

# Girl Scout Leadership Experience (GSLE)



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When girls become Girl Scouts, they practice leadership skills that they will carry into their futures. The **Girl Scout Leadership Experience** provides a framework for supporting girls as they learn to lead by creating thoughtful change in their communities. It can be broken down into **three keys or actions** Girl Scouts take, the **three processes** that they use and five ways they benefit (**5 outcomes**).

## Logic Model: Girl Scout Leadership Experience



### 3 Keys or Actions—what girls do:

When girls, discover, connect and take action they demonstrate leadership.

1. When girls **discover**, they better understand themselves and their values and use their knowledge and skills to explore the world.
2. When girls **connect**, they support, inspire and partner with others, globally and locally.
3. And finally, when girls **take action**, they act to make the world a better place. First, they identify the root cause of a problem. Then, they develop and execute a project that continues to address that problem after they've done their part.

### Here's How You Can Help:

Ask girls about the issues that matter most to them. Help them to identify their skills and brainstorm how they can use them for good. Assist them in locating resources to help them learn more about their chosen issue.

# Girl Scout Leadership Experience (GSLE) continued

## Three Girl Scout Processes– How they do it:

1. Girls actively lead and shape their experiences. A **girl-led** approach to Girl Scouting allows girls to take a leadership role in the troop. It can be as simple as taking attendance, planning an activity or leading a song.
2. **Learning by doing** actively engages girls in a hands-on learning that results in deeper understanding of concepts and mastery of practical skills.
3. **Cooperative learning** empowers girls to learn and achieve even more through teamwork/collaboration.

### Here’s How You Can Help:

Allow girls to take ownership of their projects or activities, even when they reach roadblocks. Encourage them to reflect on their experiences and ask them to share their discoveries with you. Introduce them to subject matter experts and volunteers they might learn from and partner with.

## The Five Outcomes-How they benefit:

As girls **discover, connect** and **take action** through projects and activities that are **girl-led** and involve **learning by doing** and **cooperative learning**, they benefit in five important ways.

### 1. **Strong Sense of Self**

Girls have confidence in themselves, their abilities and form positive identities.

### 2. **Positive Values**

Girls act ethically, honestly and responsibly and show concern for others.

### 3. **Challenge Seeking**

Girls take appropriate risks, try things even if they might fail and learn from mistakes

### 4. **Healthy Relationships**

Girls develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively.

### 5. **Community Problem Solving**

Girls desire to contribute to the world in purposeful and meaningful ways learn how to identify problems in the community and create “action plans” to solve them.

### Here’s How You Can Help:

Prompt girls to think about how they’ve grown over the course of their project or activity. Ask them what they’ve learned about leadership and teamwork. Discuss how they can continue applying those lessons in their lives.

# Our Promise to Girls

The Girl Scout Leadership Experience promises girls a variety of activities done the Girl Scout way.



## The Girl Scout Way

- ✓ Supportive adult relationships
- ✓ 3 Girl Scout Processes
  - Girl Led
  - Cooperative Learning
  - Learning by Doing
- ✓ Regular meetings in an all-girl environment
- ✓ Emotionally and physically safe space
- ✓ Girl Scout traditions

The Girl Scout Leadership Experience promises girls a variety of activities done the Girl Scout Way.

Girl Scout research shows that when girls experience these items the level of satisfaction increases for girls, parents and leaders during their Girl Scout year.....and they are more likely to return for another year!

- Variety of Activities (4+)
- Positive relationship with their troop leader
- Experience all 3 Girl Scout Processes
  - Girl-led
  - Learning by Doing
  - Cooperative Learning
- Regular meetings in an all girl environment
- Emotional and physically safe space
- Girl Scout Traditions.



## “Girl led” happens in three major ways.

- Girls make choices
- Girls make decisions within those choices
- Girls learn to lead other girls

### Level 1 - Choosing which activities to do:

Girls make choices about *which activities* they do in their troops, during an event, or during their time at camp. They should choose the journey & badges they do, adapt the journey activities to fit their interests, and select and plan their “side trips” (field trips, overnights, events, etc.).

### Level 2 - Decisions *within* a chosen activity:

Girls make decisions affecting how they do an activity they have chosen. If they choose to bake a cake - what kind - vanilla or chocolate? Buttercream icing or cream cheese? Fruit in the center or on top? How will they celebrate Juliette Low’s birthday? What animal shelter do they want to help with a take action project?

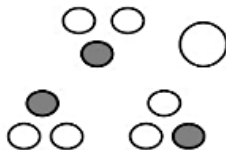
### Level 3 - Learning to lead other girls:

Girls begin by learning to lead other girls within their peer group. Eventually older girls might learn to lead younger girls when working on their Leadership in Action awards or as Program Aides. The girls doing the leading often need coaching to let the other girls make choices: both about which activities to do and within an activity.

Kaper Charts:



Patrol Structure:



Collaborative Approach:



Examples of standard troop mechanisms which allow girls to practice leading at the peer to peer level.

# 6 Simple Ways to Get Girl Input and Help Girls Make Decisions

(TECHNIQUE 1)

## SIMPLE WAYS OF VOTING: *Making choices helps girls grow!*



### VARIATIONS:

- “All in favor go to this side of the room." "All against go to the other side.” (Good to use if the girls don’t like to sit still.)
- “All in favor - raise your hand." "All against - raise your hand.” (This can be done with eyes open or closed.)
- “All in favor drop a blue square in the box". "All against drop a red square.” (Gray and brown pebbles, green and yellow leaves, etc.)
- “Use pencil and paper. Write the \_\_\_\_\_ you want and drop it in the box.”

IDEAL FOR:

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& above

### PROCESSES USED:

- **Girl led** because girls are giving their input.

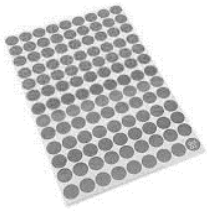
### POSSIBLE SHORT TERM OUTCOMES FROM THE EXPERIENCE:

- Girls develop a strong sense of self



(TECHNIQUE 2)

# MULTIPLE VOTING WITH STICKY DOTS: *easy & inexpensive!*



INSTRUCTIONS:

- List all the choices on separate pieces of paper.
- Give each girl 3-5 sticky dots or small post-it notes.
- Each girl may vote with all her dots, justifying them as she wishes.
- She can use all her dots for one idea or spread them out over several ideas.
- The winner is the idea which collects the most dots after everyone has voted.
- If there are ties, do the same process again with more dots.

IDEAL FOR:



& above

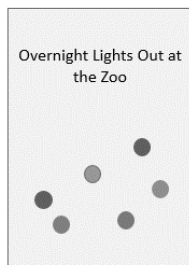
PROCESSES USED:

- **Girl Led** because girls are giving their input.
- **Learning by Doing** when girls are involved in counting dots and resolving ties.

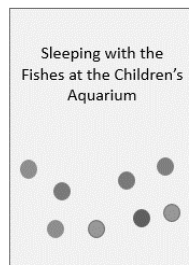
POSSIBLE SHORT TERM OUTCOMES FROM THE EXPERIENCE:

- Girls develop a strong sense of self
- Girls gain practical life skills
- Girls develop healthy relationships

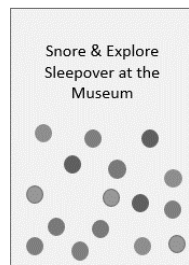
- Give each girl *one* more dot than the number of choices.
- Vote with all your dots. They can spread them out or spend them all in one place.
- The option with the highest number carries the vote.



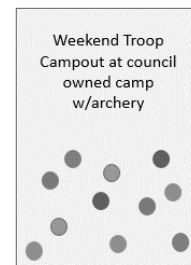
6



9



16



11

The troop will do the overnight at the museum.

(TECHNIQUE 3)

## **BRAINSTORMING:** *A sudden burst of inspiration*



INSTRUCTIONS:

Get big sheets of paper to tape up or use a white board to capture ideas. Make a “Brainstorming Rules” poster to make it safe for girls to share their ideas without getting squashed. Example:

**Brainstorming Rules:**

- No judging during “brainstorming”. There shall be no squashing of ideas!
- Don’t think about money, cost, time, or space.
- Build upon each other’s ideas. Combine, add to...
- One creative idea leads to another
- List every idea... repetition doesn’t matter... spelling doesn’t count



**When brainstorming is complete:**

- Sort out ideas (circle together) according to:
  - a. Those immediately usable.
  - b. Those maybe usable.
  - c. Those not usable. (*Not “good or bad”, but “usable or not!”*)
- Choose from the “immediately usable” list the one idea the group wants to try.
- Make plans - who does what? When? Where?
- Save the other ideas for later or for a starter for the next “brainstorming session.”

IDEAL FOR:



& above

PROCESSES USED:

- **Girl led** because girls are giving their input.
- **Learning by Doing** when girls have to sort ideas into “usable” or “not usable” categories.
- **Collaborative Learning** happens when one idea builds upon another & the girls begin to decide who does what part of the plan.

POSSIBLE SHORT TERM OUTCOMES FROM THE EXPERIENCE:

- Girls develop a strong sense of self
- Girls develop positive values
- Girls gain practical life skills
- Girls develop healthy relationships
- Girls develop critical thinking
- Girls promote cooperation and team building



(TECHNIQUE 4)

## Vote with your Feet: *Get up, get moving...*



INSTRUCTIONS:

If you're having trouble getting girls to participate in group discussions, or coming to a decision, "Vote with your Feet" can help. Everyone has to make up their minds and physically get involved by moving to a station - this tends to make people more chatty and alive. You simply move the girls around. **They work to convince each other to move to a station.** It is a way to get the girls involved.

The "stations" can be places in the meeting place or a chart with circles to stand in or put buttons or chips on, or straight line stands.

As a discussion aid, label stations by ideas or topics.

As a voting aid, label stations by "yes, no, undecided, or agree, disagree".



Coming to a **Consensus** means everyone is able to live with the decision, rather than taking a majority vote with some people not getting their way. It may not be their first choice, but they can live with it. To reach consensus, you keep talking until everyone is happy and standing in the same station. With consensus:

- Everyone wins – even if the agreement is that "everyone is unique, so we agree to disagree."
- There are no winners or losers because new alternatives are raised that include everyone.

IDEAL FOR:



& above

PROCESSES USED:

- **Girl led** because girls are giving their input.
- **Learning by Doing** when girls have to explain why they are for or against an idea & address concerns raised by other girls.
- **Collaborative Learning** happens when the group takes into consideration other people's points of view and makes accommodations so that the group decision is one that everyone can live with.

POSSIBLE SHORT TERM OUTCOMES FROM THE EXPERIENCE:

- Girls develop a strong sense of self
- Girls develop positive values
- Girls gain practical life skills
- Girls develop healthy relationships
- Girls develop critical thinking
- Girls promote cooperation and team building
- Girls can resolve conflicts
- Girls are resourceful problem solvers

(TECHNIQUE 5)

**SEALED ORDERS:** *When the troop has a big decision to make, involve the girls in getting the facts they will need.*



INSTRUCTIONS:

Give small groups (or the first few girls that come earliest) sealed orders – directions sealed in envelopes. Fun directions/orders can be:

- ◆ To find some specific facts or resources that will be needed in the decision: i.e. "How much money will we need? How much do we have?"
- ◆ To prepare and present a short skit describing an opportunity to go somewhere. The purpose of the skit is to present the facts of a project or event, so the troop can decide whether they want to accept the invitation.
- ◆ To list all the ways they can think of to do something (on a blackboard or newsprint).
- ◆ To make suggestions for the agenda of the decision-making discussion; i.e., what should be decided first?

IDEAL FOR:



& above

PROCESSES USED:

- **Girl led** because girls are given an assignment that they have to figure out how to do.
- **Learning by Doing** when girls are the ones doing the research, making the phone calls, creating lists, or presenting information.
- **Collaborative Learning** happens when the labor & responsibility for getting work done is divided among the members of the group.

POSSIBLE SHORT TERM OUTCOMES FROM THE EXPERIENCE:

- Girls develop a strong sense of self
- Girls develop positive values
- Girls gain practical life skills
- Girls develop critical thinking
- Girls promote cooperation and team building



(TECHNIQUE 6)

## “Planning Poker” a Girl-Planning Card Game



### Required Materials:

- Deck of playing cards
- Supply of Index cards
- Pens / Pencils
- Legend Chart for playing cards

### Step 1: First Meeting:

- Deal out a deck of regular playing cards to the girls. Make sure each gets 3 or 4 cards; for 10 girls, each of them gets 5.
- Now, each girl writes down activities that she chooses based on the “credit” she gets from the cards she is dealt. You can make up your own list, if your troop doesn't do all these activities. Have a legend chart to help the girls know what to focus on.

**All face cards are Service Projects**

**10 = choose a council event**

**9 = choose a museum trip**

**8 = badge work, patch activity**

**7 = outdoor activity**

**6 = overnight trip**

**5 = day trip**

**4 = ceremony**

**3 = teach something to someone else**

**2 = learn something new**

**Ace = wild card - choose anything!**

Put all of the ideas on index cards, one idea to a card. When they are done, have all the girls read out their cards. Don't make any decisions. Everyone goes home with all the ideas in her head.

### Step 2: Second Meeting:



- Brainstorm by putting similar or related cards together – for example, “learn to knit,” “make something to donate,” and “go to a knitting class.”
- Then go around to each girl to see if any activity strikes her as something she would like to help with.
- Put the list on the newsletter, for parent reaction.
- Some things will get deleted; some things will get a parent helper to make it happen.

### Step 3: Third Meeting:



Take each little plan and put it on the calendar. Council events are fixed; snow activities have to be in snow time; and outdoor activities have to be when the outdoors fit the activity. (Water sports, horseback riding, etc. all have seasons!). Everything gets put on the calendar in sensible order, unless there is no one interested. The final vote is taken at this meeting.



#### Step 4: Fourth Meeting:

- During the first four meetings each year, set aside a little time to plan an investiture/rededication ceremony to be held on the fifth meeting of the year.
- Finalize your plans at this meeting.
- This ceremony should be one of the Planning Poker options included on the calendar.
- Don't spend more than 15 minutes per meeting planning the investiture/dedication ceremony.



#### Alternatives: If you have a large group, you can break the girls into patrols. The Patrol or Town Meeting Systems can be put to work very well with this card game!

If you have four patrols, you could give each group a suit of cards, so that the group has to come up with one activity in each category.

For such groups, you wouldn't necessarily even have to use the cards; but one fun thing to add is the rule that if you interrupt someone or take off on a tangent during someone else's turn, you would have to give a card to the person on your left, so she gets an extra choice. Some years, everybody might have to give away a card!



#### Using planning poker accomplishes these things:

- Helps to control planning activities
- Gives girls something tangible to do while planning
- Gives the leader and girls a way to combine like ideas
- Enables the girls and leaders to mix and combine activities to accomplish more than one thing. (For example: wanting to do things with animals, visit an animal shelter, work on the Pets badge, and do a service project of collecting dog blankets for the shelter; all can go together.)

IDEAL FOR:



& above

#### PROCESSES USED:

- **Girl led** because all girls in the troop assume responsibility for coming up with ideas for troop activities.
- **Learning by Doing** when girls have to sort through ideas & settle upon what they like. Also, Learning by Doing happens when ideas are realistically set to a calendar because they are learning to plan.
- **Collaborative Learning** happens when grouping similar ideas together to form new ones.

#### POSSIBLE SHORT TERM OUTCOMES FROM THE EXPERIENCE:

- Girls develop a strong sense of self
- Girls develop positive values
- Girls gain practical life skills
- Girls develop healthy relationships
- Girls develop critical thinking
- Girls promote cooperation and team building
- Girls can resolve conflicts
- Girls are resourceful problem solvers



# Girl Led *LINKED TO* Learning by Doing Progression for LEADERS:

**Age/experience level of the girls + complexity of the activity = the level of adult control**

**Mostly Adult Controlled**



**Mostly Girl Controlled**

**STEP 1) 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.

**STEP 2) PLAN – PART A:**

***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.

**STEP 2) PLAN – PART B**

***Who plans & arranges the details of 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.

**STEP 3) 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.

**Step 4) 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, etc.) and girls choose. Adults also help girls reflect and are included in the reflection as well.

# LEARNING BY DOING

**Learning by Doing** is hands-on learning that engages girls in 4 different stages.

When girls actively participate in meaningful activities and later reflect on them, they get a deeper understanding of concepts and mastery of skills.

**Step 1) Introduce** a topic or activity to spark interest and curiosity in a subject or activity. (PURPOSE)

This can happen two ways; either adults can introduce a topic, or girls can suggest it. Very often, the activity introduced is one from a journey activity or badge requirements. Your introduction should give girls a basic understanding of a skill or concept.



**Step 4) Reflect** on what they did. They share what they did and learned with others: maybe other girls/adults in the group, their families, or the community. Reflections take many forms, from large group discussion in the troop setting, to individual journaling, to group slide shows and year-end parties. (FEEDBACK & SENSE-MAKING)

**Step 2) Plan.** After they have some concept of the skill or activity, girls start thinking about how to make it their own. (THINKING)

They decide *what* they want to do (“How can we help the food bank?”) And they plan *how* they want to do it.

You should provide structure to make this easier. Think about how you will give them planning instructions and what success looks like.

**Step 3) Do.** Girls get busy! They carry out their plan and see what happens. (ACTION)

For real learning to take place & become part of long term memory, **step 4 in the cycle has to happen.**

Resist temptation to cut that part out in order to save time!

The next several pages offer additional coaching on how to do Stage 4 of “Learning by Doing” well.



## Learning by Doing – Stage 4 – Reflective Learning in a Group Discussion: How does it Work?

### Prepare for the feedback session

- Make sure you understand the purpose of the activity the troop engaged in.
- Prepare your questions. Think of at least 1 question that relates to how the girls feel (heart), think, (head), and what they are inspired to do next.

### Set the stage for the Group Discussion

- During the activity, pay particular attention to the children’s attitudes and behaviors and to any incident that may occur. Remember that you will review how everything went during the Group Discussion.
- If possible, choose a quiet place for the Group Discussion.
- Ask girls to sit in a circle and sit with them. Make sure that you can all see and hear each other.
- Decide with the girls how to ask permission to speak, for example, by raising their hand or using a talking stick.

### Ask questions

- Begin with a very simple question, for example, “Did you like the badge, game, activity, project, etc. we just did?”
- Ask the questions in your own words, without reading them to the girls.
- Use simple words and short sentences.
- Ask only 1 question at a time.
- Allow time to answer the question. Repeat or rephrase the question as needed.
- Ask the questions so as to move the discussion forward. Be flexible with the questions you prepared and choose the next question based on what the girls say.
- Ask questions to stimulate discussion.
- Encourage the girls to speak but do not force them.
- When a girl finishes speaking, thank them for sharing their thoughts.

### Make comments

- Remember that there are no right or wrong answers and that every girl is entitled to her own opinion, as long as it is respectful of others.
- When making comments, focus on the opinion expressed and do not criticize the girl.
- Be conscious of your body language: encourage the children to speak through

### Close the Group Discussion

- Sum up 1 or 2 important ideas expressed by the girls.
- In some cases, you may want to ask the girls to identify an “action of the day” in relation to what has been discussed.
- Thank your group for their participation.



## What kinds of questions should I ask during the Group Discussion?

In general, you can ask any questions that help girls connect their feeling or thoughts to their experience or the meaning of the activity. One easy framework to follow is “Heart / Head / Hands”. In other words:

- What did they feel?
- What did they think?
- What are they inspired to do differently or try next?



**Feel**






**Think**



**Act**

Refer to the following examples for help:

	6-8 years old	9-10 years old	11-12 years old
 <b>Feel</b>	<ul style="list-style-type: none"> <li>• Did you like this game? Why?</li> <li>• How did you feel when we were at the museum?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you like the best (or the least) in this badge? Why?</li> <li>• What struck you most about this activity? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think of this project?</li> <li>• What feelings did you experience during the camp out?</li> </ul>
 <b>Think</b>	<ul style="list-style-type: none"> <li>• Did you succeed in completing the task? Why?</li> <li>• What did you do to complete this task?</li> </ul>	<ul style="list-style-type: none"> <li>• What was the easiest (or the hardest) part of this badge? Why?</li> <li>• If we played the game again, what would you do differently?</li> </ul>	<ul style="list-style-type: none"> <li>• What could be done to make preparing for our next campout easier?</li> <li>• Does this journey activity remind you of a situation you have experienced in the past? What situation and why?</li> </ul>
 <b>Act</b>	<ul style="list-style-type: none"> <li>• Did you learn anything new about your friends while on the field trip? What did you learn?</li> <li>• What can we do to make sure everyone feels comfortable in your group?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you learn about our group through this game?</li> <li>• What things can we do to make our group run more smoothly?</li> </ul>	<ul style="list-style-type: none"> <li>• What could be improved in the way our group works?</li> <li>• How can we make sure everyone feels part of the group?</li> </ul>

## Group Discussion: Tips to Improve the Group Discussion

Since the simplest questions are often the best, do not be afraid to ask short and simple questions to encourage the girls to speak. Here are a few examples:

- What do you think about that?
- Can you explain why you agree (or disagree)?
- Does everybody agree?
- Does anyone have any other ideas?
- Does anyone who has not spoken yet want to add



anything?

## How to overcome the challenges of facilitating the Group Discussion

Facilitating a Group Discussion is exciting, but not always easy. At the beginning, you may feel less comfortable and the girls may participate less actively. This is normal. However, with experience, both you and the girls will find Group Discussions to be easier, richer and more interesting. Here are tips to help you overcome some of the challenges you might face:

### *What to do if...*

#### **Nobody wants to speak**

- Be the first to share your observations and opinions of the activity, and then ask the girls if they agree with you and why.
- Invite another leader to take part in the Group Discussion.

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#### **Girls are not listening to each other**

- Use the “talking stick”

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#### **It is always the same ones who speak**

- Invite the girls to take turns speaking one after the other, around the circle.
- Suggest that each girl speak at least once before a girl who has already spoken is allowed to speak again.
- Pass the “talking stick” until it has gone around the whole circle. Suggest that everyone get equal speaking time, for example 30 seconds.
- Give each girl 2 or 3 “chips.” Each time a girl speaks, she hands you 1 chip. When a girl has no chips left, she can no longer speak.

**A girl does not want to speak**

- Encourage them to speak, but do not force them. If they do not want to speak, invite them to listen.
  - Explain to them that you would enjoy hearing what they think.
  - Ask them to respond to someone else's idea.
  - Give them a specific responsibility, such as being the “Key Listener” in charge of ensuring that silence and speaking time limits are respected.
- 

**Some girls are not fluent in the language**

- Translate for them if possible. You may also ask a girl, who is able, to act as an interpreter.
  - Ask very basic questions that can be answered with gestures. For example, you may ask the girls to put their thumbs up when they like a game or when they agree, or down when they do not.
  - Invite the girls to draw or choose a picture that expresses how they feel.
  - Try some of the variations provided, especially “Green, Yellow, Red.”
- 

**The group is very big**

- Divide the group into smaller teams for discussion. If possible, try to have a leader to facilitate the Group Discussion in each team.
  - Allow each girl to speak only once.
- 

**The group includes girls of all ages**

- Ask the girls to speak in order of their age: from the youngest to the oldest.
  - Try out the variations for a multi-age group
- 

**Many girls did not like the activity**

- Ask the girls why they are not happy: Why didn't you like this activity? Why do you say it's boring?
  - Ask the girls to suggest ways to improve the game or to create variations.
- 

**A girl makes an inappropriate comment**

- Intervene immediately or, if the time is not right, mention to the girl that you would like to speak with her later about this incident. As much as possible, avoid ignoring the incident or acting as if it were harmless behavior.
- 

**Some girls say they do not like Group Discussions**

- If the girls are not familiar with this type of activity, encourage them to be open-minded and to try something new.
  - Try out the variations provided to make it less talking, more engaging
- 

**A girl shares a difficult personal experience**

- Encourage the other girls to be supportive, respectful and discreet about what they heard.
- Explain that you are available to talk if she feels like it. In the days following the discussion, be especially available and supportive of the girl's needs.
- Remember that you must do something if a girl tells you that she is being abused or mistreated. Immediately inform the appropriate people of any situation that poses a threat to the safety of the child.

## Group Discussion: Variations

### How to vary your approach to Group Discussion




If you lead Group Discussions frequently, it may be a good idea to vary your approach to increase the girl's interest. Here are a few ideas to inspire you:

#### 6 – 8 year olds

##### Green, Yellow, Red

Give each child a green, a yellow and a red piece of cardboard. Have the children answer simple questions by holding up the color corresponding to their answer choice.

Example:

-  If you liked the game a lot, hold up the green card.
-  If you liked the game a little, hold up the yellow card.
-  If you did not like the game, hold up the red card.

This variation may be useful with a group of girls who are very young or not fluent in the language.

##### The Interview

Conduct a mock interview to spark the girl's interest. Make a fake microphone and pass it from one child to the next. Remember to encourage those children with soft voices to speak clearly into the microphone. As a good journalist, make sure to write down some quotes in a notebook!

##### The Memory Photo

Explain to the girls that you would like to take some pictures to remember the activity. One by one, the girls should pose to show how they feel about the activity: happy, angry, tired, etc. The other children should guess what feeling is being acted out. Next, ask them why they feel that way.

#### 9 – 10 year olds

##### Draw Your Face

Ask the girls to draw a face that shows how they feel about the activity. Example:



Next, ask them why they feel that way, and then continue with other questions.

##### The Huddle

Do a mock sports team huddle to spark the girl's interest. Have them form a tight circle with their arms around each other as for a team huddle. Use questions such as:

- How did the project go?
- Did you give 110%?
- What is our game plan for the next project?

##### The Trigger Word

One by one, ask the girls to say the first word that comes to their mind when they think about the activity they just did. It could be an emotion, an adjective, or even a color. Ask them why they chose that word and then continue with other questions.

## 11 – 12 year olds

### The Call-in Show

Create a mock radio or TV call-in show to spark the girl's interest. Begin with a theme tune from a popular TV show. Use sentences such as:

- Okay, we have a call on line 2. Good morning Madam!
- You are on the air: go ahead!
  - Can you tell our 100,000 listeners what you think of...
  - Thank you very much for calling. Onto our next caller...

### The Thermometer

Show the children an imaginary line, representing a thermometer, along a wall. Specify that 1 end of this thermometer means "I agree," the other end means "I disagree" and between the 2 ends, positions are somewhat mixed.



- I agree.
- I agree more or less.
- I disagree.
- Make statements about the game, for example:
  - I liked the game.
  - I felt excluded during the game.
  - I did my best to participate.

Ask the girls to indicate whether they agree with each statement by positioning themselves along the thermometer. After repeating the exercise with 5 or 6 statements, get back in a circle for children to comment on their answers.

## Multi-age Group (6 – 12 year olds)

### From 1 to 10... Fingers

Ask the girls to grade different parts of an activity by showing only a few fingers for a weak part and several or all fingers for a strong part, for example:

From 1 to 10...fingers

- Did you like the lock in?
- Did you participate actively in the stations?
- Would you like to do this again?

For each aspect of the activity, ask the girls why they graded it the way they did.

### A Picture is Worth a Thousand Words

Provide the girls with a few pages from catalogues or flyers and ask them to choose a picture that reminds them of the activity. This could be a face that expresses a particular feeling, an object, a landscape, or a person's particular position. Ask them why they chose that picture, and then continue with other questions.

### Skits

Ask 1 or 2 other leaders, or some older girls, to help you act out situations related to the values a badge or take action project promotes, such as an act of feeding the hungry or helping animals in the shelters. Girls are then invited to comment on these situations.



**Cooperative Learning** is designed to promote sharing of knowledge, skills, and learning in an atmosphere of respect and cooperation. Girls work together in small groups on goals that can only be accomplished with the help of others, and share their insights, stories, and lessons learned with each other.

No matter what the setting or small group project is, successfully implementing cooperative learning involves five **key steps**. Following these steps is critical to ensuring that the elements that differentiate cooperative learning from simply putting girls into groups are met.

1. **Pre-Activity Planning -**

Prior planning lays the foundation for effective group work. Plan out how groups will be formed and structure how the girls will interact with each other. Decide what the measure of success will be.

2. **Introduce the Activity to the girls -**

Girls need to get their "marching orders." Explain the task to them and describe what success looks like. Then structure the cooperative aspects of their work with special attention to idea that is it important that each girl individually is accountable for doing her own part, and more importantly, each group member makes sure that every member of their group succeeds. Set up time limits and allow for clarifying questions.

3. **Monitor and Intervene -**

This is where you let the groups run while you circulate through the room or campsite to observe, see whether they understand the assignment, and give immediate feedback and praise for working together. If a group is having problems, you can intervene to help them get on the right track.

4. **Assessment -**

Once the group finishes their project, work should be assessed by both troop leaders and small groups.

5. **Reflect on Accomplishment -**

Group processing involves asking the groups to rate their own performance and set goals for themselves to improve their cooperative work.



# 4 Pillars

## The foundations of the Girl Scout Leadership Experience

Girl Scouts discover their talents and passions in a safe and supportive all-girl setting. They join with other girls and other people in their community to take on challenges. Along the way, they gain important life skills in four areas that form the foundation of the Girl Scout Leadership Experience.

### STEM

- Girl Scouts who participate in girl-focused STEM programs:
- Become better problem-solvers, critical thinkers, and inspirational leaders
- Get better grades, earn scholarships, and follow more lucrative career paths
- See STEM as the foundation for a meaningful and successful future

### Outdoors

- When Girl Scouts get outside, they:
- Discover that they can better solve problems and overcome challenges
- Develop leadership skills, build social bonds, and are happier overall
- Become team players and care more about protecting our environment

### Life Skills

- Girl Scout badges, beginning with Civic Engagement and expanding to Healthy Living, Communication Skills, Practical Skills, Financial Literacy, and Global Citizenship, form the foundation of activities that help girls grow as Girl Scouts.

### Entrepreneurship

- As cookie entrepreneurs, girls gain essential life skills and work as a team to accomplish common goals and solve problems, while building the confidence they need to shine as girls, as young women, and as future leaders. And did we mention fun? They have lots of that along the way, too.