

Short 'n' Snappy

A quick volunteer learning opportunity
that can be led by any interested volunteer
with experience with the topic.



Girl-Led Progression

Information to share (10 minutes)

“GIRL-LED” AND “PROGRESSION” are terms Troop Leaders will often hear, but they may not know much about these terms. The term “girl-led” might be confusing because Troop Leaders are supposed to be in charge of the troop. Troop Leaders can still be in charge, but girl-led is when the girls do as much of the work as they can do so that they learn the skills they will use later in life.

In the handouts you will see the Girl-Led Progression Chart. This chart shows the balance of responsibility for leadership between the adult and girl. As the girls get older and progress in their leadership, they take more and more responsibility as the adult takes less. Adult leaders never fully leave the picture; their role is simply shifted to give girls more responsibility.

How do we encourage girl-led progression? The activities in this Short 'n' Snappy will help give a feel for girl-led progression and assessing girl readiness. Here are some examples of letting the girls lead at each level:

DAISIES: At this level, the adult leader has the most responsibility for decision making; however, the girl also leads, even from her first day as a Daisy. Daisies can hold responsibility for decision making by sharing their ideas in planning, and being validated when those ideas are used. For example, a Daisy might suggest a certain snack for the next meeting. When the meeting comes, ask her to prepare the snack she suggested. She knows that she is the one who made the decision, and she feels her leadership by having that plan come to fruition.

BROWNIES: Brownies have a greater role in leadership responsibility than Daisies. For example, if your troop cannot decide between a visit to a museum or a farm, rather than telling them to vote, ask them for ideas on how a fair decision can be made. They may choose to vote or draw out of a hat, etc. They then use their idea to make a fair decision that all girls can accept. They have just experienced their responsibility for leading and decision-making.

TIME TO COMPLETE

20 minutes

MATERIALS NEEDED

- Short 'n' Snappy Outline
- Short 'n' Snappy Handouts from Outline
- Cards with scenarios on them for in-person role-play groups (optional)

THINGS TO REMEMBER

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

TRAINING-BY-REQUEST

This Short 'n' Snappy is included in the content options for Training-by-Request.

[Learn more here.](#)

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JUNIORS: Juniors are starting to take more responsibility for planning their activities. For example, if a troop is going camping, the Juniors would be the ones to decide on the meals, get the recipes, list the ingredients, and budget for materials. They would do this for each aspect of the planning. While the adult is providing them with guidance, perspective, and filling in the gaps, the girls have taken ownership of their troop.

CADETTES: Cadettes should be making their own decisions, and your role is to provide guidance, ensure they are experiencing progression, and sometimes provide a reality check. For example, Cadettes might be planning a trip, and want to go to Paris. If they have not yet taken an extended overnight trip, ask them to come up with some smaller trip goals for this year, and then work progressively toward an international trip. The girls would do the actual trip planning, from budgeting to navigating, and everything in between.

SENIORS AND AMBASSADORS: Seniors and Ambassadors hold a much greater responsibility for leadership than their adult Troop Leader. By this time, Troop Leaders play the role of mentor and supporter, and they make sure the girls follow safety guidelines and requirements. Girls should be “running the show.”

ACTIVITY (10 minutes)

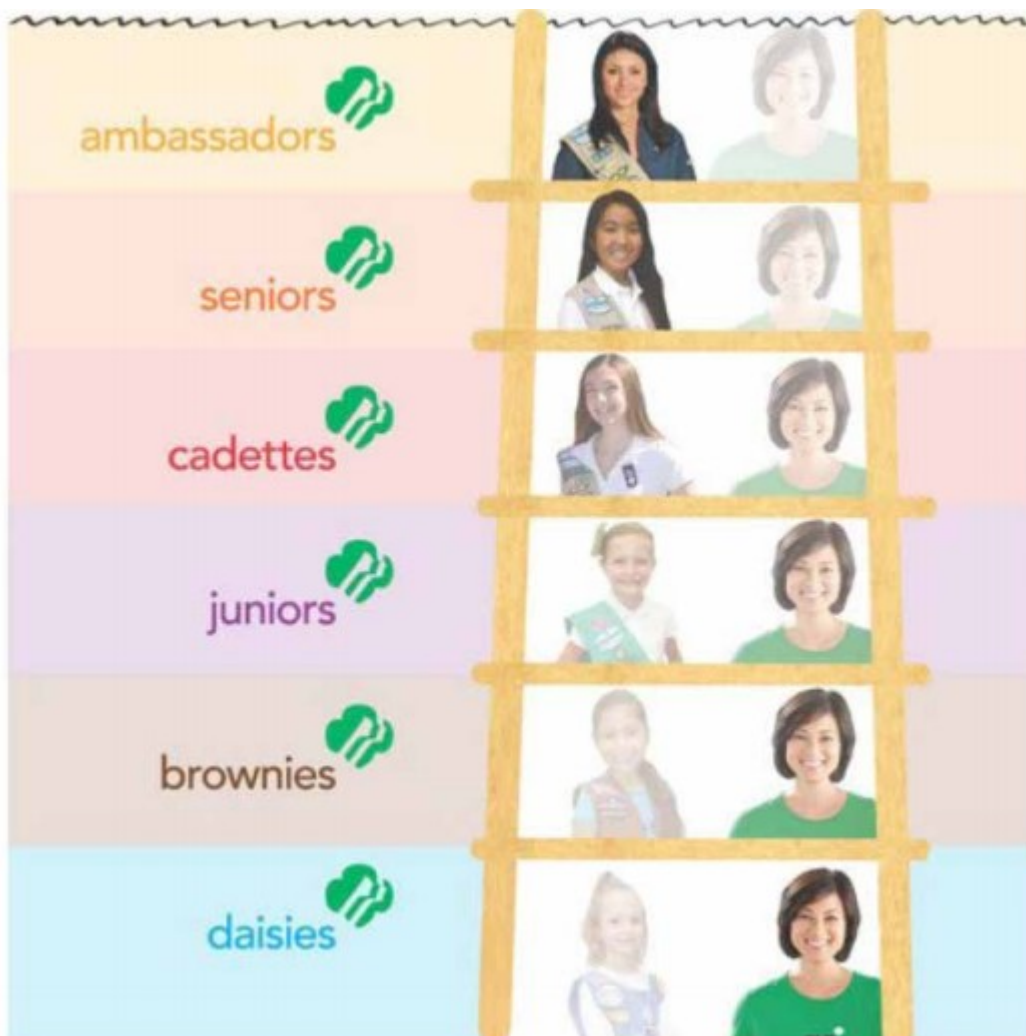
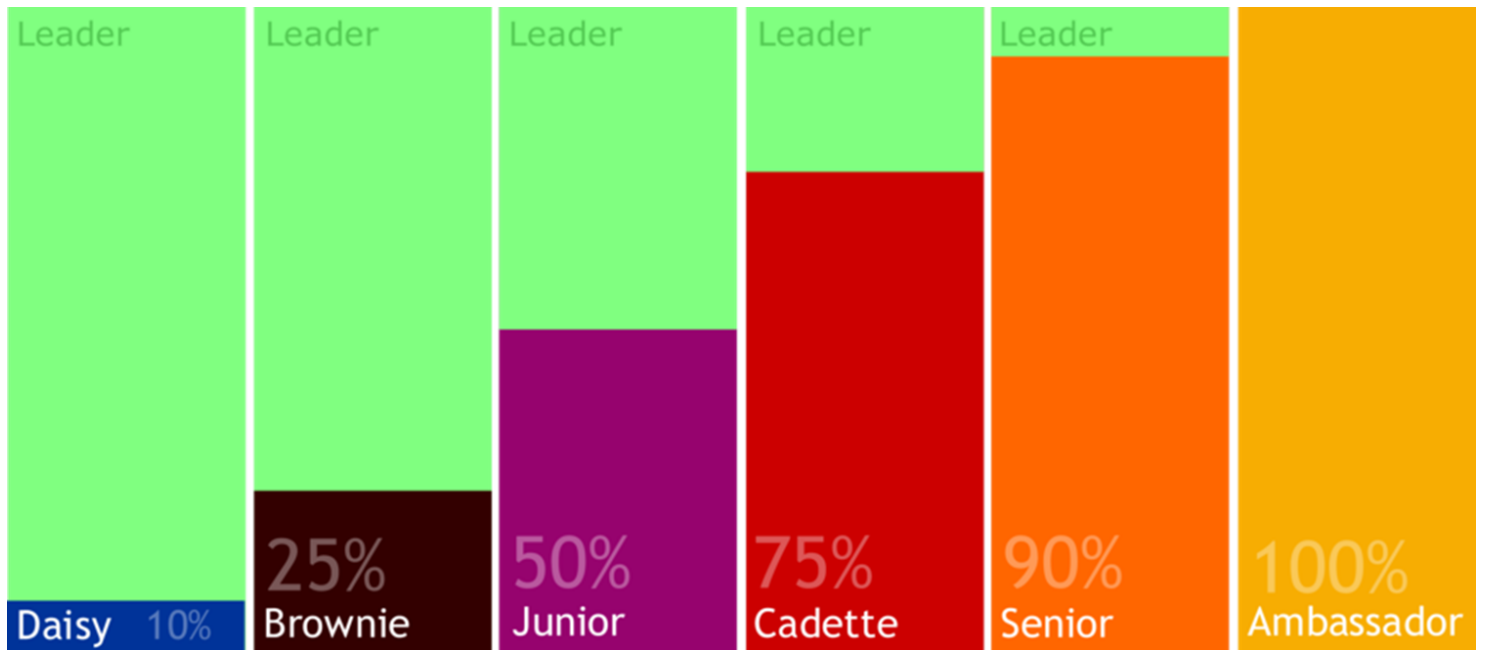
In-person: Split into groups and ask volunteers to act out the following situations (or come up with your own). **Virtual:** Ask for volunteers to role-play the following situations.

- »» 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 won't 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 underestimating the girls' leadership abilities
- »» prepare girls for a new step in progression (e.g. from cookouts to campouts or from day trips to overnights.)

Girl-Led Progression





girl scouts
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Girls need the guidance and support of a leader who trusts them to use their judgment, and who allows them to complete tasks with other girls and independently.

But what if girls mess up? Mistakes are part of learning. Allow girls to experience "safe" failure. Talking about what worked, what didn't, and what could be done better next time, is part of reflection and a key element of learning by doing.

Progression is empowering girls to build upon their skills by trying new things. The leader's role is to create the supportive environment in which girls can do this.

Levels of Adult and Girl Leadership			
	Mostly Adult-Led	Adult-Girl Shared	Mostly Girl-Led
Choosing an activity	Adults choose the activity.	Adults give girls options; girls choose from those options.	Girls share ideas based on their interests; girls choose the activity.
Planning	Adults make the plan (what, where, when).	Adults provide framework for planning: what decisions need to be made, how to vote, delegation.	Girls decide how they want to plan. Adults help girls identify what decisions need to be made, and girls make them.
Doing	Adults identify issues as they arise, and tell girls how to solve them.	Adults identify issues as they arise, and ask girls questions to help them find solutions.	Girls identify issues as they arise, problem-solve, and carry out solutions. Girls and adults use open-ended questions to work through issues.
Reflecting	Adults tell girls what they did and learned.	Adults plan and lead reflection; girls share what they did and learned, and then adults share their thoughts.	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.

Outdoor and Travel Progression Examples

Outdoors		Look Out	Meet Out	Move Out	Explore Out	Cook Out	Sleep Out	Camp Out	Adventure Out
Travel		Talk about what you see and enjoy in the outdoors.	Look, listen, and feel during a short activity outdoors.	Take a short walk outside, and explore nature.	Take a hike and learn about being safe and prepared.	Plan and cook a simple meal outdoors.	Plan and carry out an overnight in a cabin/backyard.	Plan and take a 1- or 2-night camping trip.	Plan and take an outdoor adventure for several days.
		Trips During Meeting Times Visit a local fire house.	Day Trips in Council Visit a museum or apple orchard and have a picnic.	Local Overnights Plan a sleepover at a church or community center.	Out-of-Council Travel Take a day trip to the Kopernik Science Center near Binghamton.	Out-of-Town Overnights Plan a night at a Scout House.	Out-of-Council Overnights Have an overnight at the Maritime Aquarium in Norwalk, CT	US Travel Visit the birthplace of Juliette Low in Savannah, Georgia.	International Travel Tour the Pax Lodge World Center in London and tour the city.



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Progression is a very important part of Girl Scouts, but leaders may not have a clear understanding of what “girl led” means. Sometimes leaders or parents are so enthusiastic about certain activities, the girls’ interests may be overlooked. Leaders also know that it is easier and faster to choose activities, and create a full year plan, make arrangements, and tell girls how to do what needs to be done. However, it is vital that leaders allow girls to grow.

Girl Scouts is a leadership development program, and “girl-led” is what makes us different from school, sports, and other youth activities.

When girls are empowered to share ideas, make decisions, and bring their interests and dreams to life, they have a more positive experience in Girl Scouting, develop stronger leadership skills, and will stay involved longer.

Girl-Led Progression in Girl Scouts

Girl-Led	Girl Processes	Girls in Action	Adult Facilitation	Adults in Action
Daisy	Given opportunities to freely express feelings, opinions, and choices.	Choose a song for the group to sing.	Identify activities or decisions that girls can take the lead on in each meeting.	Make a list of activities for the meeting and ask girls to vote using show of hands.
Brownie	Express what activities they want to do, how they would like to do them, and act on these opinions.	Decide they would like to learn to make banana boats, come up with ideas of how and where they can learn it.	Give girls opportunities to generate ideas, and only provide options if girls are unable to think of their own.	Assist girls in deciding what tasks to put on their kaper chart, and how each task can be done.
Junior	Strategize how to do an activity or action project, determine the goal, and what resources will be needed.	Devise their own questions, pose own problems, and generate ideas of how to answer/solve them.	Model and provide strategies for solving problems and making decisions.	Pose open ended questions to guide conversation: “Why do you want to do this activity? How can we do it?”
Cadette	Initiate activities, take responsibility for organizing and implementing them, and clean them up with little input from adults.	Choose a badge to earn, identify the requirements, and make and organize a plan to complete them.	Observe girl planning and give input when asked.	Give positive feedback: “I trust your opinion on...” or “You’re really good at _____; I think you’ll do that well.”
Senior	Articulate reasons behind decisions and reflect on their implications and impacts.	Make phone calls, budgets, schedules, and gather resources for service projects and other activities.	Encourage girls to choose volunteers for activities and responsibilities without being asked.	Encourage girls to choose projects and activities related to community service and outreach.
Ambassador	Girls participate in activities that challenge their assumptions in positive ways.	Represent Girl Scouts to other troops, community organizations, businesses, and others.	Model self-control, independence, a sense of humor, and a positive and confident attitude.	Pose questions and ask girls to think critically about issues.