

# Animal Dance Party & Robot Building Party Event Toolkit



Use this toolkit to plan and run an Animal Dance Party or Robot Building Party event! This is an in-person recruitment event that provides your Girl Scout community with an opportunity to invite friends and their families to learn more about Girl Scouts. This event is for girls in grades K-3 and is also a great event for older girls to help host.

**What:** Host an Animal Dance Party or Robot Building Party that:

- Encourages girls to “bring a friend” to introduce new families to Girl Scouts
- Introduces parents/caregivers to Girl Scout volunteer opportunities

**When:** Your community can host this event on any date. You choose the date that works best for your community.

**Who:** Current Girl Scout Daisies and Brownies and their families and new families who have moved to the community or want to learn what Girl Scouts is about.

**Incentives:** New girls or adults who join Girl Scouts and register within seven days after the event will receive:

- \$5 off their Girl Scout membership with the code **5OFFINVITE**. Please only share this code with new girls and families at the event.
- Girls will also receive their first fun patch (given at the event)!

To earn these incentives, communities must:

- Advertise the event in their community.
- Hold an Animal Dance Party or Robot Building Party event and communicate the date to USAGSO.
- Sign in new girls and families at the event using the event QR code or the printed sign in sheet & follow up with new girls and families after the event.
- Share fun photos of the event through the [USAGSO media request form](#).



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## Event Resources

### Promotional Resources:

- Social media event invites
  - [Animal Dance Party](#)  
**Post the above linked image with this suggested text:**  
Calling all girls in grades K-3: You're invited to dance like your favorite animal and have fun with **[COMMUNITY NAME]** Girl Scouts on **[DATE/TIME]**! RSVP here: **[phone number, e-mail, link, etc.]**
  - [Robot Building Party](#)  
**Post the above linked image with this suggested text:** Join in the fun at our Robot Building party on **[DATE]** at **[TIME]**! She'll tap into her inventive side, and you'll learn how Girl Scouts can supercharge her life. RSVP here: **[phone number, e-mail, link, etc.]**
- Printable flyers
  - [Animal Dance Party](#)
  - [Robot Building Party](#)
- Printed invitations that Girl Scouts can share with friends (mailed to your community)
- E-mail to troop volunteers and Girl Scout families. Please customize the below as needed:

### Girl Scout Greetings!

We hope you've had a great summer! **[COMMUNITY NAME]** Girl Scouts is hosting an exciting **[ANIMAL DANCE or ROBOT BUILDING]** party to introduce girls in kindergarten through third grade to the world of Girl Scouts. It's a free and fun way for new girls and their families to get to know us, and we would love your help to get the word out! Who better to welcome new people to our Movement than you?

Please share the attached invitation on social media or e-mail it to any families who might not be part of the Girl Scout fun yet. If you want to come and join the fun with a friend who's new to Girl Scouts, we'd love to see you there! Thanks in advance for helping us be a sister to every (soon to be!) Girl Scout.

Let us know if you have any questions!



## Event Day Resources:

- Animal Dance Party or Robot Building Party patches to give to new girls and current Girl Scouts who attend the event (mailed to your community)
- Printable graphics for party décor (optional)
  - [Animal Dance Party graphics](#)
  - [Robot Building Party graphics](#)
- QR Code Flyers to collect new girl and family information
  - [Animal Dance Party QR Code Flyer](#)
  - [Robot Building Party QR Code Flyer](#)
- [Event sign-in sheet](#) to collect new girl and family information
  - *Please note: Your community can either use the QR code flyers or the printed activity sign-in sheet to collect new girl and family information.*
  - Your community can follow up with attendees after the event using the below e-mail template.

Subject: Keep the Girl Scout fun going!

Hi **NAME**,

Thank you for joining **[COMMUNITY NAME]** Girl Scouts at the recent **[Animal Dance Party/Robot Building Party]** event. We hope you had a great time experiencing what Girl Scouts is all about and made new friends, too!

To keep the Girl Scout fun going, you can use the code **5OFFINVITE** for \$5 off you or your girl's membership for the next seven days. A Girl Scout membership gives your girl access to Girl Scouting from now until **DATE** for only \$45! Your family can register at <https://mygs.girlscouts.org/>.

Learn more about USA Girl Scouts Overseas by checking out [our website](#) and the Program Guide for more programs and events that girls can join from anywhere! **[If your community has any upcoming events or programs, you can include that information here.]**

Yours in Girl Scouting,  
**YOUR NAME**



# Event Outline

## In-Person Event Set Up & Schedule

**Total event time: 50-60 minutes**

**If possible, the event space should be set up in four general areas: Registration & Welcome, Girl Space, Adult Space, and Childcare.**

### 1. REGISTRATION – 20 minutes before event start time

- Have the event space set up, decorated, and ready to go at least 20 minutes before the event start time to welcome families that might arrive early.
- Volunteers or older girls will welcome girls and families and check them in at this station. If the family is new to Girl Scouts, the volunteer will record the girls'/families' information by having the family scan the event QR code and complete the event form or by signing in on the sign-in sheet.
- Encourage families to fill out name tags. If you collected RSVPs via e-mail or a link, consider printing name tags or a sign-in sheet in advance.
- If using the sign-in sheet, please plan to follow up with attendees within 48 hours of the event. USAGSO will follow up with attendees who used the event QR code within 48 hours to encourage them to register. Girls or adults who register within seven days of the event will receive \$5 off their membership using code **5OFFINVITE**.
- If current Girl Scout Daisies and Brownies are also attending the event, pair each girl who arrives with a buddy.
- **Supplies needed:** Tables and chairs, laptop, tablet or sign-in sheet, name tags, pens, tablecloths, Girl Scout flyers, refreshments (optional)

### 2. WELCOME – 5 minutes

- Start by welcoming families and introducing all staff and volunteers. Thank families for coming and explain the flow of the party before asking parents/caregivers to separate from girls and younger children.

### 3. PARTY + PLATICA – 45 minutes

- **Set Up** – Girls and caregivers will be in separate spaces but in view of each other. Girls will be participating in the Animal Dance Party or Robot Building Party and caregivers will be engaging in a Platica simultaneously.
  - **Girl Space** – Decorate for a party! Consider the theme, but generally focus on bright and fun decorations. Play age-appropriate music at a lower volume as families arrive. Configure tables and chairs in a circle (with a dance floor in the middle for the Animal Dance Party).
  - **Adult Space** – Arrange chairs and/or tables in a circle with OCMT members or other volunteers as participants (not at the “head of the group”).
  - **Childcare** - If possible, set up a space for younger siblings to play under the supervision of volunteers or older Girl Scouts. Make sure the space is in view of the adult space, but encourage parents/caregivers to let little ones play, so they can focus on the conversation.

## Girl Option 1: Animal Dance Party

*Adapted from the Brownie Outdoor Art Creator badge*

- **Supplies needed:** Index cards or blank paper, crayons, markers, pencils, age-appropriate music playlist, smartphone or laptop with speakers to play music



### Introduce the party game to girls – 5 minutes

Animals communicate through movements, like dancing, and so do humans – ballet, tap, and hip-hop dancing are all ways that humans share their emotions and even tell stories! Today, we are going to dance like animals to express ourselves.

Explain to girls that while they learn how to dance like animals, the grownups are going to talk in another area. It is especially important for younger girls to know where their caregivers are going and when they will be back.

### Girls draw animals – 15 minutes

1. Hand out one index card or sheet of paper to each girl.
2. Ask girls to think of one animal. *You can ask, "How does that animal move when it's happy?"*
3. If girls are stuck, prompt: *"Think how a snake slithers with no arms or legs, or how a deer leaps in the air, or how a bird flies from tree to tree."*
4. Ask girls to write the name of the animal and draw a picture of the animal moving when it's happy on their card.
5. When the girls are done, ask the girls to join you by sitting in a circle. Explain why Girl Scouts sit in a circle.
6. Group girls into pairs – preferably with a girl who was not sitting next to them while drawing. Explain how Girl Scouts use the buddy system.
7. Ask girls to introduce themselves to their new friend.
8. Tell girls to keep their animal card secret and take turns showing their friend how their animal moves. Can their new friend guess the animal?
9. You can repeat this for a couple of rounds, so that girls can meet each other.

### Girls dance like animals – 20 minutes

1. After girls have shared their animals with each other, ask them to join you again in the circle. Explain the rules of the dance party:
  - a. When the music starts, girls can start dancing like their animal.
  - b. Every now and then, the music will stop and the leader will point to a girl and say her name. The girl should say a new animal and everyone can dance like the new animal.
  - c. If a girl does not want to say an animal, they can say, "FREE!" and all the girls can dance however they want until the next animal is called.

2. Practice with the girls by giving 1-3 directions before starting the dance party.
3. If the girls get stuck, shout out the name of an animal they are familiar with (ie. monkey, giraffe, elephant, kangaroo, puppy, dolphin, duck, bunny, snake, etc.)
4. After a round of animals – either when all the girls have had a chance to lead or when the song ends – ask girls to sit back in a circle to catch their breath.
5. Ask the girls to share how they felt when they were dancing. Were they happy, excited, nervous?
6. Ask the girls to think about if they would dance in a different way if they felt differently. What if they felt tired? Hungry? Sad? Happy?
7. Start the dancing again, but this time call out an animal with an emotion – a tired elephant, an angry fish, an excited bird, etc.
8. Continue the rounds as long as needed, taking a break between songs for girls to catch their breath and share how they felt. Did they dance differently? Did the song change the way they danced? Did the emotion make the difference?

### **Closing with caregivers – 5 minutes**

1. Ask parents to join their girls in the circle. Ask one of the girls to explain why Girl Scouts sit in a circle.
2. Ask the girls to take their caregivers and introduce them to the friend they paired up with at the start of the activity.
3. Ask the girls to share their animal cards with their caregivers and ask the adults to demonstrate how they would dance like the animal.
4. When they are finished, ask everyone to join you back in a Friendship Circle.

### **Girl Option 2: Robot Building Party**

#### ***Adapted from the Daisy Robotics 1: What Robots Do badge and Brownie Robotics 1: Programming Robots badge***

- **Supplies needed:** Printed pictures of different types of robots, index cards or blank paper, whatever you have on hand to build robots (shoeboxes, toilet paper rolls, pipe cleaners, yarn, construction paper, scissors, glue, tape, markers, crayons, googly eyes, stickers, pom-poms, etc.)



### **Introduce the party activity to girls – 5 minutes**

Robots are very helpful in understanding information and helping humans do things, especially things we cannot do ourselves. Who builds robots? How do robots know what to do? Think about what you would like your robot to do if you had one. What would your robot look like? How would your robot help you or make your life easier? Today, we are going to learn about robots and build our own!

Explain to girls that while they're learning about robots, the grownups are going to talk in another area. It is especially important for younger girls to know where their caregivers are going and when they will be back.

### **Review these definitions – 5 minutes**

Share with the girls that sometimes when we learn new things, we also learn new words that help us better understand. Ask the girls to repeat the word back to you and make sure they understand the meaning. Here are three words we will use today:

1. **ROBOTS** are machines that can do many complicated actions automatically, especially a machine programmed by a computer.
2. **ENGINEERS** are people who solve problems. Engineers are creative and use their imaginations to build lots of things, like bridges, buildings, planes, and roads. Engineers are also practical and invent real things that can help people in the real world, like computers, TVs, and phones. There are different kinds of engineers. Engineers who work on computers are sometimes called **programmers**.
3. An **ALGORITHM** is a list of steps that you can follow to finish a task. A recipe is a type of algorithm; it tells you how to cook a dish by following step-by-step instructions. Robots learn how to do things by following an algorithm.

### **Learn about robots – 5 minutes**

1. Ask the girls to join you by sitting in a circle. Explain why Girl Scouts sit in circles.
2. Ask girls: What is a robot?
  - a. If they are stuck, show girls different types of robots. Ask them to guess what each type of robot does. Note how each robot is different and ask girls why robots might look different if they do different things.
3. After they all have a chance to answer, share that a robot can be a simple machine, made of different parts that work together to make a robot that can move and do things.
4. Ask girls: What makes a robot different from other machines?
5. After they all have a chance to answer, share that a robot knows how to follow instructions automatically, meaning there does not have to be a person telling it what to do or even turn it on every time. Does anyone remember what we call the people who create robots? (Answer: Engineers!)
6. Explain: Computer engineers are called programmers. They create the special instructions for robots to follow. Robots follow sets of step-by-step instructions, called algorithms, that tell them what to do. When an algorithm is coded (or written) into something that can be run by a robot, it is called a program.



### **Play Programmer Says – 10 minutes**

Introduce yourself as the Programmer and ask girls to pretend they are Robots. Pass out index cards or blank paper and drawing utensils.

- The Programmer will choose something for the Robots to draw. Choose something familiar to the girls: a house, a sandwich, a dog, etc.
- The Programmer will give instructions to the Robots for each part of the drawing.
- The Robot(s) will only draw what the Programmer tells them to, one step at a time.
- After 5-10 steps, ask the girls to share their pictures. Do they all look the same? Did the girls notice a step that was missing? What other steps did the Robots need to make a complete picture?
- You can introduce this as debugging, or when programmers fix problems in their code.

### **Build a robot! - 20 minutes**

1. Give each girl an index card. Ask them to write down the name for their robot and what their robot will do on one side. On the other side, ask them to write out an algorithm with at least five steps for their robot.
2. Let the girls pick their supplies and start building their robots!
3. Encourage girls to think about what their robot needs to do the algorithm. Are there any supplies not available that would help? How can they problem solve by using a different type of supply right now?
4. Once girls have started wrapping up their robot building, group girls into pairs (preferably with a girl who was not sitting next to them while building).
5. Ask girls to introduce themselves to their new friend.
6. Have each girl share how her robot works with her new friend.

### **Closing with caregivers – 5 minutes**

1. Ask parents to join their girls in the circle. Ask one of the girls to explain why Girl Scouts sit in a circle.
2. Ask the girls to take their caregivers and introduce them to the friend they paired up with during the show and tell of their robots.
3. Ask the girls to show their parents/caregivers the robot they made and explain their algorithm.
4. If time allows, ask girls and parents/caregivers to get into small groups of 3-4 families and play Programmer Says.



### **Conducting a Platica with Caregivers**

While girls are participating in the Animal Dance Party or Robot Building Party, adults and caregivers will be participating in a Plática led by your community's volunteers.

- **Supplies needed:** chairs set up in a circle, friendly volunteers

In Spanish-speaking communities, a plática is a warm and friendly conversation. The goal of our Plática is to create just such an environment so that the conversation between parents/caregivers and staff or volunteers can yield insights into their thoughts and needs. Staff/volunteers should act as a guide, but not control the conversation. The primary objective is to listen and then draw connections between what the parents/caregivers say about their girls and the ways Girl Scouts can support their goals. This is also an opportunity for families to get to know each other and start building connections and community with Girl Scout volunteers and each other.

Consider these general guidelines for the conversation:

- Know your audience – Who are these families? What are common cultures, circumstances, or challenges facing this community?
- Avoid Girl Scout acronyms or internal language. Use vocabulary that is familiar to everyone or make sure to clearly explain Girl Scout traditions and terms.
- Note opportunities to connect the values of Girl Scouts through our Promise and Law to the values and goals expressed by the parents/caregivers.
- Answer questions with clear next steps. Note upcoming milestones or community events.
- Before you close, ask if anyone is ready to join or if they would like to gather more information and participate in another Girl Scout experience.
- Note: Some families will not be ready to join after the first experience and that is ok! Make sure all families leave with an understanding of their next step and how you will continue to communicate with them

### **Platica Opening & Icebreaker – 10 minutes**

- Sit in a circle so there is no “head” of the group, like a Girl Scout meeting. Share with families why the circle is an important part of Girl Scouts.
- Introduce yourself and thank them again for coming. Assure parents/caregivers that this is a safe space to share and get to know each other.

Build connection among the adults using this icebreaker:

- Ask parents/caregivers to think of one woman they look up to. What qualities do you admire in this woman? How has she made an impact on you?
- Give participants some time to think and then ask each parent/caregiver to introduce themselves, share their girl(s) name and age, and then share the woman they look up to and why. Would you like your girl(s) to be like this woman when she grows up?

### **Discussion – 20 minutes**

Use the three conversation starters below to prompt the discussion, but allow parents/caregivers to continue if they are building their own topics as they get to know each other.

Starter #1: Learn who they are, what they value and how they spend their time.

- What is important to your girl and to the family?
- What is most important to you as a family?
- How does your family support your girl?
- What do you all enjoy doing as a family?
- What things do you do only with your girl?



Starter #2: Learn what they want for their girl.

- What are your dreams for your girl?
- What is most important to you in your girl's development?
- Tell me about when you are most proud of or happy for your girl.
- What does your girl struggle with the most?
- Imagine your girl as a young adult:
  - Describe the person you hope she becomes.
  - What do you think she will do when she grows up?
  - What challenges might get in the way of her reaching these dreams?

Starter #3: Identify the types of activities they and their girl enjoy.

- What is important for your girls to learn?
- What does your girl love to do most?
- What does she get excited about? When is she happiest and most engaged?
- Outside of school, how does your girl spend most of her time?
  - Are you / is she happy about this?
  - If not, how do you / does she wish she were spending her time?
- What types of activities or experiences do you wish your girl(s) could have that she is not having now?
  - What is holding her (or your family) back from having those experiences?
  - Are there experiences or opportunities you missed out on growing up that you hope your girl(s) can have?

### **Girl Scout Connection – 10 minutes**

While this should not be the same formal Girl Scout presentation we have done in the past, families should still leave with a clear connection between Girl Scouts and their experience.

- What did you hear parents/caregivers express that uniquely connects to Girl Scouts? Do we meet a challenge in their life or support a goal for their girl(s)?
- Ask a parent to read the Girl Scout Promise and Law.
  - When complete, ask parents/caregivers what they think.
  - Does this align or differ from their values?
  - Does this align or differ from their perspective of Girl Scouts?

- Emphasize that Girl Scouts is not just an after-school activity. They are joining a local community and an international Movement.
  - Note that Girl Scouts grows up with their girl, and she can continue through high school and then join our Alum Network. Providing a vision of the Girl Scout journey will help with overall retention. This can be especially helpful for families who transition to new communities every few years.
- Be clear that all parents, caregivers, and adult supporters are encouraged to join this journey with their girls as volunteers. Everyone has a role and place in Girl Scouts.
  - Describe the opportunity as a supportive troop leader or volunteer team – a group of parents/caregivers that all work together to support their girls’ troop – not the traditional burden of one parent being the troop leader.
  - Ask the parents if they have a skill they want to develop further, and then describe the different types of volunteer roles, if time permits. This may also be a good follow-up after the party.
- Give specific examples of Girl Scouts programming based on the shared interests of the parents/caregivers that lead to successful outcomes for girls. Share that we are more than just cookies and camping by explaining the type of programming that falls within our four pillars, for example.

**Closing – 5 minutes**

- Ask parents/caregivers to rejoin their girls but assure them you will be available to answer questions after the last activity.
- If they are ready to join, direct them to the registration table after the final activity.
- If they want to learn more, encourage them to participate in an upcoming community event, USAGSO virtual program, or using the [Girl Scout Activity Zone](#).
- Be sure to thank every family and stay to answer questions after the official event concludes.



## Resource Glossary



### Animal Dance Party Resources

- [Animal Dance Party QR Flyer](#)
- [Animal Dance Party Social Media Image](#)
- [Animal Dance Party Invite Flyer](#)
- [Animal Dance Party Graphics](#)
- [Event Sign-In Sheet](#)

### Robot Building Party Resources

- [Robot Building Party QR Flyer](#)
- [Robot Building Party Social Media Image](#)
- [Robot Building Party Invite Flyer](#)
- [Robot Building Party Graphics](#)
- [Event Sign-In Sheet](#)

