

Short and Snappy Session



Girl-Led Progression

Leaders may hear a lot about “progression” in program, but they might not have a clear handle on what “girl led” means. Sometimes leaders or parents are so enthusiastic about certain activities, the girls’ interests and skill levels may get overlooked.

But what if the girls mess up? Mistakes are part of learning. Allow the girls to experience “safe” failure and then talking about what worked, what didn’t and what could be done better next time, is part of the reflection and a key element of learning by doing. Although it may be hard to sit back and let the girls do things themselves when you could do it much more quickly and efficiently, it is vital to the girls that they be allowed to grow.

On the next page you can see as the leadership leader begins, the Daisy Girl Scout is present but the adult volunteer is in the dominant role. She has a say and does make the decisions but the adult volunteer guides. As the Girl Scout gets older, she starts to take a more dominant role in the leadership of the troop and the adult volunteer steps back to allow her to lead. By the time the Girl Scout is in her teens, she is taking an even more dominant role and the adult volunteer steps even further back. She never leaves completely but she is there to lend a hand when necessary.

So how to we encourage progression? Sometimes you have to experience it to understand it. Try some role playing situations. Then you can move to larger discussion of assessing girl readiness and appropriate field trips and outdoor activity progression.

Activity:

Ask volunteers to act out the following situations (or come up with your own). Split into groups of 4 to 5 people or if in a smaller community, split into 2 groups or even stay as one group.

- ◇ A troop leader facilitates a trip planning discussion with a brand new Senior Troop (with no previous travel experience) that wants to go to Hawaii as their first troop trip.
- ◇ A troop leader who hates the outdoors refuses to take her Juniors to anything beyond a backyard cookout.
- ◇ A troop leader decides that the troop will earn the WOW Wonders of Water Journey because the council is offering a program on this Journey.

After each role play, have a short discussion of the situation, including ways to:

- ◇ Determine girl readiness, helping adults who may be undermining the girls’ progression, and preparing girls for a new step in progression, e.g. from cookouts to campouts or from day trips to overnights.

What’s a Short and Snappy?

- ◇ Short training/information segment provided as a Community Meeting.
- ◇ Any Community Learning Coordinator or interested volunteer may lead a short and snappy.
- ◇ Short and Snappies are 15-20 minutes in length.

What You’ll Need for This Snappy:

- ◇ Leaders
- ◇ Moderator
- ◇ Resources needed: role-play situations on slips of paper or index cards
- ◇ 15-20 minutes or as handout

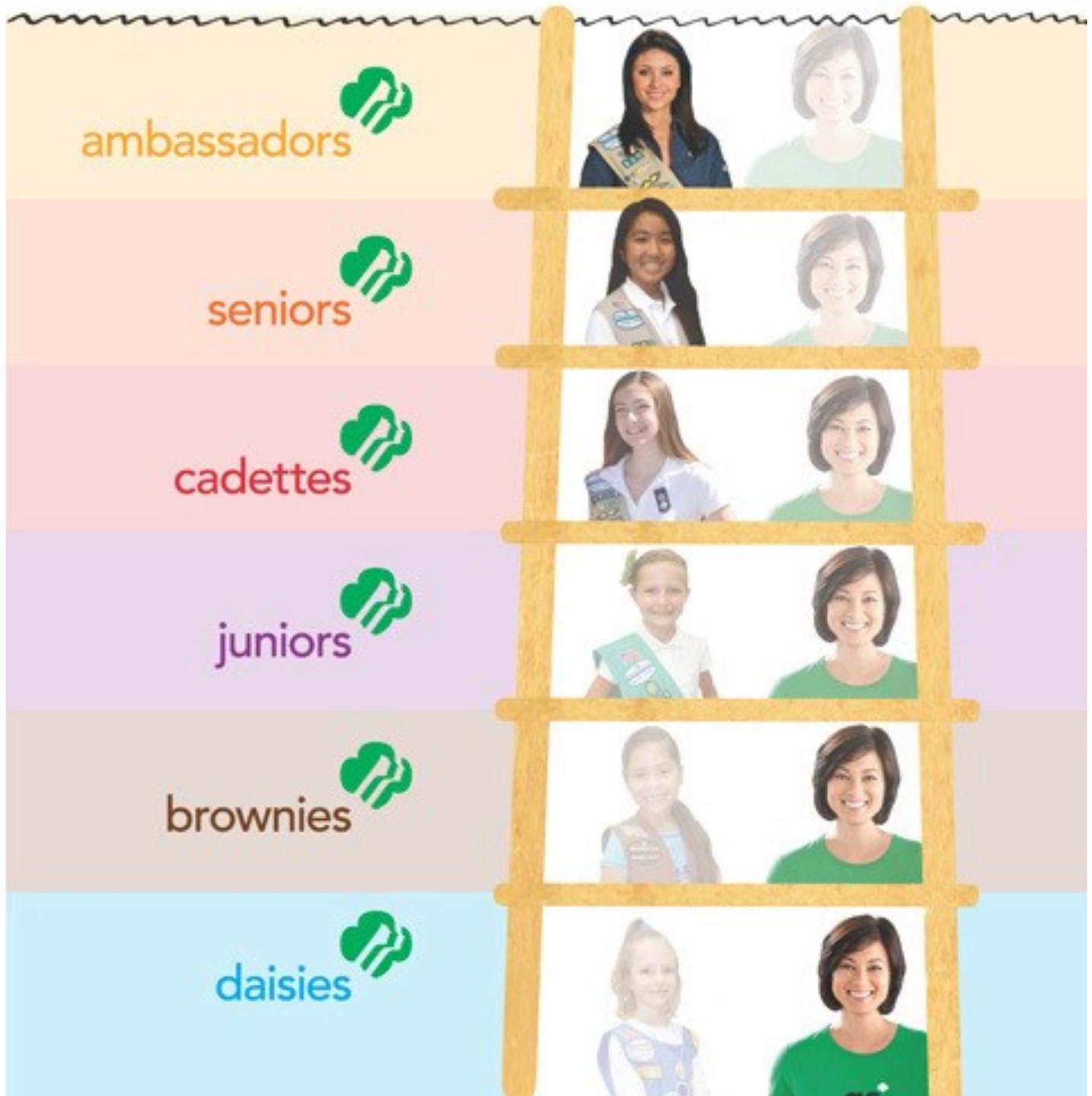


Progression is not just a physical step forward, but also a mental step forward!

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GIRL LED PROGRESSION

When activities are girl-led, involve learning by doing, and cooperative learning, girls can achieve the desired outcomes of the Girl Scout Leadership Experience.





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PROGRESSION WITHIN THE GIRL SCOUT PROCESSES

GIRL LED EXAMPLES

Girl-Led	Girl Processes	Girl Processes in action	Adult Facilitation	Adult facilitation in action
Daisy	Freely express their feelings, opinions & choices, or report that they could even if they don't act on it.	Choose a song for the group to sing.	Identify some activities and/or decisions that girls can take the lead on for each session	Make a list of activities choices for the next meeting & have girls vote by show of hands.
Brownie	Express what activities they want to do, how they would like to do them & act on them.	Decide on a skill they would like to learn & come up with some ideas on how, why and where they can learn it.	Provide options for girls to choose from only if they can't think of options themselves.	Assist girls in designing a project or establishing a procedure for caring for materials, cleaning up, etc.
Junior	Strategize about how to carry out an activity or action project, determining what their project goal is & what resources they need to complete it.	Devise their own questions, pose own problems & think about how to answer/solve them.	Model and provide strategies for solving problems & making decisions.	Pose open-ended and "W" questions (e.g. "Why did you choose this strategy over that one?").
Cadette	Initiate discussions & activities, & take responsibility for organizing & implementing them & cleaning them up with little input from adults.	Give reports on their activities giving clear reasons for what they did, plan to do and on their thought process.	Observe girl planning and give input when asked.	Use statements like, "I trust your opinion..." or "You're good at X...I think you will do well at that".
Senior	Articulate the reasons behind their decisions & reflect on their implications.	Make connections (e.g, write letters or make calls) with service-based organizations	Encourage girls to volunteer for activities & responsibilities without being asked.	Encourage girls to participate in projects related to community outreach & service.
Ambassador	Girls participate in activities that challenge their assumptions in positive ways.	Travel and speak on behalf of their troop of Girl Scouts	Model self-control, independence, a sense of humor, & a positive confident attitude	Pose questions & ask girls to think critically about issues.



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Progression in Action

Examples of different levels of girl and adult control

	Mostly Adult Controlled 1	2	3	4	Mostly Girl Controlled 5
Introduce "Who chooses what the initial activity is?"	Adults choose the initial activity.	Adults choose an activity based on girls' interests.	Adults give girls options; girls choose an activity from those options.	Girls and adults generate ideas; girls choose which activity to pursue.	Girls generate ideas based on their interests; girls choose the activity.
Plan, part 1 "Who generates ideas and chooses what girls will do with this activity?"	Adults generate and choose the idea.	Adults make a list of ideas; girls pick which one(s)	Girls brainstorm ideas. Adults eliminate any unworkable ideas; girls choose from this list.	Girls brainstorm ideas. Adults guide girls in evaluating ideas to see if they're "do-able." Girls choose.	Girls brainstorm questions, evaluate them for "do-ability" and choose. Adults support as needed.
Plan, part 2 "Who plans the activity?"	Adults make the plan (what, when, where, etc.)	Adults do most of the planning. Adults give girls choices from certain options.	Adults provide framework for planning: how to vote, what decisions need to be made, delegation. Girls make a plan using this framework.	Adults give girls options for how to plan: different ways to vote, delegate, etc. Girls choose from these options, then plan.	Girls decide how they want to plan (delegation, decision making methods, etc.). Adults help girls identify decisions that need to be made, and girls make them.
Do "When girls are carrying out the activity, who identifies issues and creates solutions?"	Adults identify issues as they arise, and tell girls how to solve them.	Adults identify issues as they arise, and give girls options for how to solve them. Girls choose from these options.	Adults identify issues as they arise, and ask girls open-ended questions to help them find solutions.	Adults ask open-ended questions to help girls identify issues and find solutions.	Girls identify issues as they arise, problem-solve, and carry out solutions. Both girls and adults use open-ended questions to work through issues.
Reflect "Who identifies what girls did and learned?"	Adults tell girls what they did and learned.	Adults tell girls what they did and learned; girls add additional thoughts.	Adults plan and lead a reflection; girls share what they did and learned. (Adults share their thoughts in the reflection as well.)	Adults identify ways to reflect (drawing, verbal, skits, ceremonies); girls choose. Adults help girls reflect and are included in the reflection as well.	Adults ask girls how they want to reflect. Girls identify ways to reflect, choose one, and carry it out. (Adults are included in the reflection as well.)