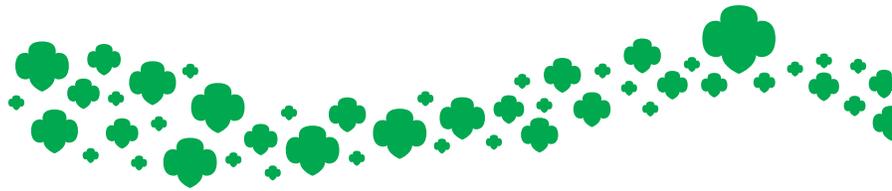


# SHORT AND Snappy



## WHAT IS A SHORT & SNAPPY?

- » These short trainings can be provided at a service unit meeting or reviewed individually.
- » Any interested volunteer may lead a Short and Snappy.
- » Short and Snappys are usually 10-45 minutes in length.

## WHAT YOU'LL NEED

- » Short and Snappy outline
- » slips of paper or index cards for role-play
- » Copies of progression handout
- » 15-20 minutes

## THINGS TO REMEMBER

- » Stay within the allotted time.
- » If you don't know the answer, seek the correct answer from the appropriate support person.

## Girl-Led Progression

15-20 MINUTES

The main feature of the Girl Scout Leadership Experience (GSLE) is that Girl Scouting is girl-led. This means the girls should be in control of all aspects of their Girl Scout experience. We know sometimes this results in a less than strictly organized experience, but that's okay. We also know that girls of different age levels are capable of different levels of leadership. That is where progression comes into play.

As a new Daisy troop, the girls will be present and play a role in the decision-making process, but the adult volunteer is in the dominant role guiding those decisions. As girls grow older, they start to take a more active role in the leadership of the troop while the adult volunteer steps back to allow her to lead. By the time the girls are teenagers they are the primary decision makers. While the adult never leaves completely, they will step back even further, allowing the girls to lead and take responsibility for their troop. The attached charts may help illustrate this concept.

So, how do we encourage progression? Try some role-playing situations, and then move into a larger discussion of assessing girl readiness and appropriate field trips and outdoor activity progression.

## ACTIVITY

Split into groups and ask volunteers to act out the following situations (or come up with your own).

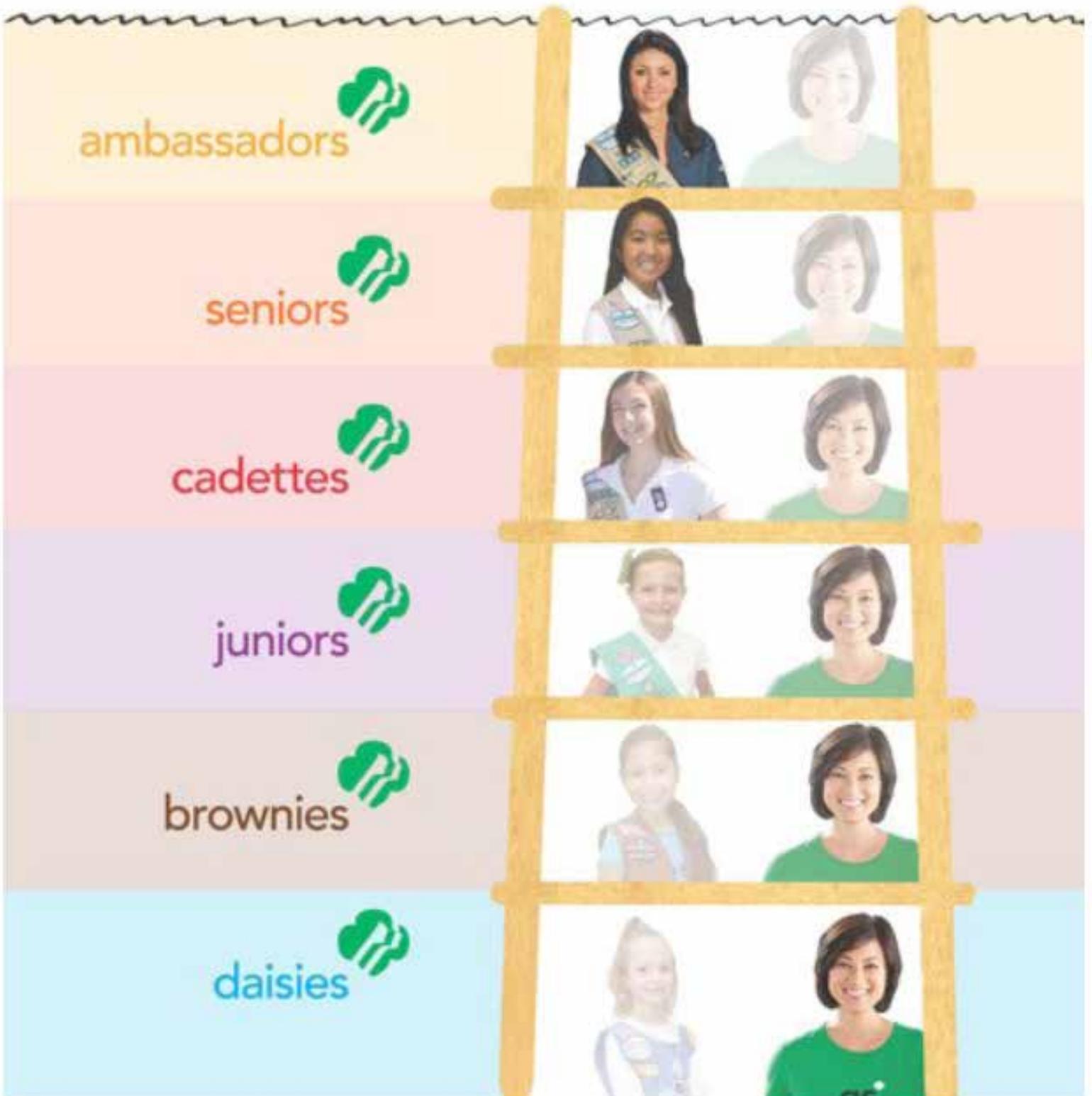
- » A troop leader facilitates a trip planning discussion with a brand new Senior troop (with no previous travel experience) that wants to go to Hawaii as their first troop trip.
- » A troop leader who hates the outdoors refuses to take her Juniors to anything beyond a backyard cookout.
- » A troop leader 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 about the situation, including ways to:

- » determine girl readiness
- » help adults who may be undermining the girls' progression
- » prepare girls for a new step in progression (e.g. from cookouts to campouts or from day trips to overnights.)

# 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.



**PROGRESSION WITHIN THE GIRL SCOUT PROCESSES**

**GIRL-LED EXAMPLES**

GIRL-LED	GIRL PROCESSES	GIRL PROCESSES IN ACTION	ADULT FACILITATION	ADULT FACILITATION IN ACTION
<b>DAISY</b>	Freely express their feelings, opinions and 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 and have girls vote by show of hands.
<b>BROWNIE</b>	Express what activities they want to do, how they would like to do them and act on them.	Decide on a skill they would like to learn and come up with some ideas on how, why, and where they can learn it.	Provide options for girls to choose from only if they cannot think of options themselves.	Assist girls in designing a project or establishing a procedure for caring for materials, cleaning up, etc.
<b>JUNIOR</b>	Strategize about how to carry out an activity or action project, determining what their project goal is and what resources they need to complete it.	Devise their own questions, pose own problems, and think about how to answer/solve them.	Model and provide strategies for solving problems and making decisions.	Pose open-ended and "W" questions (e.g. Why did you choose this strategy over that one?).
<b>CADETTE</b>	Initiate discussion and activities, and take responsibility for organizing and implementing them and 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."
<b>SENIOR</b>	Articulate the reasons behind their decisions and reflect on their implications.	Make connections (e.g. write letters or make calls) with service based organizations.	Encourage girls to volunteer for activities and responsibilities without being asked.	Encourage girls to participate in projects related to community outreach and service.
<b>AMBASSADOR</b>	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, and a positive confident attitude.	Pose questions and ask girls to think critically about issues.

**PROGRESSION IN ACTION**

**EXAMPLE OF DIFFERENT LEVELS OF GIRL AND ADULT CONTROL**

	MOSTLY ADULT CONTROLLED			MOSTLY GIRL CONTROLLED	
	1	2	3	4	5
<b>INTRODUCE</b> “Who chooses the initial activity?”	Adults choose the initial activity.	Adults choose an activity based on girl’s 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.
<b>PLAN, PART 1</b> “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.
<b>PLAN, PART 2</b> “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 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.
<b>DO</b> “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.
<b>REFLECT</b> “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)