the leader's guide I was at a stand still. I could not have the girls do any more activities because I did not want to jeopardize the possibility of earning the badge. According to the approval form for a Council's Own Badge, approval of badge criteria and the badge concept must first be approved before beginning any activities. I had completed everything necessary up to this point. So I waited for my approval to come through.

At this point I started to have mixed feelings regarding the importance of my project and its academic level. It was my decision to choose a project (three credits) over a thesis (research, data based six credits) because I enjoy developing my ideas and executing my ideas, and I felt that a project fit my style more than a thesis. However, I was starting to feel that a project did not have the same caliber as a thesis and that it was not "academic" enough for the culmination of learning I had developed over the last two years while studying creativity, creative problem solving and change leadership. My resource buddy as well as my project advisor were very supportive and gave me a lot of feedback that made me understand the project's importance as well as its level of academia.

On Monday April 19, 2004 I realized that the approval process had taken five weeks instead of the reported four weeks on the form. I began to worry. I placed a phone call to person responsible for the approval. I was told that she was not responsible for the approval, and that I had received the wrong form and that the approval process had to go through a different department within the Girl Scout Council. However she was willing to find out more information surrounding my approval. On April 21, 2004 I had class, unfortunately I had very little to report. My approval had not come back, and my contact could not give me a lot of information except to tell me the person's name she believed was responsible for the approval process. So I waited, and it was on Friday of that week that I received in the mail a letter stating that although I had some good ideas the criteria needed to be reviewed and reformatted. (See appendix C). I was in a panic. My approval, which I thought was very easy, was not approved, and it had taken six weeks instead of four weeks. I had planned my entire project around the four week approval wait time. I was very upset. I called my Sounding Board Partner and emailed my Project Advisor. My Sounding Board Partners were very supportive, and they gave me some great advice. My project advisor was also supportive and we discussed how to make my project work around this instead of stopping. I reformatted my time line at this point and started to make changes on the criteria, the leaders guide and I renamed the badge My Own Creativity from its original title My Creativity.

On May 4, 2004 I handed in my new criteria and leader's guide for approval from the Girl Scout Council, (see Appendix D). On May 15, 2004 I met *the person responsible for my approval at a Girl Scout function*. I made a point of introducing myself and thanking her for her time and insights. In return she thanked me for my efforts and told me that I have a wonderful thing and I only had to make it more wonderful. She apologized for the miscommunication of the initial draft and apologized if I were upset regarding the rejection of the first draft. I confirmed that is was a road block, but my passion for what I was doing helped me to stay committed. Also, I told her that I had taken the time to revise the criteria and hopefully it would passed. Finally, I told her that I was committed to

getting my idea passed. Again, she thanked me and we left one another on a positive note.

As of May 30, 2004 I am still waiting to hear back from the Girl Scout Council regarding my second attempt to get the criteria passed.

OUTCOMES

Introduction

The outcomes of my Master's Project were to be the following; three Girl Scout badges representing three age groups in Girl Scouting, criteria for earning the badge entitled My Own Creativity, and a leaders guide.

At first I designed one badge to cover all the levels of Girl Scouts with the International Center for Studies in Creativity's letter C with the arrow at the end, (See Appendix E), however it was suggested by the Girl Scout Council that I develop a different badge that was of my own design. I then thought about how my studies in Creativity have helped me go in many direction and how my studies have enhanced my life in many ways. Therefore I designed a new badge that contains many arrows going in many different directions. The arrows are multi-colored to represent diversity, and creativeness, (See Appendix F).

As stated previously, there are four levels of Girl Scouting. As I developed the criteria I wanted each level to be able to choose how to complete the badge requirements so I developed thirteen activities. However, the girls had to complete three activities that I felt were highly important to the development of creativeness and self-esteem. These activities were: exploring the guidelines for deferring judgment, learning various brainstorming techniques and creating a mind map by exploring their own creative accomplishments. I felt that all ages (six through seventeen) could complete these three activities.

The leader's guide is a step by step booklet that helps leaders understand the terminology within the badge criteria, gives directions for games, or activities.

It is designed to help the leaders better understand the activities and the importance of learning about creativity and the discovery of your own creativeness.

KEY LEARNINGS

Introduction

My original learning goals for this project included: a) personal development of my creativity, b) personal development of creativity, c) understanding/new knowledge of activities (creative) for children and d) development of my facilitation skills. (German, 2004)

In addition I have had many aha's or key learnings: a) How to apply for Council's Own badge through the Buffalo and Erie County Girl Scouts: b) allow time for bureaucratic snafu's,: c) "everything is fixable": d) the power of data gathering: e) the power of intrinsic motivation: f) the power of a support structure: g) the power of press (outside and inside). Change leadership is about "selling" people your ideas/products.

Content

At the start of the semester I felt that beginning with the process of selecting a project, the students should be given more time to think about a project. I understand that this course (Master's Project 690) is a three hour credit course, however I feel that if I had been given criteria for selecting a project I may have made a different choice or I may have altered my project in some way. As I come to the conclusion of my project I reflect on this original thought of the students being given criteria for selecting a project and I realize that selecting a project (with or with out criteria) is part of the process, it is part of the project. If students were given criteria to select their project how might the project be affected? How might the students feel about their project? I believe that selecting

the project has had an equal impact upon me as the development of the criteria and the approval aspect of the project. I selected this project because it met with my own criteria, the project hit my passion for creativity, Girl Scouts and children.

Process

I feel I have accomplish my original goals for this project as well as had new key learnings. I have developed my personal understanding of creativity and how to teach creativity to other people, primarily children. "Creativity goes beyond possession and use of artistic or musical talent." (Moran, 2000)

I have met the goal of understanding/new knowledge of activities (creative) for children by developing thirteen activities to be incorporated as criteria for earning the badge *My Own Creativity*.

I have developed my facilitation skills through practice. I have had a lot of hours developing my own creativeness as well as facilitating others through their own understanding of their creativeness.

In addition, I have learned a lot about applying for the Council's Own badge through the Buffalo and Erie County Girl Scouts. I learned that I needed to be more prepared for the possibility of my work not being approved as I had developed it. I learned that I needed to be more prepared emotionally for the rejection of my work. I learned that it takes time to get approval. The time frame listed on the form was for four weeks', however the time I submitted the form and the criteria and received the letter was actually six weeks. The time lapse threw off my time frame, and I had to reevaluate my activities. Also, I needed time to revise my criteria. My next key learning was when I was given the wrong form to fill out in regard to my criteria submission. I did not need to fill out a new form, however on the old form it was stated that I needed to submit my badge idea to one person at the Girl Scout Council when in reality it went to another person. This "bureaucratic snafu" caused a delay in the process of my submission. After everything was done and I had received the letter stating that I needed to fix my criteria, I was devastated. I could not understand how my hard work could be

rejected. When they rejected my original idea, I felt betrayed by Girl Scouts, whom I had given eleven years of my life and countless hours. After speaking with my project advisor, I had my next key learning. She told me "Everything is fixable, except death, but maybe it is. We won't know until we get to the other side." This helped me put my project in perspective and reevaluate what I was doing. I was developing criteria to encourage Girl Scouts to develop their own understanding of their creativity and I was developing something that could be carried on by an organization that had over 16,000 members (girls and adults). I knew I had to make a commitment to myself to push my idea through until it was accepted. Therefore I began again. I looked at my activities and I looked at the suggestions made by Girl Scout Council, and I revised my criteria. Also, I took a close look at my leader's guide and made the necessary adjustments. I resubmitted my criteria with a new approval form, and I am waiting for my next letter from Girl Scout of Buffalo and Erie County, hopefully this time *My Own Creativity* badge will be adopted and I can begin pursuing activities and badge days with various Troops. If my badge criteria and/or my leader's guideline booklet is not approved I will once again take a look at my criteria and judge it against the guidelines for a My Own Council badge and try again because persistence is a large part of change leadership.

My key learnings included being more aware of data gathering. Data gathering has been a large part of who I am. As an undergraduate student I studied history, therefore research papers were a large part of my studies. Even though I researched the activities, for this project I felt I could have done a better job; and in retrospect researching more may or may not have helped me get approval the first time I applied.

My key learning about "intrinsic motivation" was an aha because after my initial reaction to my criteria being rejected, I thought what a failure this project was. It was not until after thinking about the whole thing that I was more motivated to get approval. Also, during the last few months there were plenty of times that I wanted to scrap my project and start over on something else; however I knew if I stuck with this project and made it my passion to see my

badge approved, I would have accomplished something that I can be proud of about myself and about the project.

Having Sounding Board Partners helped a lot. Both my partners helped me feel good about my project. They were both eager to help me in any way. They often listened to me complain about different aspects. They listened to me describe my activities and often gave me positive feedback and just as often would edit my written work and make suggestions. This affects my inside climate. My inner voice telling me "wow, this is great." This is often referred to as your self confidence.

My self confidence was at a high when I began this project because I knew that I could accomplish all the goals as I stated in my concept paper. I knew Girl Scouts, and I knew about activities. My stretch would be incorporating activities that enhance self creativeness, and I was confident that I could find what I needed to while doing my literature search. My self confidence took a dive when I received my rejection letter. The outer climate or press was how I related to the group I was in, for example, when I had to present my project. When I presented my project, I felt inadequate, because I felt people would view my project as not worthy. My aha surrounding press is that the outer climate (the group of people you work with or present to) and the inner climate (your self confidence) are interchangeable. If you are in a good climate where you feel welcome and there is a lot of openness, you are able to boost your self confidence and take risk. If you are in a climate that is bad or that you perceive to be bad, your self confidence is harmed and you will not take risk.

I think my biggest key learning is my understanding of change leadership. In the past semester I asked several people what is change leadership? Almost all the people I questioned said it is leading change. Leading change, ok what does that mean exactly? Nobody could answer me, they did not understand it any more than I did. With this project I have come to understand that change leadership is about having a new idea and selling that idea. By selling the idea you are able to make a change. Sometimes the change is small and effects one or a few people and sometimes that change is huge and effects a lot of people. If

you affect only one person, you have made change, you are a change leader. I believe we overlook the impact we have on people. I believe it is hard for people to accept that they made an impact on one person. I believe it to be our humble nature. My project had the ability to change a lot of lives; it had the ability to touch as many as 16,000 people. I feel my project may have had the domino effect. It started with only a few and as it touched one person it potentially can touch many more, inside and outside the Girl Scout organization.

My activities were designed with the idea of using them in a classroom as well as in any informal teaching situation. I have had two inquiries about my project from outside sources (other than Girl Scouts of Buffalo and Erie County). One of my classmates was so impressed with my work that she contacted another Girl Scout Council and I have contacts in another part of the country who are interested in my project and are willing to look at it and perhaps adopt the badge as their Council's Own. It amazes me how one idea can have the potential to touch so many lives, and that is change leadership.

CONCLUSION

What do I see myself doing now?

- Continuing my quest to get my badge, *My Own Creativity* approved by the Girl Scout Council of Buffalo and Erie County.
- Continue networking and promoting *My Own Creativity* badge through other Girl Scout Councils.
- Continue to facilitate activities to Girl Scouts here in the Buffalo area, and at my camp in Bradford, New Hampshire and in my new home in New Orleans, Louisiana.
- And finally, I will continue to grow as a person because my choice of projects has affected me and has allowed me to grow and understand myself more.

A final note, one of my classmates has offered to help me in any way to take my project forward, because she feels leadership is very important and my

criteria/activities relate to leadership development.

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APPENDIX

A

APPLICATION FOR OUR OWN COUNCIL'S BADGE

Girl Scout Council must approve your badge topic.

your troop designs a symbol, and chooses a title, your leader sends a copy to your council, along with a copy of your activities.

You may not submit for your badges, or begin any activities until you are approved for your topic.

DATE 3/10/09

Please print:

Leader's Name Annette Gierman Telephone 716-830-5003

Address 5045 Berg Rd #E2 City Lackawanna Zip Code 14218

Troop Number 1425 Level Brownie

Name of Badge Creativity

Reason(s) girls wish to do this badge An introduction to Creativity and Creative Problem Solving through fun activities. To promote self-esteem, and self-creative reflection through creativity.

Explain why this interest cannot be pursued in existing badges or non-badge activities? Although badges often introduce creative activities there is not any formal badge to promote Creativity, nor do any badges introduce Creative Problem Solving.

Please return this completed form, along with a copy of your **proposed** badge requirements and badge design to:

Girl Scout Service Center
70 Jewett Parkway
Buffalo, New York 14214
Attention: Program Department

Please note:

Processing takes approximately four weeks.

It is the troop's responsibility to purchase blank patches from the Council shop and have them embroidered, or to embroider the patches themselves.

FOR COUNCIL USE:

Date _____

Approved

Not approved - Reason(s) _____

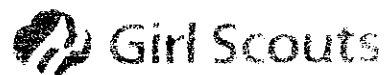
Signature of Director of Program _____

APPENDIX

B

APPENDIX

C



April 21, 2004

Annette German
5045 Berg Road, #E2
Lackawanna, NY 14218

Dear Ms. German:

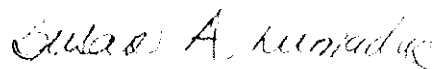
Thank you for your interest in developing requirements for Try-Its, Badges and Interest Project patches focused on creativity and the creative problem solving process; it is evident that you have an interest in and knowledge of this subject area and are excited to share this with our membership. Your proposal for these recognitions has been carefully reviewed; it has been determined that the requirements need to be further developed and reviewed again before they can be approved. Please consider the following points while continuing to develop requirements.

- The requirement descriptions need to be further developed; the current descriptions contain content specific language that is confusing to the average reader.
- Due to the content specific nature of these recognitions, a guide or tutorial for leaders is necessary. Such a guide or tutorial will also need to receive council approval.
- Our Own Council's Try-Its, Badges, and Interest Project Patches must contain activities that are not included in pre-existing earned recognitions. A note of caution: the Junior Badge Book contains a badge, *Creative Solutions*, although the content is not identical, the idea is similar and may create some confusion among leaders.
- The Junior Girl Scout handbook offers girls and their leaders a framework for developing as a group and as leaders (pages 21-25); this information is very similar to that found in requirement #1.

- The 'C' on your proposed badge design is very similar to the 'C' on the International Center for Studies in Creativity website; your badge design must be a unique design.
- The ordering and purchasing of these recognitions will be your responsibility.

I applaud your dedication and efforts to introduce our girls and their leaders and advisors to creativity and creative problem solving. If you have any questions or concerns I can be reached at 716-837-6400, extension 263 or slumadue@bflogirlscouts.org.

Sincerely,



Susan A. Lumadue,
Chief Operating Officer

APPENDIX

D

Criteria for *My Own Creativity* badge

The purpose of the activities associated with this badge is to promote self-esteem and the development of personal creativity. Refer to the leader's guide for clarification and/or instruction.

Brownies: complete 5 activities including the three starred (**)

Juniors: complete 7 activities including the three starred (**)

Cadette & Seniors complete 9 activities including the three starred (**)

Activities

- *1. Explore the guidelines of deferring judgment, and keep a record of your efforts for deferring judgment for one day. Report back to your troop or discuss with family members.
- *2. Learn two of the following brainstorming techniques; traditional brainstorming, brainstorming with post-its, superman brainstorming or brain writing.
- *3. Do you think you are creative? Everyone is creative in different ways, some through traditional ways such as art, dance etc while many others create with words, pictures, organizational, or people. Create a mind map to explore your own creative accomplishments.
4. Create a structure by using only the following supplies: newspaper and masking tape. Work as a team, don't forget the guidelines for deferring judgment.
5. By using one or more brainstorming techniques brainstorm careers that use creativity. "Cluster" or group together similar careers, "hit" or select one or two careers that interest you, explore that career and report back to your troop what you learned about the career.
6. Visit the International Center for Creative Studies, www.buffalostate.edu/centers/creativity to learn more about the course work for creativity students.
7. Did you know that Alex Osborn coined the term brainstorming in Buffalo, NY? Find out more about the pioneers into the study of creativity by choosing one of the following: Alex Osborn, Paul Torrance, JP Guilford, Sidney Parnes, Ruth Noller, Teresa Amabile.
8. Have you ever had a project that went well or not so well? Use a PPCo to evaluate past or future activities/events.
Pluses: List 3-5 good things

Potentials: What are the good things that can develop from the project? State 3-5 potentials with It Might....

Concerns: What when wrong?, How could you fix them? State 3-5 concerns with How to... statement starter to help overcome your concerns, and brainstorm some ideas to help you overcome your concerns.

9. Play a game that promotes your individuality, such as Have You Ever or Human Treasure Hunt.

10. Play a game that promotes unity and creativity within your troop, such as Claytionary or Game in a Bag.

11. Develop your own personal definition of creativity. Use markers, crayons, scrap, etc.. to create a poster with your definition. Express yourself through words or pictures.

12. On pieces of paper write something nice about each member of your troop. Put the papers into envelopes marked with the individuals name. Refer back to your own envelop often.

13. Keep a creativity diary/journal. Write or draw anything that comes to mind that makes you feel good about yourself, your creativity or ideas that you want to capture on paper.

Leader's Guide to the *My Own Creativity* badge

This leader's guide is designed to use with the badge requirements for the *My Own Creativity* badge. The numbers correspond to the criteria and provide clarification and/or instruction.

1

Guidelines for deferring judgment

Guidelines for deferring judgment are important to promote creativity in ones self as well as to understand the differences among people and to see another persons creativity. The guidelines for deferring judgment are:

- Listen to all ideas (yours and others)
- Feel free to be different
- Allow for freedom of choice
- Stretch your brain
- Its ok to disagree
- Its Not ok to fight
- Go ahead and try new things
- Take time to think
- Make it fun

2

Brainstorming Techniques

Traditional Brainstorming: one member of the group is the scribe, while others share their ideas surrounding a topic.

Brainstorming with Post-its: one member of the group is the post-it collector (she does not participate in idea generating). Each member of the troop is given a set of post-its and a medium tip marker. Members of the group write down 1 idea per each post-it and hand it (quickly) to the collector. The collector places the post-its on a flip chart paper or any surface where all the group members can view all the ideas. Each person is encourage to give as many ideas as possible even if they seem crazy. All troop members

are encourage to piggy back off other ideas already said. Duplicate ideas are ok, it must be a good idea if more than one person said it.

Superman Brainstorming: using the same rules as above, eliminate the facilitator (collector) and tape a large piece of paper to the backs of everyone. Using post-it notes, generate ideas while circulating the room reading and posting ideas on the backs of others.

Brainwriting: This type of brainstorming is done silently. A facilitator hands each member of the troop a piece of paper (notebook size works best) The facilitator places one/two empty piece of paper in the middle of the group. The facilitator instructs the group to write the challenge at the top of the form. Each member of the troop writes 4 ideas on the form, working from left to right, then replaces the form into the middle of the group and picks up a different form and begins the process of writing ideas on the form. This type of brainstorming allows each member to read prior ideas, and piggyback off them, as well as write their own ideas.

3

Mind Map

Everyone is creative in some way. While one child might be able to create a mural using paint another might be able to write a poem and yet a third child might be able to organize an entire camping weekend including meals and activities. Children need to be encourage to develop their own style of creativeness. Children need to know and understand that we are individuals and have different strengths but as long as we try to achieve at are own level we are being creative. A mind map is simply taking an idea or word, writing it in the center of the paper and letting our minds wander around that word to explore the concept within ourselves, by using pictures or words to express what we are thinking.

4

Newspaper Activity

The newspaper activity, use only the materials listed and remember to give everyone a chance to participate.

5

Clusters & Hits

Simply, this is the Creative Problem Solving model. By taking a lot of ideas and narrowing them down helps to see the problem at different perceptions. Clustering the ideas generated from brainstorming allows for similar ideas to be given a title/heading and then the group can explore one cluster at a time. A hit is choosing only a few ideas to focus upon.

6 & 7

International Center for Studies in Creativity

The International Center for Studies in Creativity is located at Buffalo State College, it is one of a kind. Nowhere else in the world can students obtain a Master's in Science in Creativity, Creative Problem Solving and Change Leadership. Explore the web site, or visit the Creative Studies Library, located upstairs, in the Buffalo State Butler Library

8

PPCo (Evaluation)

A PPCo is a tool used to evaluate an activity. It can be used for debriefing an activity or an event. It is important to limit the amount of pluses, potential outcomes and concerns. After listing concerns, you may find it helpful to brainstorm ideas on how to overcome each concern.

Games

“You learn more about a person in an hour of play than in a life time of conversation” Plato.

Have You Ever:

Have your group stand in a circle on tape down pieces of paper (or similar “spots”) with one person in the middle of the circle. The person in the middle begins with the statement Have you ever... and inserts her own true statement (for example have you ever been camping), then if the statement is also true to another individual standing in the circle she becomes the odd person out and must stand in the middle and make her own have you ever... statement, the catch is when there are multiple individuals that have had the same experiences as the person in the middle. If there are multiple people that the statement is true for, they must vie for another position within the circle, leaving one person as odd person out (in the middle). This game is similar to Musical Chairs.

Human Treasure Hunt:

Prior to playing this game, make up a list of statements 15-20 depending on troop/group size (see below for examples), give each person a copy of the statements and have them collect as many different signatures as possible by asking the statement

Find Someone within Your Group Who...

1. Has a birthday on a holiday _____
 2. Can blink both their eyes _____
 3. Lives on a farm _____
 4. Has lived in more than 1 state _____
 5. Plays on a sports team _____
- (And etc...)

Claytionary:

This game is very similar to pictionary, except instead of drawing, use play dough or molding clay. Have a few groups set up with wax paper and play dough. 1 person from each group is elected to sculpt. You (leader of game) give the category and a word (pre-determines and written down) to the elected sculptor. On your command (start) each sculptor goes back to the group and begins to mold the play dough while the other members of the group try to guess what she is sculpting. The sculptor is not allowed to speak in any fashion, when someone from the group guesses the correct word that team earns one point. Continue play until everyone has had a turn being a sculptor.

Game in a Bag:

Prepare 2 bags (use paper grocery or tote bags), by placing 3-5 unrelated different objects inside each of the bags. Divide troop/group into 2 teams. Give directions for the game as follows; using all the objects and the bag create a game that is playable by all participants. Each member of each team must be able to give directions. Allow sufficient amount of time to create the rules and have each team teach their new game to the other team. The result, two new games.

11

Definition of Creativity

Allow troop enough time to discuss their own creativeness, then allow troop time to create a poster depicting their definition of creativity. Have each person display or present her poster.

12

Affirmative Strips

At the end of an activity or perhaps near the end of your troop meeting or scouting season have each person write on a piece of paper something nice or positive about each of the troop members. These can be confidential, and have the girls place their slips of paper into an envelop marked with the individuals name. Allow the girls to take them home and read them often to promote their self-esteem.

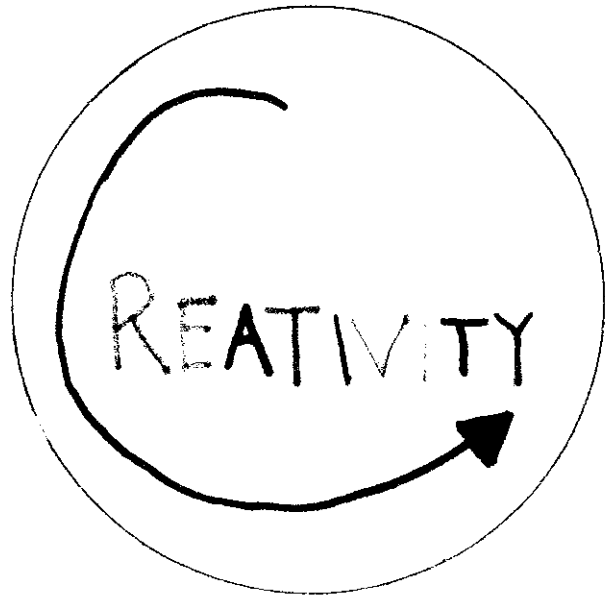
13

Journal

By keeping a creativity diary/journal girls can explore their own ideas and their creativity. Encourage the girls to draw or write whatever comes to mind, and to remember to defer judgment upon their thoughts and ideas.

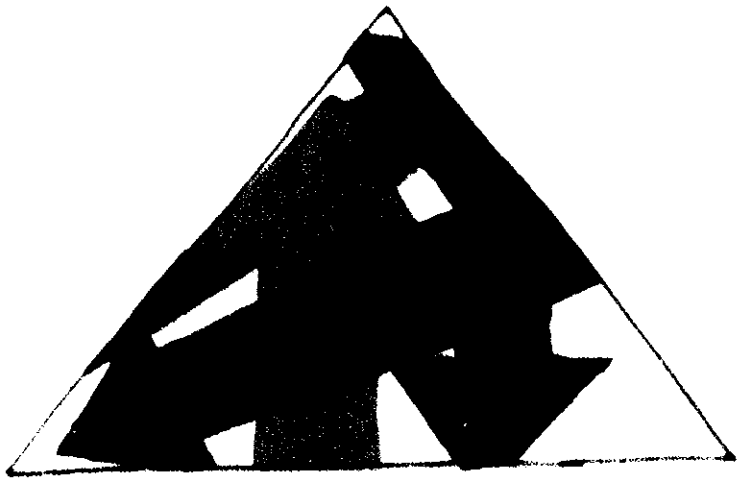
APPENDIX

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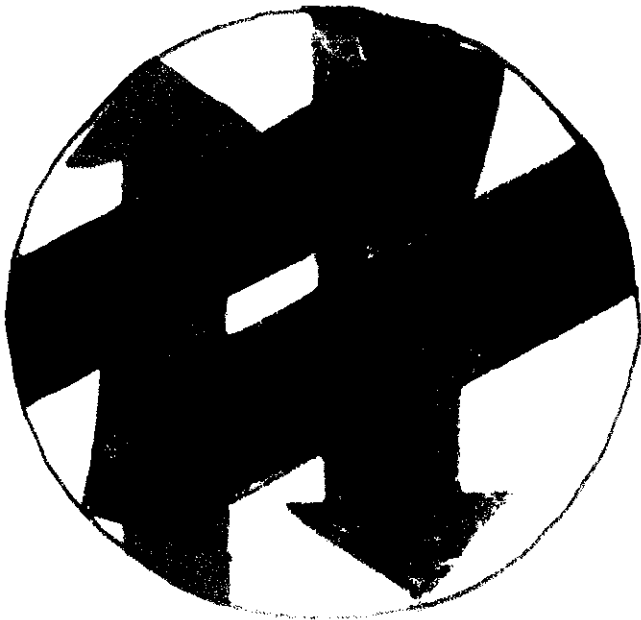


APPENDIX

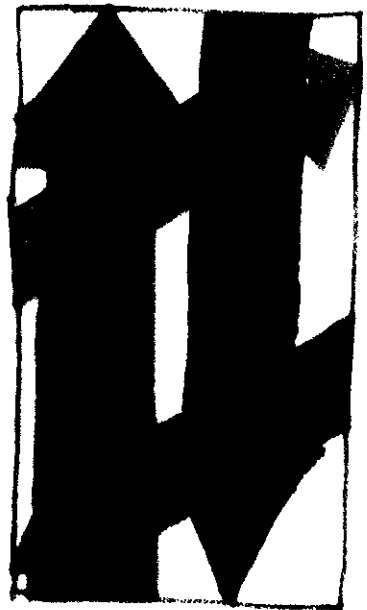
F



Brownie *Try-It* design



Junior *Proficiency* badge design



Cadette & Senior *Interest Project* badge design

APPENDIX

G

Council's Own Girl Scout My Own Creativity Badge/Activities for Children of all Ages

Annette German

Date submitted: February 6, 2004
(revised 5/1/04)

Project Type: Improve the Quality of Life for Others

What Is This Project About:

I will design criteria for a Council's Own badge entitled My Own Creativity. The badge will require the girls to experience different aspects to creativity that will promote their own self-esteem. A Girl Scout council is a geographic location. For my project I am referring to the Buffalo and Erie County Girl Scout Council. A Council's Own badge are activities (badge requirements) that are unique and can not be found in other badge requirements. The requirements are often activities that enhance the Girl Scout Law and Promise as well as the Girl Scout Mission Statement. There are four levels in Girl Scouting; they include Brownies, Juniors, Cadettes and Seniors. Brownies are girls in first through third grade, generally between the ages of 6-8. Brownies work on badge requirements called try-its. They are required to try at least four activities to earn the badge. Juniors are girls in grades three through sixth or ages 8-11. Junior Girl Scouts work on badge requirements called proficiency badges, they are required to complete six activities to earn the badge. Cadettes and Seniors are girls in grades six through twelve and are generally girls between the ages of 12-17. Cadette and Senior Girl Scouts work on the same badge requirements. Their badges are called Interest Projects. Interest Projects require the girls to work on several areas within the badge. These areas include; skill builders, career exploration, community service, and technology. Creating the My Own Creativity badge, allows girls of all ages to explore the concept of creativity. In looking at the long term affects of this Master's project, I anticipate that each of the age leveled activities on creativity will be diverse, therefore adaptable to other situations. An example of a situation that comes to mind is teachers using these activities for Creativity and Innovations Week with their students.

Rationale For Choice:

The reason for this is that I wanted to introduce creativity to the Girl Scout population through fun activities that will earn them a badge. Although Girl Scout badges often intertwine creative activities there is not any formal badge to

promote creativity. Also, I wanted to utilize these activities in other ways, for example with my students as well as other children (both boys and girls) in an informal setting. I foresee that these activities will enrich the lives of many children of all ages as well as instill a sense of self-creativity that can be carried on throughout their lives. I love Girl Scouts and have been a leader for many years, and although creativity is apparent in other badge requirements this project will give Girl Scouts an opportunity to explore their own creativity and that of others. Also, I wanted activities that could be used quickly and easily whenever I work with children.

What Will Be The Tangible Product(s) Or Outcomes:

My product will include one Girl Scout badge that all three age groups of Girl Scouts will be able to complete. Also, included will be a collection of activities (the badge requirements) as well as a leader guide. The collection of activities will be the badge requirements and the leader guide have directions and clarification for the activities as well as a resource section. The process for Council approval includes completing a form, designing the activities, designing the badge (art work), creating a leaders guide and applying for approval through the Program Department.

What Criteria Will You Use To Measure The Effectiveness Of Your Achievement:

Upon completion of my research and proposal there is a waiting period for approval from the Girl Scout Council. After approval I can begin to host badge days for Girl Scouts. A badge day will allow a lot of girls of one level to come in and complete the entire badge. This is a good way to evaluate the activities and my goal of self creativity awareness and to spread the word on this new badge.

Criteria:

- Will they enjoy the activities?
- Will they have a better understanding of their own creativity?
- Will it promote creativity?
- Will it promote self-esteem through creativity?

Who Will Be Involved Or Influenced: What Will Your Role Be:

List of people involved: myself, Dr. Mary Murdock, Sue Keller-Mathers, Jennifer Haggerty, Susan Lumadue, Jennifer Collins, Cindy Jones, Vicky Bausinger, Girl Scout Troop 1425, Girl Scout neighborhood Snow Valley, Amy Shanahan.

List of people influenced: myself, Girl Scout Troop 1425, Snow Valley Girl Scouts and other scouts within Buffalo and Erie County.

My role will be to develop activities for all age levels and to develop a guide for leaders.

When Will This Project Take Place:

Time frame: I anticipate that this project will not take more than this semester to complete. Here is a further breakdown: the research, networking, development of activities and the development of leader guide 4-6 weeks. The approval process from Girl Scouts of Buffalo & Erie County about 4 weeks, finalizing badge artwork 4 weeks, finalizing activities and completing leaders guide 2 weeks. Once the badge is approved I can begin facilitating the activities to Girl Scouts and then other girl scouts will become interested and begin working on their My Own Creativity Badge. The development of the knowledge/existence of the badge and other girls working on the requirements can take as little as a few weeks to years. Once there is council approval then girls can continue to work on this badge as they move through the levels of girl scouts and newly registered girls can begin the requirements.

Where Will This Project Occur:

I have a Brownie Girl Scout troop in Eden, New York (Snow Valley) I will begin the badge activities with troop 1425, then upon approval by Buffalo and Erie County Girl Scout Council I can begin facilitating all the activities to the different levels of Girl Scouts. After approval of my proposal other Girl Scout Leaders will have the opportunity to conduct the activities and their troops will be able to year the badge. There are approximately 155 registered girl scouts represented in the different levels of girl scouting. In addition the entire Buffalo and Erie County Girl Scout population (basically Western New York) will have the opportunity to earn the badge. There are approximately 10,970 registered girls and 5,370 registered adults.

Why Is It Important To Do This:

This project will enlighten and broaden the scope of creativity. It is the learning of creativity and the development of self-awareness for individual creativity through activities. In addition, while the girls (ages 6-17) are learning about creativity their leaders (adults) are also learning, thus creating a wider scope of creativity awareness. This project will improve the quality of life for all the people associated with the badge requirements. Completing the requirements will promote self-esteem and personal creativity.

Personal Learning Goals:

- Personal development of my own creativity
- Personal development of creativity
- Understanding/new knowledge of activities (creative) for children
- Development of my facilitation skills

How Do You Plan To Achieve Your Goals And Outcomes:

To achieve my personal learning goals I will investigate my own creativity, and develop a concept of creativity that I can use with children. In order to begin, I will need to go through the creative problem solving process to develop my own definition of creativity. I will need a resource group to aid me in developing a definition of creativity for my project and another resource group to aid me with activity ideas as well as suggestions for contacts. In addition, I will research models for learning, and age appropriate activities.

Evaluation:

My self evaluation will come from my development of my own creativity, as well as through my final product. As I research activities and theory about self-esteem I will add to my own creative collection of activities that will enhance this project but also my own learning. I will evaluate my facilitation skills after each badge day and reevaluate my activities and the impact of the requirements have on the children. My final product will be evaluated at each badge day by the children's reactions to the activities.

Prepare Project Timeline:

February:

- research for activities
- start networking for suggestions for activities
- by self do CPS for my own definition of creativity
- submit draft concept paper
- w/ resource group do CPS for activity ideas
- begin proposal for approval of Council's Own badges

March:

- finish and submit proposal for approval of Council's Own badges
- continue to network
- develop badge day outlines
- outline, continue work on leader's handbook
- obtain feedback from sounding board partners
- submit final concept paper

April:

- set up and facilitate badge activities to get scouts feedback (evaluation)

May:

- finalize project and submit for department approval

Beyond:

- Continue to promote the My Own Creativity badges by offering badge days
- Be a resource for other leaders

Identify Pertinent Literature or Resources:

During my research I will read literature pertaining to the Torrance Model (for learning), Gardner, as well as literature on gifted and talented, self-esteem, creativity in children, how to teach creativity to children, activities for the development of creativity and literature pertaining to girl scout badge requirements and the procedures to create a Council's Own badge. I will also network with several people who have had some experience with creativity and children. My network of people will include; Girl Scout leaders, scouts, council personnel, teachers (at different age levels), and people associated with the International Center for Creative Studies.

APPENDIX

H

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