

Setting the Pace for the Future

The Girl Scout Leadership Development Model



by Jennifer Gioia and Maja Ninkovic

Imagine the Girl Scout Movement for future generations, when many more than four million members can clearly say in one voice *what* Girl Scouts is and *how positively* it impacts the lives of girls. It's important to look critically at where we've been, keeping one over arching question in mind: What is Girl Scouting about? Until now this was not an easy question to answer; and if you did have an answer it was probably different from someone's answer in another part of the country. Today we can clearly define Girl Scouting as *leadership development*.

Throughout the past two years, the Girl Scout community rallied around the charge of clearly defining what we do best. And we concluded that we could capitalize on our strengths by focusing on building the world's best leadership development model for girls ages 5–17. In small focus groups, large-scale forums, and regional and national meetings, thousands of Girl Scouts, volunteers, staff, and youth development experts gave feedback to questions like: How can we better differentiate what girls do as they grow up in Girl Scouts? How do we better address the needs and wants of girls today? How can diverse and busy girls and families best participate?

The results of all this research and input are being assimilated into the Girl Scout Leadership Development Model.

The Leadership Model will:

- Ensure that everyone understands that the benefit of Girl Scouting in the lives of girls is Leadership Development.
- Provide the design for what girls do in Girl Scouting.
- Illustrate how adult support strengthens girls' experiences.
- Define and display all the elements that must be in place to positively impact girls' lives.

While new print and on-line program content is being developed and written by Girl Scouts of the USA, volunteers can begin the transition by applying the principles of the new Leadership Development Model to many current program activities that already reflect the standards and ideals of the new model.

Bird's Eye View of the Leadership Model

Through our unique Leadership Development Program, the words of the Girl Scout Mission come to life: *Girl Scouting builds girls of courage, confidence and character, who make the world a better place.* Leadership development is the core of the Movement and is the thread that is woven through everything a girl experiences in Girl Scouts. Based on the Girl Scout philosophy of leadership, to become leaders, girls need to:

- Understand their values; and use their knowledge and skills to explore the world (Discover)
- Care about, inspire, and team with others (Connect)
- Act to make the world a better place (Take Action)

Discover, Connect, and Take Action—the Girl Scout three keys to leadership—represent activities differentiated by age that engage girls in practicing leadership skills, based on the values of the Girl Scout Promise and Law. All **Discover, Connect, Take Action** activities are tied to short-term and intermediate outcomes.

Over time, these measurable short-term and intermediate outcomes will set girls on a life-long path to...

- lead with *courage* when they speak out on issues they care about and take active roles in their communities;
- lead with *confidence* when they make the most of their strengths and feel empowered to make a difference in their own lives and beyond;
- lead with *character* when they act with integrity and compassion, making decisions that promote the well-being of themselves and others;

as they continue to *make the world a better place.*

Activities

Discover
Connect
Take Action

Girl Scout Processes

Girl-driven
Learning by Doing
Cooperative Learning

Short Term and Intermediate Outcomes

The knowledge, skills, and values girls gain

Ultimate Outcomes

Girls lead with courage, confidence, and character to make the world a better place



Girl Scout Daisies can learn the meaning of "honest and fair" simply by sharing apples.

The hands-on activities for Junior Girl Scouts help them develop values and work toward a shared goal. Here, for example, helping in a public park.

Girl Scouts learn by doing and match interests with how they want to envision the future—a pristine environment perhaps.



Processes that Promote the Fun

Activities, outcomes, differentiation by age, leadership—feel like something is missing? The FUN! Here's a fact: Girls join Girl Scouts for fun, friendship, and belonging. With volunteers at the helm, implementing the processes of the leadership model, Girl Scouts can deliver on this promise to girls.

Imagine, for example, a volunteer giving a group of Girl Scouts a lecture on a subject, then assigning them an activity, and telling them how and when to do it. This sounds a lot like school-work, and not very engaging for girls.

Now picture a scene where a volunteer facilitates a discussion of interest to a group of Girl Scouts. The girls decide as a group what kind of activity they would like to do and what they want to get out of it. The girls act collaboratively as they have fun and motivate each other to work toward the group goal. This is what it could look like when the Girl Scout processes are in place.

The following processes keep the leadership model moving. Integrated into the activities (what girls do), these processes (how girls do it) create an environment of fun and friendship for girls, determine the quality of the experience, and make Girl Scouting unique, further enabling the development of leadership skills.

Girl-driven

Girls are more engaged in activities when they play a critical role in their planning and implementation. As part of a girl adult partnership, volunteers can use this process to strengthen girls' empowerment and decision-making roles in activities. Girl-driven simply means that girls are playing an active part in figuring out the "what, where, when, how, and why" of their activities. And that girls themselves are benefiting from those decisions. The Girl-driven approach to ideas and activities ensures that girls experience leadership and decision-making opportunities as they prepare to become active participants in their local and global communities.

Volunteer Tip

Be willing to hear girls' voices as they suggest activities or as they find ways of solving problems. Encourage girls to come up with their own lists of activities that they can vote on (rather than using pre-made lists).

Learning by Doing

Girls learn through active participation in meaningful activities. Learning happens when girls go through an experience, share ideas and observations, and engage in reflection, after the activity has ended, to evaluate what they have learned. It is important that they be able to connect the experience to their lives and apply what they have learned to their future experiences.

Volunteer Tip

Learning by Doing can involve many hands-on activities, from making stickers for cookie order forms to 60-second video ads. To aid girls' reflection, encourage each girl to react to the activity after it has ended, and give them time to do so—in journals, sketchbooks, or a discussion group.

Cooperative Learning

Girls join together in groups to discuss, debate, discover, practice, and teach. Cooperative learning is designed to promote the sharing of knowledge, skills, and learning in an atmosphere of respect and cooperation. It encourages team-building, as girls make decisions that work for the benefit of the whole group, ahead of only their individual interests, in a non-competitive way. The key outcomes related to cooperative learning are conflict management, trust-building, and leadership.

Additionally, working together in all-girl environments encourages girls to feel powerful, emotionally and physically safe, and to experience a sense of belonging even in the most diverse groups.

Volunteer Tip

Some situations that foster cooperative learning are brainstorming together in small groups, teaming up to role-play scenarios, and setting goals that can only be achieved through interdependent efforts (sharing resources, helping)—this also encourages the "We're in this together!" attitude among girls.

Put the Leadership Model into Action

Ready to jump into the leadership model? On the next few pages you will find a sampling from the "Start Here Tip Sheets" for kindergarten, 2nd grade, 5th grade, and 7th grade. The "Start Here Tip Sheets" are designed to help volunteers make use of existing program resources within the framework of Discover, Connect, and Take Action, and show how to turn some favorite activities into leadership and outcome-based projects. To view the complete set of "Start Here Tip Sheets" visit www.girlscouts.org/for_adults/leader_magazine. Use these ideas to spur your own imaginations and plans for making other current program activities align with the leadership model.

Over the next few years, we will be developing new program resources for print and the web, as well as new badges and awards for Girl Scouts of all ages!

And to create a fresh and compelling leadership experience for girls that is built on *the best of our traditions*, we need to draw from your experiences. So join the national team and send us your best using the form at the end of this feature.

Three Things You Can Do to Get Started

1

Familiarize yourself with the new, outcome-based Leadership Development Model.

2

Pay special attention to the processes of the Leadership Model (Girl-driven, Learning by Doing, and Cooperative Learning) to use in your work with Girl Scouts.

3

The most important thing you can do is to continue using existing resources, divided by grade level, to **Discover**, **Connect** and **Take Action** with Girl Scouts right now! Do the same with other activities and projects you know girls like. More defined changes will be introduced in October 2008, and girls and volunteers will have time to transition.

Jennifer Gioia, Senior Writer/Editor

Maja Ninkovic, Curricula and Outcomes Program Manager



Award
Daisy Learning Petals

Find It Here
Daisy Girl Scout Activity Book, page 14-15;
The Guide for Daisy Girl Scout Leaders, page 22-23

Leadership Activity

DISCOVER
Honest and Fair
Activity #1—Girls answer questions about what the honest and fair thing to do in various scenarios would be
Activity #2—Girls figure out how to fairly divide a basket of apples among themselves
Responsible for What I Say and Do
Activity #1—Girls make a list of “helping” words and phrases and “hurting” words and phrases
Activity #2—Girls talk about a time when their actions caused a problem, and when their actions caused good things to happen

CONNECT
Friendly and Helpful
Activity #1—Girls role play being helpful in various scenarios
Activity #2—Girls think about what it means to be friendly and come up with some friendly words and phrases
Be a Sister to Every Girl Scout
Activity #1—Girls have a discussion about how their group is like a family, and how they can be sisters to one another
Activity #2—Girls exchange decorated “Sister Girl Scout” cards with groups in another community or state

TAKE ACTION
Use Resources Wisely
Activity #1—Girls write their names on paper cups and re-use them to save the troop money
Activity #2—Girls think of ways to best use the materials at their disposal for various projects
Make the World a Better Place
Activity #1—Girls get involved in small community service projects (like gathering leaves)
Activity #2—Girls recycle plastic bottles and aluminum cans

Promoting the Fun: Emphasize the Processes!

Through the **Learning by Doing** process (dividing apples fairly), girls practice seeing things from others’ perspective (often a challenge for girls in kindergarten) while working towards a common goal.
Make activities more relevant to girls by asking them to talk about what happened in the activity.
Use questions like, “How did you divide the apples? Did you learn any new words when you made up your lists of helpful and hurting words? Who was a leader in that activity, and who helped? How did the activity make you feel?”

Girl Scout Daisies love to help! They love rules and routines, too, so they will enjoy topics like social boundaries and being helpful. The **Cooperative Learning** process gives Daisies a chance to work together toward a shared goal. And girls this age love to move around, so make it more active by having girls rotate seats or switch partners often.

The more Girl Scout Daisies can do on their own, the stronger they feel! Partnering with adults is another part of the **Girl-Driven** process, so help the girls brainstorm projects they might be interested in. Then let the girls choose, so it can truly be a girl-driven activity.

How Does It Benefit Girls? (Outcomes)

Honest and Fair
When doing and reflecting on what is honest and fair, girls work to **develop positive values** and **promote cooperation** and teamwork.

Responsible for What I Say and Do
When discussing ‘helping’ and ‘hurting’ behaviors and their effects on other people, girls learn the basics of **developing healthy relationships**.

Friendly and Helpful
When role-playing friendly and helpful behaviors, girls come to recognize positive aspects of themselves, contributing to a **strong sense of self**.

Be a Sister to Every Girl Scout:
Working on “Sister Girl Scout” cards, girls have opportunities to practice **cooperation** and **teamwork**. Exposure to another community encourages girls to recognize and respect differences in others, which lays the groundwork for the girls’ ability to **advance diversity** in the future.

Use Resources Wisely
Learning to identify and use resources wisely not only builds girls who are **resourceful problem solvers**, but it also helps them develop concern for environmental issues (**develop positive values**).

Make the World a Better Place
With help from adults, girls can learn strategies to **identify their community needs** (ask a neighbor, their friends, etc). Through planning and carrying out a community service project of their choice (with adult guidance of course!), girls **learn new life skills**, become **resourceful problem solvers**, and **make a difference in their local (or even global) communities**. Once they’ve seen what they can do, Girl Scout Daisies will develop a **stronger sense of self**.

Award
Earth Is
Our Home

*Try Its! For
Brownie
Girl Scouts,
page 98*



Leadership Activity

DISCOVER
Activity #1—Clean and Green
Girls create all-natural cleaning products

Activity #5—Recipe For A Miniworld
Girls make terrariums using glass jars

Promoting the Fun: Emphasize the Processes!

Hands-on activities like these—taking a nature hike or making a pretend habitat for an animal—help make ecology relevant to girls, as well as make use of the **Learn by Doing** process. Reflection, an integral part of this process, is not included in the activity, so be sure to process the girls’ experience with questions such as: What did you learn? What was your favorite part of the activity? Help girls draw their own conclusions and connections by discussing their experiences, whether in a large group or in pairs (reporting back to a large group.)

How Does It Benefit Girls? (Outcomes)

Clean and Green
This activity can certainly spark first-graders’ interests in environmental issues—contributing to the **development of positive values**.

Recipe for a Miniworld
Through this hands-on activity, girls get to discover more about the world around them. If the experience is fun and enjoyable, girls will soon begin to **seek** even more **challenges**. Make sure that all girls can complete this activity, as success will boost their feelings of self-esteem (an important part of a **strong sense of self**).

CONNECT
Activity #4—Cooking with the Sun
Girls use energy from the sun to cook marshmallows

As part of the **Cooperative Learning** process, girls work in teams toward shared goals. Asking questions about what the girls learned from the activity is a good way to add a **Learn By Doing/Reflection** component.

Cooking with the Sun
Encourage girls to Connect!. For example, girls can divide the task among themselves so that every girl has a role to play (such as ‘time keeper’, ‘hot spot seeker’, or other fun titles). Let girls recognize and reward each other’s contributions at the end. In this way, girls get to practice effective **cooperation and teambuilding**.

TAKE ACTION
Activity #2—Project Recycle
Girls start a recycling center at home or at their meeting place

Partnering with adults is part of the **Girl-Driven** process, so be sure to set a good example. Model responsible behavior for the girls as they set up their recycling centers. Re-use supplies for activities, come up with activities that don’t generate a lot of trash, and bring any food or snacks in re-usable containers.

Project Recycle
In this activity, girls can begin to learn that what they do matters to the environment and that their actions are valued by others, at home, or at the meeting place. This is a sure way to make girls feel good about themselves (building a **strong sense of self**). Girls will **feel empowered** by their ability to **make a difference in the world**.

Find It Here

Try It! For *Brownie Girl Scouts*, page 102

Award

Eco-Explorer



Leadership Activity

DISCOVER

Activity #1—Exploring Nature

Girls go on a nature walk with a checklist of things to identify in nature

Activity #3—Make a Habitat

Girls make habitats out of shoe boxes

CONNECT

Activity #5—Speak Up for Animals

Girls research and put on a show to educate others about endangered species

TAKE ACTION

Activity #6—Helping Wildlife

Girls pick an activity from a list of options that help wild animals

Promoting the Fun: Emphasize the Processes!

As part of the **Learn by Doing** process, ask reflection questions about the activity, such as: What did you learn? What was your favorite part of the activity? Help girls draw their own conclusions and connections by discussing their experiences, whether in a large group or in pairs (reporting back to a large group).

How Does It Benefit Girls? (Outcomes)

Exploring Nature

Build self-esteem (strong sense of self) by helping girls discover their interests and practice skills they may be good at.

Make a Habitat

This helps girls develop their **creative problem solving skills (becoming resourceful problem solvers)**. This is especially true when girls learn from each other while doing the activity in a group setting, or when they share with each other.

Speak Up for Animals

By creating a show that raises environmental awareness, girls practice important leadership skills: they **expand their knowledge, cooperate and build teams, advocate for others, educate and inspire others to act responsibly**. In the process, they gain confidence in their abilities to make a difference in the world (**self-efficacy**).

Helping Wildlife

This activity helps girls expand their knowledge about the world. If girls enjoy and are inspired by their experience, they will **seek further challenges** and become more **resourceful and confident in their abilities**.

Girls at this age are more confident about their own abilities. They may want to pick an animal together and research in pairs, then compare notes. The **Cooperative Learning** process lets girls work together toward shared goals (with a little help from you!).

Help the girls think of ways they can help wild animals. As their adult partner, assist girls in brainstorming the possibilities and let them choose the kind of animal they want to help and how—letting girls think of and choose from their own ideas is a great way to make sure the activity is **Girl-Driven**.

Award
Her Story

Try Its! For
Brownie
Girl Scouts,
page 106



Leadership Activity

DISCOVER

Activity #3—Create Tales

Girls recreate a story or fairy tale to reflect what the roles of today's women would be

Promoting the Fun: Emphasize the Processes!

Girls' ability to reflect upon and react to the world around them grows greatly at this age. Use the **Learn by Doing** process to tap into their desire to talk about what they have experienced. Let them begin to draw their own conclusions and connections by reflecting upon the stories they have read as a group.

(To make this a great leadership activity, use this opportunity to engage girls in a discussion about gender stereotyping and how this may affect their view of themselves as leaders.)

CONNECT

Activity #2—Talk to Women

Girls ask five women for their thoughts on what are the most important issues facing women

Girls at this age have lots of ideas, and a hard time keeping track of them all. Using the **Girl-Driven** process, act as their adult partner by helping the girls think of questions to ask women or which women they will honor—but let the girls choose what they will do.

How Does It Benefit Girls? (Outcomes)

Create Tales

Girls start to hone their **critical thinking skills** when engaged in analyzing or comparing different viewpoints (historically or personally).

Talk to Women

This is a great way for girls to develop an awareness of issues facing women—realizing that “you’re not alone” often contributes to the girls’ development of positive gender identity (crucial for a healthy, **strong sense of self**). Through this discussion, girls can begin to feel that they are part of a larger community of women, giving them an increased **feeling of connectedness** to their communities. By stressing recognition and respect for voices of women from different backgrounds, and sharing those voices with others, girls begin to **advance diversity**.

A Ceremony to Honor Women

This activity also fosters girls’ growing feelings that they are **connected to their community**, helping them build supportive social networks that are crucial to their leadership development. There are also a lot of **cooperation and teambuilding skills** required to successfully accomplish this task (such as group decision-making, accountability to shared goals, etc.).

TAKE ACTION

Activity #5—Help in your Community

Girls carry out a service project that helps women and children

Groups and group activity are important for girls at this age. The **Cooperative Learning** process lets girls work together toward shared goals. (They like to socialize while they work, and even learn better that way.)

Help in your Community

The more **Girl-Driven** this activity is, the better the leadership outcomes. When girls are involved in devising and implementing a Take Action project, they’ll learn to **identify community needs** and become more **resourceful problem solvers**. When encouraged to share their successes and challenges with others, girls will also learn skills to effectively **educate and** (hopefully) **inspire others to act**.

Award
World Neighbors

Find It Here
Junior Girl Scout Badgebook, page 29

Leadership Activity

DISCOVER
Activity #2—Global Games
Girls learn about and play a game from another country

Promoting the Fun: Emphasize the Processes!

Fourth grade is the “dawn of the bigger world” for girls—the **Learn By Doing** process can help them better connect to this activity by reflecting on what they’ve learned. How did the girls go about finding a new global game? What research skills did they use or acquire? By playing a game that children play in another part of the world, what do girls learn about that country and its customs? Did any of their ideas about this country change? Why or why not?

How Does It Benefit Girls? (Outcomes)

Global Games
Finding out about games from different cultures teaches girls a valuable **practical skill** (whether it’s Internet or library research, or interviewing people they know), and also promotes their **understanding of diversity**. Partner with girls to ensure that their experience of playing the new games is fun and relevant, and you may see girls develop even more positive attitudes towards learning new things (an important component of **seeking challenges**).



CONNECT

Activity #5—The World Next Door
Girls talk to local groups of people who come from all over the world and think about their contribution to the community and society

Girls at this age are becoming more social, and will enjoy working in groups to brainstorm about new cultural contributions to their community or about ways to help the homeless. This is a great way to use the **Cooperative Learning** approach, and helps make the activity more relevant to the girls’ daily life.

The World Next Door

Learning about and interacting with people from different cultures is one of the best ways to reduce stereotyping and prejudice (**advance diversity**). Also, interviewing neighbors helps girls create an even more meaningful sense of **connection to their community**.

Activity #6—Without a Home

With their troops, girls think of ways to help the homeless

Without a Home

Brainstorming together is always better than brainstorming alone. Help girls **recognize the value of cooperation and teamwork** when working to come up with solutions to problems. This activity can also raise girls’ awareness about this important social problem and strengthen their commitment to community action (an important **positive value**).

TAKE ACTION

Activity #9—Kids Helping Kids
Girls find out about and help an organization that helps children in other countries

Make this activity **Girl-Driven** by having the girls brainstorm all the organizations they know that help children or ways to help starving people. As their adult partner, make sure they know how impressed you are by all the knowledge they have. If they have trouble coming up with something, encourage them to research the topic for the next meeting. (Help the girls succeed by providing them with guidance and support, and watch them become empowered by their ability to effect change in their worlds.)

Kids Helping Kids

Volunteering to help an organization with a local project or event can teach girls what possibilities for action are realistic and doable—a pre-requisite for effective **identification of community needs** in their own community action projects.

Activity #4—World Hunger

Girls think of ways to help people who are hungry and carry out one of the ideas

World Hunger

This activity puts girls’ growing leadership skills to a test! In order to accomplish this task, girls need to show their **resourceful problem solving** skills, as well as learn to **work cooperatively and build an effective team**.

Fourth Grade

Start Here Tip Sheet: How to Use Existing Resources within the Leadership Model

Award
It's Important to Me

Junior Girl Scout Badge Book, page 36



Leadership Activity

DISCOVER

Activity #3—Discover Your Values
Girls do activities that help them discover their values, likes, and dislikes (*This is Me, Liking Yourself, Media Magic*)

Promoting the Fun: Emphasize the Processes!

These hands-on activities allow the girls to develop insight into their likes, dislikes, and values, as well as ways in which they can be living examples of the Girl Scout Promise and Law. Make sure to add the reflection part of the **Learning by Doing** process by asking girls: How do your choices show others what you value? Where do your values come from? Which parts of the Girl Scout Law mean the most to you, and why? This will help girls draw conclusions about their values.

How Does It Benefit Girls? (Outcomes)

Discover Your Values

Activities such as *This is Me* and *Liking Yourself* can help girls discover positive qualities about themselves, contributing over time to a **strong sense of self**. Sharing personal information in a safe and supportive group environment encourages mutual trust and empathy—the building blocks of **healthy relationships**.

The *Media Magic* activity, where girls discuss the impact and relevance of media messages for their lives, encourages the development of girls' **critical thinking** about themselves and society. When girls reflect on these activities, they get to clarify their own values and beliefs (good steps towards **developing positive values**).

TAKE ACTION

Activity #4—Values Vote
Girls brainstorm and vote on values for their group or troop

Fourth-grade girls are very curious about the larger world and will love learning about another country and its traditions. This activity provides a perfect opportunity for **Cooperative Learning** as girls work together toward their shared goal of identifying common values for their group. Encourage and support their group efforts by allowing girls to rely on each other and helping them negotiate their way through any conflicts.

Values Vote

In addition to helping girls **develop positive values**, this activity teaches girls another important leadership skill—how to reach consensus on an issue. This skill will come in handy when they start **identifying community needs they can take action on**.

Activity #7—Other People's Values

Girls learn about important traditions and values of a holiday in another country

Other People's Values

Learning about the values behind other cultures' holidays is important for learning to recognize and respect differences in others' cultures and life experiences (an important step towards working to **advance diversity** in their environments).

TAKE ACTION

Activity #10—Valuing Service
Girls put the Girl Scout Promise and Law into practice by giving service individually or with their family, group, or troop

Girls this age love serving in the role of teacher of younger children and also enjoy community service projects. When girls to decide what kind of service project they want to do, the activity is truly **Girl-Driven**. Help them brainstorm, but be sure to let the final decisions and direction be their own.

Valuing Service

Working together to make a difference in their communities is what Girl Scout Leadership Development is all about! A service project will have girls practice **cooperation and teamwork, identifying community needs, and advocating for others**. A good service experience, one that is relevant and meaningful, can also greatly improve girls' **sense of self**.

Award

Sew Glam

Find It Here

Interest Projects for Girls 11-17 located at www.studio2b.org



Leadership Activity

DISCOVER

Required Activity

Girls learn the basics of sewing or embroidery and make their own wardrobe or accessory “glam” item

TAKE ACTION

“Do” Activity #4

Girls create a marketable product to sew or knit, and arrange to sell the product at a community event or location

TAKE ACTION

“Share” Activity #3

Girls donate their time and/or sew something to donate to a local charity (such as women’s shelter, assisted living home)

Promoting the Fun: Emphasize the Processes!

Although at this age “glam” is basically a synonym for “fun,” girls will be even more engaged if you use the **Girl-Driven** process—let them decide what they want to make and how they want to make it. Help them come up with ideas, but let the final decisions about designs (about materials etc.) be their own.

It’s possible to give a sixth grader a course on basic marketing and sales, but girls will connect to these broad ideas (and have more fun!) through their own experience of making and selling a product. As they try to decide on a project, logo and sales strategy, this **Learning By Doing** process can be further utilized by encouraging ongoing reflection. Ask girls: What is the best way to come to fair decisions within the group? What is the best way to resolve these different opinions and conflicts that arise?

Girls love both fashion and community service projects at this age—combining the two will provide an experience that is both enjoyable and rewarding. To make the best use of the **Cooperative Learning** process and encouraging the feeling of “we’re in this together!” consider creating something that all girls can work on together—such as quilt. But if girls really want to make separate items, encourage them to work in small groups.

How Does It Benefit Girls? (Outcomes)

Required Activity

Learning the basics of sewing is a great **practical (and creative) life skill**. If the activity is fun and enjoyable, girls soon may seek other, more challenging opportunities for expanding or perfecting their sewing skills (**seek challenges**).

“Do” Activity #4

When done in a group setting, this activity can be a true collaborative leadership experience! Not only will girls practice group planning and decision-making (learning the value of **cooperation and teambuilding**), but through building new community networks, they begin to feel even more **connected to their communities**. The sense of community connection, coupled with the organizational skills they learn, is a recipe for enhancing girls’ leadership development.

“Share” Activity #3

As part of this community service project, girls get to apply their practical skills to help others—as a result (if the experience is meaningful) girls will often develop an even stronger commitment to serve in their communities, one of the **positive values** in Girl Scouting. To add a stronger leadership focus to this activity, encourage girls to mobilize others (family, friends, members of their faith community) to act in socially responsible ways (**educate and inspire others**).

Award
Global Girls

Interest Projects for Girls 11-17 located at www.studio2b.org



Leadership Activity

DISCOVER
“Do” Activity #1
Girls research non-profits and make a list of jobs that people are doing to help—girls make a list of their skills and interests and match themselves to one of the careers

“Do” Activity #3
Girls write a poem or short story or draw/paint a picture about what women’s lives are like outside of the USA

Promoting the Fun: Emphasize the Processes!

The **Learning By Doing** process is best utilized when girls are able to both connect the activity to their own lives and reflect upon their experiences. In this sense, matching their own strengths with the skills needed for a career makes this activity relevant to girls, and you can encourage reflection by asking: What would be your ideal organization to work for, and why? What could you contribute to that organization?

Instead of simply telling girls about women’s lives in other countries, girls have a chance to actively participate in the learning process by creating their own artistic interpretations. Promote reflection by asking: How do you think your life would be different if you lived in this country? What do you think would be the same?

How Does It Benefit Girls? (Outcomes)

“Do” Activity #1
Through reflecting on their skills and interests, girls come to recognize positive things about themselves, contributing to a better understanding and a **stronger sense of self**. In the process of matching skills to jobs, girls work towards clarifying and identifying their aspirations and future goals (**envisioning a positive future**).

“Do” Activity #3
In this activity, girls are using their imaginations to better recognize and understand different life experiences. If girls are comfortable sharing these creative products with others, they can be well on their way to **advancing diversity!**

CONNECT
“Do” Activity #2

Girls create a skit/play about international women’s and girls’ rights, and perform it for others

To ensure the most effective use of the **Cooperative Learning** process in this fun activity, consider the following: Be sure girls are working in an atmosphere of respect and cooperation—encourage them to vote on the final structure of the play.

Though practicing the play will naturally create team-building, help create a non-competitive environment by suggesting girls take turns being the director. Since girls at this age can sometimes feel self-conscious, not all girls may want to perform—while some girls may instead do the writing or costume/set design, be sure the entire group is meeting often to discuss their shared vision of the play.

“Do” Activity #2
Creating a skit or a play is a fun activity where girls can practice **cooperation and teamwork**, and also develop other important leadership qualities such as **critical thinking** about the world around them, **identifying issues they can take action on**, **developing concerns for social justice** (important part of **developing positive values**), **advocating for others**, as well as **educating and inspiring others** to use their own imagination for social causes!

TAKE ACTION
“Share” Activity #4

Girls locate local organizations that provide help to women and/or girls, and volunteer their time or skills (for a day or week)

Using the **Girl-Driven** process, act as their adult partner to help them research and contact organizations, but let girls do the final decision-making about where they want to volunteer and, if possible (depending on the needs of the organization), what they want to do. This approach is especially good for seventh-grade girls who often favor finding solutions on their own.

“Share” Activity #4
Volunteering one’s time to help others can solidify girls’ commitment to issues of social justice (**positive values**). Volunteering is also shown to increase empathy and understanding of others, which is important for **developing healthy relationships**.

Award

Couch
Potato

Interest
Projects
for Girls
11-17 located
at [www.
studio2b.org](http://www.studio2b.org)



Leadership Activity

DISCOVER

Required Activity

Girls keep a log for one week of amount of time spent watching TV, and create a list of alternative activities

“Learn” Activity #4

Girls make a list of shows targeted at their age group and analyze one episode of that show

CONNECT

“Do” Activity #2

Girls partner with advisors to organize a trip to a local TV station for the group, and interview producers, directors, broadcasters, etc.

TAKE ACTION

“Learn” Activity #1

Girls observe the presentation of girls and women in shows and commercials, and share what they think and feel by writing an editorial/letter to newspaper, TV station or production company

“Share” Activity #3

Girls organize a “Turn the TV Off Week” in their community, create a list and calendar of alternative events, and make and distribute awards for girls who participate

Promoting the Fun: Emphasize the Processes!

Lecturing girls about watching less TV is a sure way to bore them, and often girls don't even realize how much they watch. These activities utilize the **Learning by Doing** process allowing girls to experience these quality-of-life issues. To make the activities more meaningful, encourage reflection by asking girls: Why do you think people watch TV so much more than doing other things? How would your life be different if you chose to watch less TV?

Similarly, simply talking to girls about the negative messages they get from TV shows could feel like school. But letting them discover and interpret the messages for themselves will be a more meaningful activity.

Girls at this age are often interested in technology and how things work, and a trip to a TV station can be both fun and educational. To make the most of the **Girl-Driven** process, let girls take the lead on planning their own trip. They can research local organizations and choose which one they want to visit.

Activities like these that demonstrate a growing sense of responsibility are good for young teens, and providing a chance for girls to demonstrate their own ideas and values will have a lasting effect. Give girls ample room to discuss and debate their action plan and assist them with finding a way to come to unanimous decisions. Also, after the tasks are split up, encourage girls to work in teams or small groups to further maximize the **Cooperative Learning** process.

How Does It Benefit Girls? (Outcomes)

Required Activity

This activity encourages girls to change some not-so-healthy lifestyle choices! When girls critically evaluate their own TV viewing habits (and engage in reflection on the subject), they are developing **critical thinking skills** which also double as **practical life skills** that promote healthier, happier living.

“Learn” Activity #4

Girls develop the ability to examine and reflect on messages that popular culture sends to young people. Encourage girls to use **critical thinking skills** to explore media representations in their own lives (what is considered *normal*, how they affect what girls think and how they act)—articulating their thoughts and concerns is crucial for healthy identity development (**strong sense of self**).

“Do” Activity #2

Interviewing people at a local TV station develops communication skills (one of the **practical life skills**), and girls’ **feelings of connectedness to their community** grow as they create new social networks. When girls feel more connected, they also perceive more options and choices for their lives and future careers.

“Learn” Activity #1

This activity is a great opportunity for girls to engage in community action. With adult guidance, girls **identify an issue they can take action on**, and practice skills to **advocate for themselves**, and issues they care about.

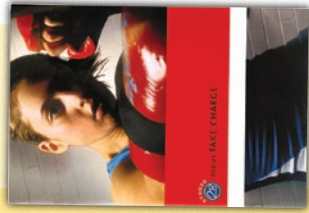
“Share” Activity #3

In this activity girls practice effective communication (a **practical life skill**), build helpful community networks (**feel connected to their communities**), and use their resourcefulness and problem solving skills to **educate and inspire others**. Partner with girls and help them succeed in this task—their **feelings of empowerment** will grow as a result of their ability to make a difference in other people's lives and a sense of being valued members of their communities.

Award

Take Charge

Studio 2B
Focus Book



Leadership Activity

DISCOVER

[Stopping Harassment \(page 3\)](#)

Girls learn about sexual harassment and ways to stop it

CONNECT

[Protecting Your Rights \(page 8\)](#)

Girls brainstorm ways to protect their rights in different situations

[Helping A Friend \(page 17\)](#)

Girls explore ways to talk with and help a friend who has been abused, assaulted or raped

TAKE ACTION

[Feeling Safe At Home \(page 16\)](#)

Girls volunteer at a local violence shelter

Promoting the Fun: Emphasize the Processes!

Many ninth grade girls have already experienced some form of sexual harassment.

Encouraging girls to role play ways to stop the unwanted behaviors—in school, home or anywhere else—can be a useful and effective way to employ **Learning by Doing** process in this activity. In addition, emphasize the reflection part of this **Learning by Doing** process by encouraging girls to keep a journal in which they can reflect upon their experiences. Consider providing a writing prompt, such as: “I discovered I can...”

Ninth-graders continue to move away from the family and other adults to increasingly close friendships, and these activities allow them to practice being positive supports for one another and good communication skills.

To make the best use of the **Cooperative Learning** process, (activity 1) encourage all girls to participate in the discussion; and (activity 2) girls can role-play and talk in small groups, and then come together as an entire group to discuss their experience and share their best communication practices.

Teens at this age are able to initiate and carry out tasks with minimal direction, and planning an activity on their own gives them the opportunity to demonstrate to themselves and others how much they can accomplish on their own. Make this a real **Girl-Driven** activity and let girls take the lead on all aspects of their experience, from researching to contacting local organizations.

How Does It Benefit Girls? (Outcomes)

Stopping Harassment

For many girls, sexual harassment represents a daily threat to the development of positive gender identities. Learning to recognize, name and resist sexual harassment can help girls reclaim a strong sense of female identity (**strong sense of self**). Creating a safe environment, where girls can voice their concerns and practice ways of asserting themselves, can empower girls to speak out for themselves in their lives outside of Girl Scouts (**advocate for themselves and others**).

Protecting your Rights

Knowing your rights and learning how to protect them is crucial in developing **healthy relationships** with others. Aside from encouraging girls to provide support for each other in standing up for their rights, ensure girls that you are also part of that support system. Learning to build trusting relationships with important adults in their lives is an important skill for girls to develop.

Helping a Friend

Encouraging conversations about ways in which girls can help each other deal with difficult relationship issues only helps girls build trust in each other (important for development of **healthy relationships**), but also equips them with tools to stand up for themselves and others in the future (**advocate for themselves and others**). Both of these qualities are marks of great leaders.

Feeling Safe at Home

Community service allows girls to practice important leadership skills—girls can learn to create “action plans” for their service projects and become more **resourceful problem solvers** in the process. Volunteering in the community helps girls build caring connections with others and, through their actions, girls can gain respect as valued members of the community. This is key to empowering girls to continue making positive changes in their environments.

Award
Home is
Where the
Heart is

*Interest
Projects
for Girls
11-17* located
at [www.
studio2b.org](http://www.studio2b.org)



Leadership Activity

DISCOVER
“Learn” Activity #2
Girls find out about careers in a homeless shelter by visiting the shelter and interviewing staff members

Promoting the Fun: Emphasize the Processes!

Career exploration in which girls have a chance to meet and talk with role models is often inspirational. And instead of just being told about the various careers, they have a chance to watch them in action. Incorporating reflection in this **Learning by Doing** process will help make this activity more meaningful and relevant to girls’ present lives. Ask girls: which job best matches your present skills/strengths? Are there other skills you would need to acquire to be successful at this career? How do you think success is measured in this job?

How Does It Benefit Girls? (Outcomes)

“Learn” Activity #2
This activity will help girls learn to value the skills they have and recognize areas in which they may need improvement—an important process in building a **strong sense of self**. In addition, while they sharpen their interviewing and communication skills (**practical life skills**), this activity also builds invaluable social networks and helps **girls feel more connected to their communities**.

CONNECT

“Do” Activity #2
Girls interview an adult or youth who lives or has lived in a shelter

Both before and after their visit to the shelter, make use of the **Cooperative Learning** process by bringing girls together as an entire group. Before their visit, girls can cooperate to create a list of questions they can each use as they interview at the shelter, or they can brainstorm things they might like to make and/or bring to the celebration. After their visit, let girls share their experience in a group discussion. Some leading questions might be: What did you feel while interacting with the people at the shelter? Did your visit to the shelter influence your beliefs or values in any way?

“Do” Activity #2

Learning to empathize with people from different backgrounds and life experiences promotes a greater understanding and respect of human and cultural diversity (advance diversity). Listening to another’s life story can help girls see issues from different perspectives, sharpening their critical thinking skills. It can also lead girls to reflect on the issue of social justice and may solidify their commitment to taking action in their communities (positive values).

“Do” Activity #1

Girls celebrate a holiday with a homeless shelter

“Do” activity #1

In this activity, girls learn to be caring members of their communities—an important positive value for a 21st-century leader and essential to healthy relationships with others.

TAKE ACTION

“Share” Activity #2
Girls share what they have learned about homelessness with others in their community

Tenth graders want and need a strong voice in planning programs. Let girls fully create their own vehicle or project by letting them decide how, when, where and what they will do to get their message across. To make this a truly **Girl-Driven** activity, stand back and let girls run the show!

“Share” Activity #2

This activity really puts girls’ leadership skills to the test! By sharing what they have learned, girls can educate and inspire others to act, while at the same time they learn to advocate for others who are often without a strong voice in the larger community.

Award
Law and Order

Interest Projects for Girls 11-17 located at www.studio2b.org



Leadership Activity

DISCOVER
Skill Builders–Activity #5
Girls investigate laws and lawsuits that affect students

Technology–Activity #4
Girls hold a “privacy matters” discussion in their group

Promoting the Fun: Emphasize the Processes!

To make use of the **Cooperative Learning** process, encourage girls to do these activities in groups. Encourage girls to work in pairs or small groups as they research the topic, and then bring them all together for a debate on an issue that interests them.

How Does It Benefit Girls? (Outcomes)

Skill Builders–Activity #5
Being students themselves, girls will find this activity especially relevant. When what they learn can be directly related to their own lives, girls are more likely to develop positive attitudes towards learning new things and hopefully seek opportunities to expand their knowledge further (seek challenges). Holding a debate on an issue of interest will have girls see an issue from various points of view—a crucial ability in development of critical thinking skills.

Technology–Activity #4
In an increasingly technology-saturated world, learning about privacy is increasingly important. Facilitate a discussion on this topic and help girls develop critical thinking skills by having them see an issue from multiple perspectives. In the process, they will also increase their knowledge about their legal rights, enabling them to effectively advocate for themselves and others in the future.

CONNECT
Technology–Activity #1
Girls watch a crime and justice related movie or TV show and discuss the issues presented

Both of these activities will be more engaging and effective for girls if you let them drive the process. Let girls choose what themes or issues are important to them, and let them decide how, where and with whom they want to make a mock trial. If you let them take the lead and follow their own inspirations, these activities will truly be **Girl-Driven**.

Technology–Activity #1
A slumber party is a great context for girls to engage in discussions while having fun. Thinking about the issues of justice and injustice in society will help girls clarify their own values and may strengthen their commitment to take action in their communities regarding those issues (all of which are aspects of development of positive values). Talking and working together presents good opportunities to practice conflict-resolution and cooperation and teambuilding skills.

Career Explorations–Activity #4 Girls hold a mock trial on an issue that affects teens

This activity may also provide an unique opportunity for girls to let you know what issues are on their minds, and to initiate discussions with you that they might not otherwise have.

Career Explorations–Activity #4
This activity requires true collaboration among girls! Working interdependently on this task can have girls practice important cooperation and teambuilding skills—crucial components of leadership.

TAKE ACTION
Service Projects–Activity #5
Girls dramatize an issue related to the law and teens in an art form of their choice, and present it to peers

In formal learning settings such as school, girls would be lectured about issues related to the law. But in the informal and fun setting of Girl Scouting, girls can utilize the **Learning by Doing** process by making their own creative interpretation of the issues—therefore making it a more dynamic and meaningful learning experience. Also, let girls choose the issue to explore so that they can feel the relevance of the topic to their own lives. Encourage reflection by asking girls to write in a journal throughout each stage of the project of researching, creating, and presenting the piece.

Service Projects–Activity #5
Girls get to expand their knowledge of legal issues through this hands-on activity, but more importantly for their leadership development, they can get an opportunity to educate and inspire others through their creative work.

Award

On Your Own

Interest Projects for Girls 11-17 located at www.studio2b.org



Leadership Activity

DISCOVER

Required Activity

Girls go apartment hunting in their community—they talk to a real estate agent, search local listings, and practice budgeting

“Learn” Activity #3

Girls go through the “MoneySmarts” website and play the “Making Cents of Her Life” game

CONNECT

“Share” Activity #3

Girls create a “public service announcement” (ad for newspaper or poster) about the dangers of credit-card debt.

Promoting the Fun: Emphasize the Processes!

Both of these activities clearly use the **Learning by Doing** process in an engaging way. Sitting through a lecture on budgeting or money management is unlikely to interest girls, but discovering the ins and outs of real apartment hunting or playing interactive games will help girls learn the basics in a more relevant and fun way. Encourage reflection by asking girls: How much money will you need to make to live in the apartment you’d like to live in? What careers would allow you that level of income? What education or training would you need to get that job?

Let girls work together on this task. To utilize the **Cooperative Learning** process, let girls brainstorm all aspects of the project together—from the issues they want to raise to what kind of announcement they want to create. Consider writing all the ideas on a large chart and then have the group vote on the plan of action. If tasks are broken down (such as writing, design etc.), encourage girls to work in smaller groups rather than individually.

TAKE ACTION

“Do” Activity #2

Girls volunteer their time to participate in a Premature Birth Awareness event in your area like “Mothers March,” “WalkAmerica,” and “RIDE.”

How Does It Benefit Girls? (Outcomes)

Required Activity

This activity is full of **practical life skills** girls can learn to prepare for independent living—from searching the classifieds to connecting with real estate agents. Becoming aware of their increasing ability to be independent will boost their self-confidence and work wonders for development of a **strong sense of self**.

“Learn” Activity #3

In this activity girls **learn practical life skills** that will help them prepare for a positive and independent future. Help girls make the most of these activities by asking them to reflect as a group on the most interesting or challenging thing they’ve learned.

“Share” Activity #3

Make this a Connect activity by encouraging girls to work together on this task. In the process, girls can improve many leadership abilities: learn better **cooperation and teambuilding skills** and using their knowledge and skills to raise awareness about an important social issue (**educate and inspire others to act**). Partner with girls to make this activity a success and watch them gain a new sense of **empowerment in their ability to make a difference** in their communities.

“Do” Activity #2

Volunteering for an event can help girls recognize that they have important skills to contribute to their environments and that in turn, they are seen as valuable and important members of communities. This recognition contributes to girls **feeling empowered** to further **make a difference** in their worlds.