

# Leadership Essentials

## Home Study



Instructions for course completion:

1. Note that this booklet contains specific sections for each grade level Journey from page 7-18. You may wish to save paper and ink by only printing the specific pages for the grade level of girls you work with (e.g. print 1-7, 9-10, and 19-28 if you work with Girl Scout Brownies). Also, you may wish to print in grayscale.
2. You must have a copy of the adult and girl Journey books for the grade level of girls you will be working with to complete this course. You may borrow copies from other adults in your group, your service unit or council office, or purchase the set from the council shop.
3. You must have a copy of the Leadership Essentials Participant Notebook to take this course. You may download this booklet from the council website at [www.GirlScoutsNorCal.org](http://www.GirlScoutsNorCal.org)
4. As you go through this packet, mark answers to the questions on the answer sheet at the end of this booklet.
5. When finished, mail or fax the answer sheet and evaluation on page 20 to the address shown.
6. If you have questions while completing this packet, e-mail [trainingregistration@GirlScoutsNorCal.org](mailto:trainingregistration@GirlScoutsNorCal.org) or phone your local office to talk with someone in the Adult Development Department.

# WELCOME TO LEADERSHIP ESSENTIALS

## Welcome to Leadership Essentials! Thank you for volunteering.

This course should take about two hours. Don't have that much time? That's OK – you can stop whenever you want and return later. Before you get started, download the Participant Notebook (PNB) for this course from the council website.



You will need a copy of the adult and girl Journey books for the grade level you will work with to complete the course. You can buy a copy online from our council shop, or visit one of our shops to purchase one, or borrow one from other adults you know, your service unit, or your council office.

When you're finished, please fill out the evaluation form at the end, and return it with your answer sheet to the address shown.

If you find that you have questions while doing this course, please e-mail [trainingregistration@girlscoutsnorcal.org](mailto:trainingregistration@girlscoutsnorcal.org) or call your area office during business hours to speak with someone in the Adult Development department.

We hope you enjoy this course!



1. What best describes the reason you decided to become a Girl Scout volunteer?
  - a. I want my daughter to be a part of the Girl Scout movement
  - b. I want to serve girls in my community
  - c. I was a Girl Scout myself, and I want to hand on that tradition
  - d. I would like to have the opportunity to get to know other adults in my community
  - e. I would like to serve as a mentor and role model to girls
  - f. I would like to make a meaningful difference in girls' lives

Regardless of what actually motivated you to become a Girl Scout volunteer, it is likely that most or all of these objectives will be met for you! We can promise that your Girl Scout journey will be a rewarding and enjoyable one. Be prepared to have fun.

Take a moment to reflect:  
What leadership qualities do you have that you can pass on to the girls you will work with?

In Girl Scouting, our purpose is to build leadership skills in girls. It's important to understand girls' ideas about what leadership means to them

- Generally, girls are not interested in a "front of the room – person in charge" type of leadership.
- Instead, they want to work with other girls to accomplish their shared goals.

GSUSA has been conducting research, and shows that girls are clearly saying that we need to change how we define and think about leadership. Girls say:

- "a leader is someone who brings people together to get things done"
- "a leader is someone who stands up for her beliefs and values"
- "a leader is someone who tries to change the world for the better"



If you're interested in reading the research studies, the following documents are available to download on the GSUSA website:

Change It Up! Research Study  
Exploring Girls' Leadership

This course will focus on the ways we build girls' leadership skills in Girl Scouting.



# WELCOME TO LEADERSHIP ESSENTIALS

## Girl Scout Tradition: Promise & Law The Ethical Foundation of Girl Scouting

Check the Participant Notebook (page 4) for some fun ideas on how to teach your girls the Promise and Law. It's a good idea to begin Girl Scout gatherings with an opening activity. Here is a very basic opening:

1. Girls stand in a circle
2. Everyone raises right hand, makes the three-fingered Girl Scout sign. (Three fingers represent the three parts of the Promise)
3. Recite the Promise and Law
4. Girls share what part of the Promise or Law is most important to them, or what part of the Promise or Law they lived out since the last meeting.  
"When I invited the new girl at school to sit with us at lunch, I was friendly"  
"When I helped my Mom get ready for a party, I 'helped other people'"  
"I always bring a no-waste lunch to school, so I use resources wisely and make the world a better place"



The Promise and Law are the ethical foundation of Girl Scouting. Every girl and adult who accepts the Promise and Law and pays the membership dues is a Girl Scout.

## Team Agreements

It is important for Girl Scouts of any age to work together to establish 'team agreements.' These agreements should:

- ❖ Be developed by the girls
  - ❖ Include rules and consequences
  - ❖ Be agreed to by all girls and adults
  - ❖ Be posted at meetings as a reminder to all
2. Why do you think 'team' or 'group agreements' are called that instead of 'ground rules'? (Choose all that apply)
    - a. 'Team agreement' or 'group agreement' sets a more positive tone

- b. Team agreements are developed through a collaborative process
- c. Implies that the girls develop the agreement together, instead of having rules imposed on them

3. What is the value of helping the girls to develop a group or team agreement? (Choose all that apply)
  - a. Helps the girls manage conflict
  - b. Involves the girls in establishing agreed upon rules and consequences
  - c. It means that there will never be any discipline problems ever
  - d. Allows the group to establish rules and consequences in advance at a calm time
  - e. Assists the adults working with the girls in dealing with all girls in a consistent and fair manner

Another benefit from establishing a group agreement is that it also helps to establish a 'safe space' for girls emotionally, physically, and mentally.



- ❖ Each girl should feel included and valued
- ❖ Girls and adults should know that they need to respect each girl's privacy
- ❖ Girls should feel free to share ideas and feelings without the fear that they will be repeated
- ❖ Girls should feel free to talk about their hopes, dreams, fears, and feelings without fearing ridicule

4. What are some ways to create a 'safe space' for the group? (Choose all that apply)
  - a. Welcome each girl by name when she arrives
  - b. Treat each girl consistently and fairly
  - c. Encourage the girls to live by the Girl Scout Law
  - d. Provide teambuilding games and activities
  - e. Provide opportunities where each girl can show her talents and gifts
  - f. Plan group calendars with respect toward cultural and religious holidays celebrated by all the girls
  - g. Plan activities with respect toward the financial considerations of all families

Here are some other resources that can be downloaded from the council website to help create an atmosphere of cooperation, mutual trust and appreciation:

[Promoting Harmony and Sisterliness](#)

[Teambuilding Activities & Games](#)

[Fun Ways to Split the group](#)

[Kaper Charts](#)

# OUR PROGRAM MODEL

## Long-Term Outcome: Our Mission

Look at the right side of the model below. Our mission in Girl Scouting is to build girls of courage, confidence, and character who make the world a better place. Each activity we do with girls should somehow lead to developing these leadership qualities in girls.

That's a lofty concept. But how can we tell when a simple activity like going camping, selling cookies, or playing a game can lead to this outcome?

## Short-Term & Intermediate Outcomes

To reach the final outcome, there are short-term and intermediate outcomes.

We have a set of 15 leadership outcomes for girls, and for each outcome:

- How these outcomes look at the various grade levels
- Sample signs or indicators to help you see whether your girls have met the outcome you are targeting.

## Girl Scout Activities: Keys to Leadership

To achieve the short-term and intermediate outcomes, we have activities that help girls:

- Discover a sense of self and their values

- Connect with others
  - Take Action to make the world a better place.
- Discover, Connect, and Take Action activities are called the Three Keys to Leadership.

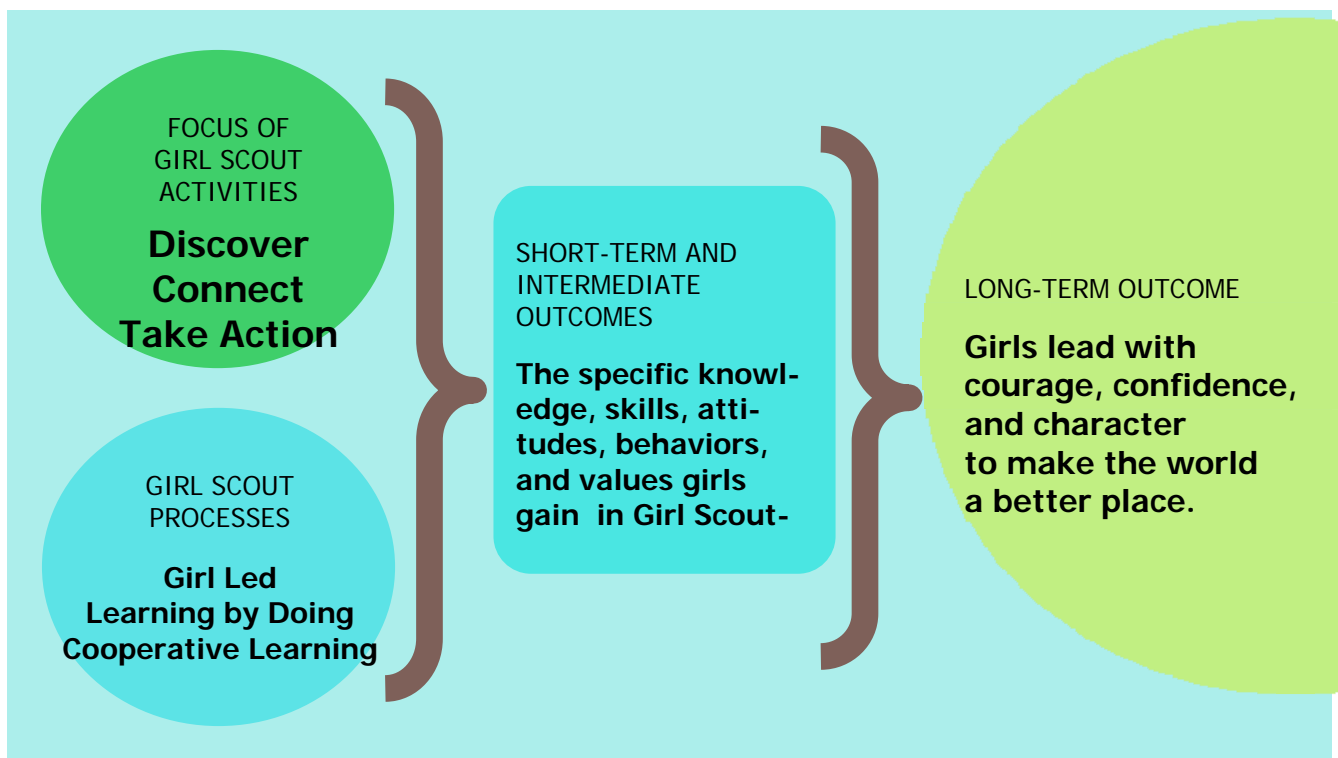
Probably more important than 'what' the girls do is 'how' they do it. The Girl Scout processes define HOW girls should be doing the things they do. Let's talk a little more about those processes.

## Girl Scout Processes

### Girl Led Learning by Doing Cooperative Learning

Think for a moment about what each of these processes mean to you. How could you think about doing activities with your girls in such a way that you use the Girl Scout processes? What would girls gain by having you do so? **Girls will not learn how to be leaders by watching you be one. You need to involve them in the process all the way along.**

**Fill in the blanks that are missing in your Participant Notebook on page 5.**



# SHORT-TERM & INTERMEDIATE OUTCOMES

Discover	<b>15 GIRL SCOUT LEADERSHIP EXPERIENCE OUTCOMES</b> <ol style="list-style-type: none"> <li>1. Girls develop a strong sense of self</li> <li>2. Girls develop positive values</li> <li>3. Girls gain practical life skills</li> <li>4. Girls seek challenges in the world</li> <li>5. Girls develop critical thinking</li> </ol>
Connect	<ol style="list-style-type: none"> <li>6. Girls develop healthy relationships</li> <li>7. Girls promote cooperation and team building</li> <li>8. Girls can resolve conflicts</li> <li>9. Girls advance diversity in a multicultural world</li> <li>10. Girls feel connected to their communities, locally and globally</li> </ol>
Take Action	<ol style="list-style-type: none"> <li>11. Girls can identify community needs</li> <li>12. Girls are resourceful problem solvers</li> <li>13. Girls advocate for themselves and others, locally and globally</li> <li>14. Girls educate and inspire others to act</li> <li>15. Girls feel empowered to make a difference in the world</li> </ol>
Leadership	

## Short-Term & Intermediate Outcomes

There are 15 short-term and intermediate outcomes, and they are shown above. Fill out Discover + Connect + Take Action = Leadership in your Participant Notebook (PNB) on page 5 as shown.

Look at page 6 of your PNB. *Transforming Leadership*, a book which can be purchased or downloaded from the GSUSA website, breaks out each outcome by grade level as shown, and gives sample signs, or indicators, which show how you can tell that an outcome has been reached for your girls.

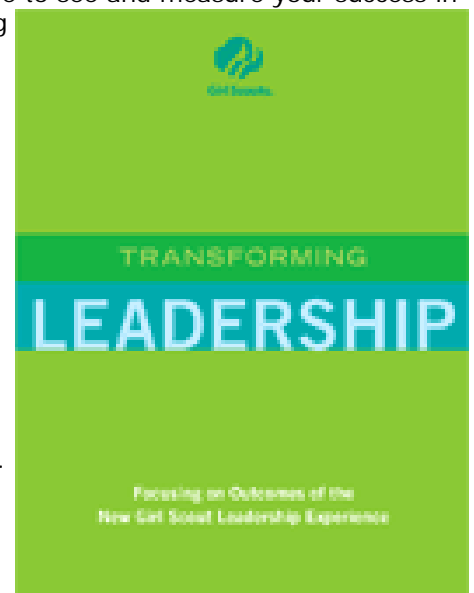
Look at page 7 of your Participant Notebook shows how evaluating the outcomes differs for girls as they grow.

By using these short-term and intermediate outcomes, you can definitely measure your progress to tell whether the girls you work with are becoming girls of courage, confidence and character who make the world a better place. You can also use them to plan activities in a purposeful way.

It is highly recommended that you either purchase or download a copy of *Transforming Leadership* to aid you

as you plan activities with your girls. By consulting the book often, you will ensure that the activities the girls do will move them along toward the ultimate goal of becoming girls of courage, confidence, and character who make the world a better place. They will be getting a true Girl Scout experience and will become leaders—and you will be able to see and measure your success in helping them along their journey.

All the while, the girls will just think they are having fun. It will likely be much later that the girls will realize that those fun activities were actually building life skills that they have carried forward with them through their lives.



# THE THREE KEYS TO LEADERSHIP (WHAT THE GIRLS DO)



The activities girls do in Girl Scouting should all involve having them Discover, Connect or Take Action.

Note that the definition of what is truly a 'Discover' activity goes beyond just learning something new, to really developing an awareness about themselves, their values, and how they could use the new skill in their lives.

The definition of a 'Connect' activity goes beyond simply being in the same room with other people or sharing supplies to teaming up with others in a meaningful way to accomplish something that the girl couldn't have done alone.

## The Three Keys to Leadership: Discover, Connect, & Take Action

# THE GIRL SCOUT PROCESSES (HOW THEY DO THEM)

Probably more important than 'what' the girls do is 'how' they do it. The Girl Scout processes define HOW girls should be doing the things they do. Let's talk a little more about those processes.

Look in the Adult Guide for the Journey of the grade level you'll be working with in the What+How section. Read about how "Girl-Led" works for the grade level you'll be working with.

Take the quiz on the Participant Notebook (page 9) to determine your own style in implementing the Girl-Led process.

If the girls arrived at each Girl Scout meeting, and just participated in a fun activity that had been planned by the adults, would they be experiencing Girl Led activities? Of course not! But, it's easier than you might think to forget to involve the girls in deciding what they'd like to do, and participating in planning how those decisions can get carried out. Even the youngest girls can participate by choosing from a few options, and give their ideas in an informal way about how they'd like to see things happen.

Look at the definition of the 'Learning by Doing' process in your Participant Notebook (PNB) page 8. Look in the Adult Guide for the Journey of the grade level you'll be

working with in the What+How section. Read about how "Learning By Doing" works for the girls you'll be working with.

Look at the definition of the 'Cooperative Learning' process in your Participant Notebook (PNB) page 8. Look in the Adult Guide for the Journey of the grade level you'll be working with in the What+How section. Read about how "Cooperative Learning" works for the girls you'll be working with. Just as with 'Connect' activities, simply having the girls work side by side really is not cooperative learning—strive to find ways for the girls to work together to accomplish something they couldn't have done on their own.

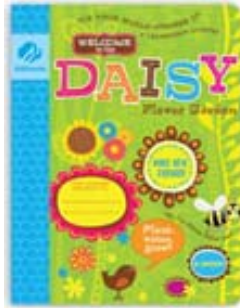
5. Why is it important to understand the components of the Leadership Experience model? (Choose all that apply)
  - a. It helps to be intentional about what you are trying to accomplish with each activity
  - b. It helps to see how each activity can lead to building their leadership skills
  - c. It helps adults to see the positive effect the girls' Girl Scout experiences are having on the them
  - d. It helps to see how to structure activities so that girls will be gaining leadership skills



# Girl Scout Daisies

6D. Which of the following are *not* components of the Daisy Flower Garden journey?

- A garden theme
- Learning the values of the Girl Scout Law
- Leadership values
- Having the girls compose letters to elected officials on the computer
- Becoming stewards of the land
- Garden story time
- Girl Scout values, history, and traditions
- The story of "Amazing Daisy and the Daisy Flower Garden"
- Storytelling
- Teachable moments involving jealousy and teasing
- Flower characters carrying forward the colors and Girl Scout Law values of the Daisy Learning Petals



- Enjoy doing things for themselves
- Want to try everything, but might not be able to finish what they start
- Prefer small-motor detailed activities like writing

Glance through the "Girl Scout History and Traditions" section of the adult book.

11D. If you would like to learn more about how to teach your girls these traditions, where could you find help? (Choose all that apply)

- The Welcome to the Daisy Flower Garden girl book, which has pages and pictures about Juliette Gordon Low (the first Girl Scout Daisy), the Girl Scout Promise, and the Girl Scout Sign, Handshake, and the Friendship Circle
- The Daisy Leader Guide and the Daisy Activity Book
- Ask girls you know from older troops who can share with you
- Ask experienced adults in your Service Unit
- Attend Service Unit or Council events, where these traditions are practiced

Glance through the "Health, Safety, and Well-Being" section of the adult book.

Find the "Understanding the Journey's Leadership Benefits" section in the adult book. The table shows which outcomes will be targeted through this particular journey (note that all 15 leadership outcomes are not targeted).

12D. How many outcomes will be targeted in the Welcome to the Daisy Flower Garden journey?

- 3
- 7
- 15

Read the sample signs that would show you when your girls have achieved an outcome. These are not the only



7D. Which awards will Girl Scout Daisies earn on their Welcome to the Daisy Flower Garden journey?

- The ten Daisy learning petals; one for each part of the Girl Scout Law
- The Watering Can Award, the Golden Honey Bee Award, and the Amazing Daisy Award
- The Girl Scout Daisy Supergirl Badge
- The Flower Friend patches



8D. How many sessions are included in the sample sessions?

- Four
- Ten
- Six
- Eight

Is it all right to take a longer time?

Absolutely! This journey could actually be stretched out over a whole year by adding in related activities or taking a break and doing something completely different. Don't be afraid to stop and smell the roses along the garden path!

9D. Which of the tools do you think will be most helpful in recruiting volunteers to help you guide the girls through this journey?

- The Welcome Letter
- The Daisy Friends and Family Checklist

10D. Which of the following are NOT characteristics of Kindergarten and 1<sup>st</sup> Grade girls?

- Need permission to move from an activity
- Like rules and routine
- Need clear explanations



ways you'll be able to tell, but they offer some practical and concrete ways for the adult to know that the outcome has been achieved for a particular girl.

The last half of the book gives a detailed guide for each of the six sample sessions. Each sample session includes the goals of the session and which outcomes you'll reach. Each session, planned to last one hour, follows this basic routine:

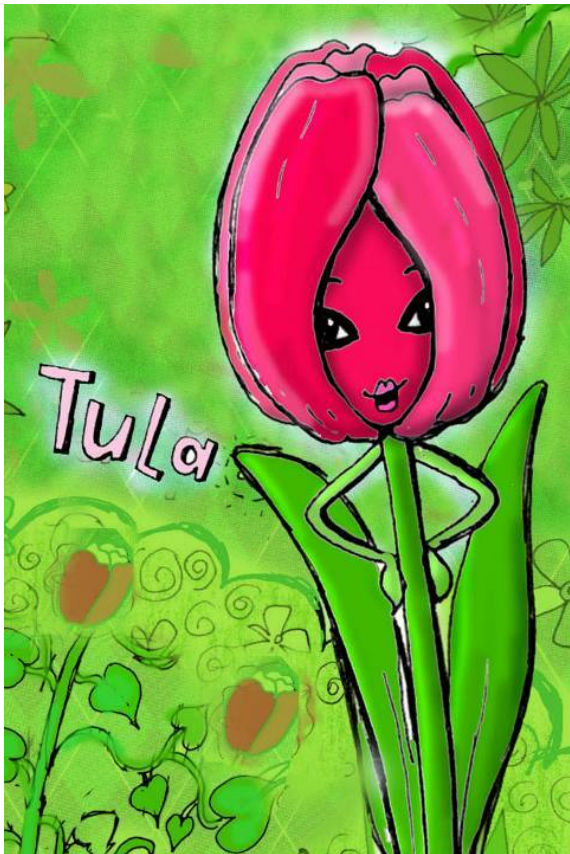
- ❖ 5 minute intro/welcome/opening ceremony
- ❖ 15-20 minute Garden Story Time and discussion
- ❖ 15 minute active activity
- ❖ 10 minute snack time (optional)
- ❖ 5 minute closing ceremony

All times are just suggestions; you don't have to squeeze or stretch activities to fit a particular time, and everything can be adjusted. If the girls aren't enjoying a particular activity, it's definitely time to move on!

Thumb through the sample sessions to familiarize yourself with the layout.

Notice that each sample session includes:

- ❖ Materials needed
- ❖ Instructions for advance preparation



❖ Ad-

ditional activities and suggestions to expand beyond the basic sessions

- ❖ Simple ways to get the girls' ideas and thoughts
- ❖ Fun ways to get the girls to get to know each other and work together

Take some time to thumb through the girl book. It is highly recommended that you read through each section of the girl book before your session.

- 13D. How many chapters are in the "Amazing Daisy and the Daisy Flower Garden" story?
- a. Four
  - b. Ten
  - c. Six
  - d. Eight

Look at the first sample session in the adult book while thumbing through the first section of the girl book through the first chapter. There are many ideas and activities in the adult book and the girl book which expand on the basic sample session.

- ❖ These ideas may spark others that the girls may be interested in doing
- ❖ Don't be afraid to take your time along the journey if you have the time:
  - if the girls are enjoying an activity, let them continue to enjoy it, or do one of the expansion activities before moving on to the next part of the journey
  - It's OK to take a break along the journey and participate in other activities

Approach the journey as you would a road trip:

- If you have the time to take some fun "rest stops" or "side trips" along the way, it can really add to the overall enjoyment of the trip





# Girl Scout Brownies

Read through the "Let the Quest Begin" and "Working with the Girls' Book" sections in the Adult book to familiarize yourself with the overall Journey.



- 6B. Which of the following are *NOT* components of the Brownie Quest journey?
- A quest to find three mystery keys to crack the "code" of leadership
  - The Trail of the ELF Adventure for girls to use on their own or with their friends and families
  - The Trail of the Three Keys that girls work on together
  - A global sisterhood of girls and women who are improving the world
  - Having the girls travel to Savannah to learn more about Juliette Low
  - The Brownie tree house
  - Juliette Low and Girl Scout traditions
- 7B. Which awards will Girl Scout Brownies earn on the journey?
- Four new Brownie Try-Its
  - The Discover Key, the Connect Key, the Take Action Key, and the Quest Master Lock
  - The Brownie Quest Badge
  - The keys to the Take Action kingdom
- 8B. How many sessions are included in the sample sessions?
- Four
  - Ten
  - Seven
  - Twelve

Is it all right to take a longer time? Absolutely! This journey could actually be stretched out over a whole year by adding in related activities or taking a break and doing something completely different.

- 9B. Which of the tools do you think will be most helpful in recruiting people to help you guide the girls through this journey?
- The Welcome Letter to Brownie Friends and Family Network
  - The Brownie Quest Overview for the Brownie Friends and Family Network
  - The Family and Friends Network Sign-Up Form

d. The Girl Scout Cadette Leader In Action Award

- 10B. Which of the following are *NOT* characteristics of 2<sup>nd</sup> and 3<sup>rd</sup> Grade girls?
- Like doing things their own way
  - Need routine, structure and predictability
  - Don't care if they finish things they start
  - Like to do things in groups
  - Want lots of encouragement

Glance through the "Girl Scout History and Traditions" section of the adult book.

- 11B. If you would like to learn more about how to teach your girls these traditions, where could you find help? (Choose all that apply)
- The Brownie Quest girl book, which has pages and pictures about the Girl Scout Promise and Law, Brownie Stories and Brownies around the World, some Brownie songs, and some information about Juliette Gordon Low
  - The Brownie Handbook and Brownie Leader Guide
  - Ask girls you know from older troops who can share with you
  - Ask experienced adults in your Service Unit
  - Attend Service Unit or Council events, where these traditions are practiced

Glance through the "Health, Safety, and Well-Being" section of the adult book.

Find the "Understanding the Journey's Leadership Benefits" section in the adult book. The table shows which outcomes will be targeted through this particular journey (note that all 15 leadership outcomes are not targeted).

- 12B. How many outcomes will be targeted in the Welcome to the Daisy Flower Garden journey?
- 3
  - 9
  - 15

Read the sample signs that would show you when your girls have achieved an outcome. These are not the only ways you'll be able to tell, but certainly offer some practical and concrete ways for the adult to know that the outcome has been achieved for a particular girl.





# Girl Scout Brownies

The last half of the book gives a detailed guide for each of the seven sample sessions. Each sample session includes:

- ❖ The goals of the session
- ❖ Materials needed are listed
- ❖ Instructions for advance preparation are also included
- ❖ Additional activities and suggestions to expand beyond the basic sessions
- ❖ Simple ways to find out the girls' ideas and thoughts
- ❖ Fun ways for the girls to get to know each other and work together

Each session is planned to last approximately 1 hour. Read the "Tips for Working with Sample Sessions" section in the adult guide. You don't have to squeeze or stretch activities to fit into a particular session, and everything can be adjusted to take longer (if you have time) or shorter.

- ❖ If the girls aren't enjoying a particular activity, it's definitely time to move on!
- ❖ If they're interested in something and would like to spend more time exploring, that's great to do it if you have the time.

You can draw out the journey, add in some of the activities from The Trail of the ELF Adventure to do as a group, take breaks from the journey and do something else, add in related activities, etc.

Take some time to look through the girl book. There are two major parts:

- ❖ The Trail of the Three Keys (the second half) of the girl book lines up with the seven sample sessions.
- ❖ The Trail of the ELF (the first half) is intended for girls to use on their own or with their families.
  - The Trail of the ELF Adventure (the first half) of the girl book mirrors the activities in the Trail of the Three Keys that you'll be doing with the girls in the second half of the book

Take some time to thumb through the girl book. It is highly recommended that you read through each section of the girl book before your session with the girls.

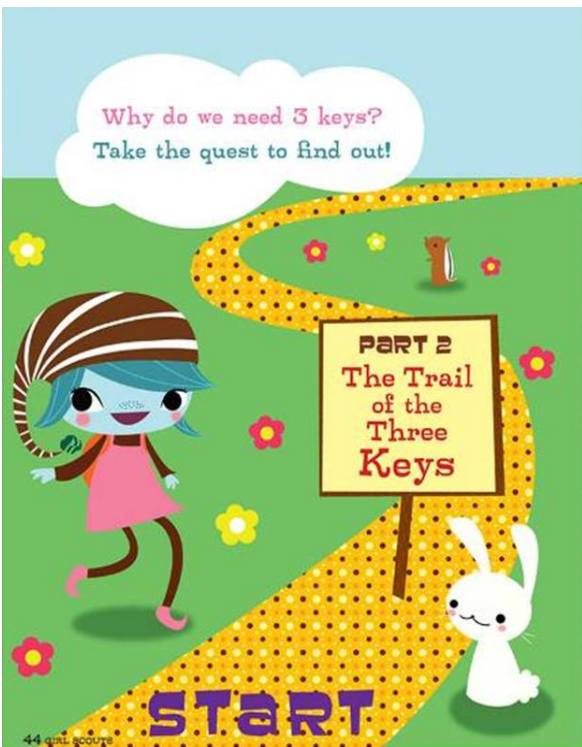
- 13B. How many chapters are in the "The ELF Adventure" story?
- a. Four
  - b. Ten
  - c. Six
  - d. Eight

Look at the first sample session in the adult book while thumbing through the first section of the girl book through the first chapter. There are many ideas and activities in the adult book and the girl book which expand on the basic sample session.

- ❖ These ideas may spark others that the girls may be interested in doing
- ❖ Don't be afraid to take your time along the journey if you have the time:
  - if the girls are enjoying an activity, let them continue to enjoy it, or do one of the expansion activities before moving on to the next part of the journey
  - It's OK to take a break along the journey and participate in other activities

Approach the journey as you would a road trip:

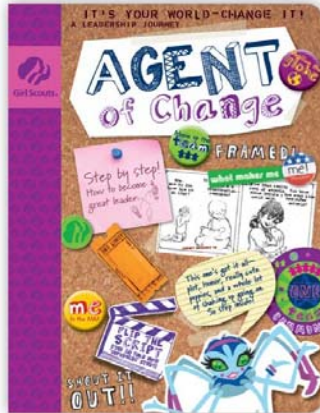
- If you have the time to take some fun "rest stops" or "side trips" along the way, it can really add to the overall enjoyment of the trip





# Girl Scout Juniors

Read through the first few pages in the Adult book to familiarize yourself with the overall Journey.



- 6J. Which of the following are *not* components of the Agent of Change journey for Girl Scout Juniors?
- A circle of fun and friendship
  - A sense of power that starts from within each girl and spirals outward like a growing web
  - A playful fashion-conscious spider named Dez I. Ner
  - Leadership values and skills
  - A biology lesson where girls are encouraged to study about spiders
  - “Her”stories of female role models and heroines
  - A community mapping exercise and other charts
  - Girl Scout values, history, and traditions
  - A story called “SuperShelterMakers”
- 7J. Which awards will Girl Scout Juniors earn on their Agent of Change journey?
- The Agent of Change Badge
  - The Web of Power Badge, The Spidergirl Badge
  - The Girl Scout Junior Supergirl Badge
  - The Power of One Award, The Power of Team Award, and the Power of Community Award

- 8J. How many sessions are included in the sample sessions?
- Four
  - Ten
  - Seven
  - Eight

Is it all right to take a longer time? Absolutely! This journey could actually be stretched out over a whole year by adding in related activities or taking a break and doing something completely different. For example, if the girls wished to do a Take Action project benefiting animals, they might want to take a break and earn a badge where they could learn more about animals. If they were busy creating a flyer to publicize their project, they might want to spend some time

learning some computer or art design skills.

- 9J. Which of the tools do you think will be most helpful in recruiting volunteers to help you guide the girls through this journey?
- The Welcome Letter
  - The Junior Family and Friends Checklist
- 10J. Which of the following are NOT characteristics of 4<sup>th</sup> and 5<sup>th</sup> grade girls?
- Like to please
  - Want to make decisions and express their opinions
  - Like to develop their talents
  - Don't care about acceptance of their personalities and styles

Glance through the “Girl Scout History and Traditions” section of the adult book.

- 11J. If you would like to learn more about how to teach your girls these traditions, where could you find help? (Choose all that apply)
- The Agent of Change girl book, which has pages and pictures about the Girl Scout Promise and Law
  - The Junior Girl Scout Handbook and Junior Leader Guide
  - Ask girls you know from older troops who can share with you
  - Ask experienced adults in your Service Unit
  - Attend Service Unit or Council events, where these traditions are practiced

Glance through the “Health, Safety, and Well-Being” section of the adult book.





# Girl Scout Juniors

Find the “Understanding the Journey’s Leadership Benefits” section in the adult book. The table shows which outcomes will be targeted through this particular journey (note that all 15 leadership outcomes are not targeted).

- 12J. How many outcomes will be targeted in the Welcome to Agent of Change journey?
- 3
  - 7
  - 15

Read the sample signs that would show you when your girls have achieved an outcome. These are not the only ways you’ll be able to tell, but they offer some practical and concrete ways for the adult to know that the outcome has been achieved for a particular girl.

The last half of the book gives a detailed guide for each of the seven sample sessions. Each sample session includes:

- ❖ The goal(s) of the session
- ❖ Materials needed are listed
- ❖ Instructions for advance preparation are also included
- ❖ Additional activities and suggestions to expand beyond the basic sessions
- ❖ Simple ways to find out the girls’ ideas and thoughts
- ❖ Fun ways for the girls to get to know each other and work together

Each session is planned to last approximately 60-90 minutes.

Read the “Tips for Working with Sample Sessions” section in the adult guide. You don’t have to squeeze or stretch activities to fit into a particular session, and everything can be adjusted to take longer (if you have time) or shorter.

- ❖ If the girls aren’t enjoying a particular activity, it’s definitely time to move on!
- ❖ If they’re interested in something and would like to spend more time exploring, that’s great to do it if you have the time.

Now take some time to thumb through the girl book to familiarize yourself with the layout. It is highly recom-

mended that you spend time reading through the appropriate sections of the adult and girl books before each session with the girls.

The girl book is broken into 5 sections:

- ❖ Building Circles, from the inside out
- ❖ The Power of One
- ❖ The Power of Team
- ❖ The Power of Story
- ❖ The Power of Community

13J. How many chapters are in the “SuperShelterMakers” graphic (comic book) story?

- Six
- Ten
- Five
- Eight

❖ Look at the first sample session in the adult book while thumbing through the first section of the girl book through the first chapter.

❖ There are many ideas and activities in the adult book and the girl book which expand on the basic sample session.

- ❖ These ideas may spark others that the girls may be interested in doing
- ❖ Don’t be afraid to take your time along the journey if you have the time:
  - if the girls are enjoying an activity, let them continue to enjoy it, or do one of the expansion activities before moving on to the next part of the journey
  - It’s OK to take a break along the journey and participate in other activities

Approach the journey as you would a road trip:

- ❖ If you have the time to take some fun “rest stops” or “side trips” along the way, it can really add to the overall enjoyment of the trip



# Girl Scout Cadettes

Read through the first few pages in the Adult book to familiarize yourself with the overall aMaze Journey.



- 6C. Which of the following are *NOT* components of the aMaze journey for Girl Scout Cadettes?
- Tips and strategies for creating healthy relationships and long-lasting friendships
  - Developing the peacemaker role for girls
  - Exploring leadership from the inside out
  - Advice on how to find the perfect spouse
  - Mapping out relationship issues in the girls' lives
  - Information, ideas, and activities on a range of relationship topics
  - Taking Action in the world of relationships around them
- 7C. Which awards will Girl Scout Cadettes earn on their aMaze journey?
- The Twist Me and Turn Me aMaze Interest Project Award
  - The Cadette Leadership Interest Project Award
  - The Interact Award, The Diplomat Award, and the Peacemaker Award
  - The Girl Scout Cadette Supergirl Charm
- 8C. How many sessions are included in the sample sessions?
- Four
  - Ten
  - Seven
  - Eight
- 9C. Is it all right to take a longer time?
- Absolutely! This journey could actually be stretched out over a whole year by adding in related activities or taking a break and doing something completely different.
  - No—you should do each sample session exactly as described
- 10C. Which of the following are not characteristics of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade girls?
- Feel unique
  - They have excellent planning skills and long attention spans
  - Are interested in boys and crushes
  - Don't like to communicate and get along with parents/guardians
  - Think that adults don't understand how complicated their social life is

Glance through the "Girl Scout History and Traditions" section of the adult book.

- 11C. If you would like to learn more about how to teach your girls these traditions and others, where could you find help? (Choose all that apply)
- Ask girls you know from older troops who can share with you
  - Ask experienced adults in your Service Unit
  - Attend Service Unit or Council events, where these traditions are practiced
  - The internet has tons of SWAPS sites – type "Girl Scout Swaps" into your browser

Thumb through the "Health, Safety, and Well-Being" section of the adult book.

Find the "Understanding the Journey's Leadership Benefits" section in the adult book. The table shows which outcomes will be targeted through this particular journey (note that all 15 leadership outcomes are not included).

- 12C. How many outcomes will be targeted in the Welcome to the aMaze journey?
- 3
  - 7
  - 15

Read the sample signs that would show you when your girls have achieved an outcome. These are not the only ways you'll be able to tell, but certainly offer some practical and concrete ways for the adult to know that the outcome has been achieved for a particular girl.



# Girl Scout Cadettes

The last half of the book gives a detailed guide for each of the seven sample sessions. Each sample session includes:

- ❖ The goal(s) of the session
- ❖ Materials needed are listed
- ❖ Instructions for advance preparation are also included
- ❖ Additional activities and suggestions to expand beyond the basic sessions
- ❖ Simple ways to find out the girls' ideas and thoughts
- ❖ Fun ways for the girls to get to know each other and work together

Each session is planned to last approximately 75-90 minutes.

Read the "Stretching Out the Journey" section in the adult guide. You don't have to squeeze or stretch activities to fit into a particular session, and everything can be adjusted to take longer or shorter. If the girls aren't enjoying a particular activity, it's definitely time to move on! And if they're interested in something and would like to spend more time exploring, that's great to do it if you have the time.

Thumb through the sample sessions to familiarize yourself with the layout.

You don't have to squeeze or stretch activities to fit into a particular session, and everything can be adjusted to take longer (if you have time) or shorter.

- ❖ If the girls aren't enjoying a particular activity, it's definitely time to move on!
- ❖ If they're interested in something and would like to spend more time exploring, that's great to do it if you have the time.

Now take some time to thumb through the girl book to familiarize yourself with the layout. It is highly recommended that you spend time reading through the appropriate sections of the adult and girl books before each session with the girls.

- 13C. Which of the following are sections in the aMaze journey girl book? (Choose all that apply)
- a. Life is Full of Amazing Equations
  - b. First Impressions and Stereotypes
  - c. Navigating Friendships
  - d. Friendship Obstacles
  - e. Cliques and Conflicts
  - f. Caution: Bullies Straight Ahead
  - g. Surfing Through Cyber-Relationships
  - h. Let Peace Begin with You
  - i. Pass it Forward

Look at the first sample session in the adult book while thumbing through the first section of the girl book through the first chapter. There are many ideas and activities in the adult book and the girl book which expand on the basic sample session.

- ❖ These ideas may spark others that the girls may be interested in doing
- ❖ Don't be afraid to take your time along the journey if you have the time:
  - if the girls are enjoying an activity, let them continue to enjoy it, or do one of the expansion activities before moving on to the next part of the journey
  - It's OK to take a break along the journey and participate in other activities

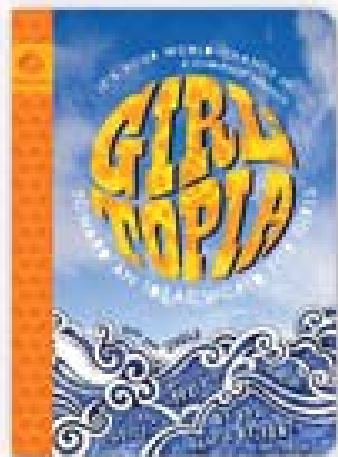
Approach the journey as you would a road trip:

- ❖ If you have the time to take some fun "rest stops" or "side trips" along the way, it can really add to the overall enjoyment of the trip



# Girl Scout Seniors

Read through the first few pages in the Adult book to familiarize yourself with the overall Journey.



- 6S. Which of the following are *NOT* components of the GIRLtopia journey for Girl Scout Seniors?
- Helping girls to envision an ideal world
  - Team discussions and reflective experiences
  - The 'GIRLtopia Game' which is played similarly to "Duck, Duck, Goose"
  - Creating a work of art to represent the girls' ideal vision
  - Leadership Topics ranging from making ethical decisions to creating a Girls' Bill of Rights
  - A Take Action project that moves the real world one step closer to the ideal
- 7S. Which awards will Girl Scout Seniors earn on the GIRLtopia journey?
- The GIRLtopia Rainbow Nailpolish and Matching Earring Set
  - The Senior Leadership Interest Project Award
  - The Girl Scout Senior Visionary Award
  - The Girl Scout Senior SuperGIRL Charm
- 8S. How many sample sessions are included in the sample sessions for the GIRLtopia journey?
- Four
  - Ten
  - Seven
  - Eight
- 9S. Is it all right to take a longer time?
- Absolutely! This journey could actually be stretched out over a whole year by adding in related activities or taking a break and doing something completely different.
  - No. It's important to follow the sessions exactly as described.
- 10S. Which of the following are not characteristics of 9<sup>th</sup> and 10<sup>th</sup> grade girls?
- Like to be included in setting rules
  - Are beginning to clarify their own values
  - Need time to talk, unwind and have fun together (and want you to understand that this is a big reason why they are in Girl Scouts)

- Don't have very strong logic and problem-solving skills
- Can sometimes be in the know-it-all phase

Glance through the "Girl Scout History and Traditions" section of the adult book.

- 11S. If you would like to learn more about how to teach your girls these traditions, where could you find help? (choose all that apply)
- The GIRLtopia girl book, which has pages about the Girl Scout Promise & Law and Juliette Gordon Low
  - Ask girls you know from older troops who can share with you
  - Ask experienced adults in your Service Unit
  - Attend Service Unit or Council events, where these traditions are practiced
  - The internet has tons of SWAPS and ceremonies sites – type "Girl Scout Swaps" or "Girl Scout ceremonies" into your browser

Glance through the "Health, Safety, and Well-Being" section of the adult book.

Find the "Understanding the Journey's Leadership Benefits" section in the adult book. The table shows which outcomes will be targeted through this particular journey (note that all 15 leadership outcomes are not included).

- 12S. How many outcomes will be targeted in the Welcome to the Daisy Flower Garden journey?
- 3
  - 8
  - 15



# Girl Scout Seniors

Read the sample signs that would show you when your girls have achieved an outcome.

These are not the only ways you'll be able to tell, but certainly offer some practical and concrete ways for the adult to know that the outcome has been achieved for a particular girl.

The last half of the book gives a detailed guide for each of the eight sample sessions. Each sample session includes:

The goal(s) of the session

- ❖ Materials needed for particular sessions are listed
- ❖ Additional activities and suggestions to expand beyond the basic sessions
- ❖ Simple ways to involve the girls in planning and decision-making
- ❖ Fun ways for the girls to get to know each other and work together

Each session is planned to last approximately 90 minutes.

Read "The Journey's 8 Sample Sessions" page in the adult guide.

You don't have to squeeze or stretch activities to fit into a particular session, and everything can be adjusted to take longer (if you have time) or shorter.

- ❖ If the girls aren't enjoying a particular activity, it's definitely time to move on!
- ❖ If they're interested in something and would like to spend more time exploring, that's great to do if you have the time.



Girl Scouts of Northern California

Now take some time to thumb through the girl book to familiarize yourself with the layout.

It is highly recommended that you spend time reading through the appropriate sections of the adult and girl books before each session with the girls.

13S. Which of the following are sections in the girl book for GIRLtopia? (choose all that apply)

- a. Welcome to the Journey
- b. Your Guide to GIRLtopia
- c. Why GIRLtopia?
- d. Discovering YOUtopia
- e. Connecting Toward GIRLtopia
- f. Taking Action on Your Vision



Look at the first sample session in the adult book while thumbing through the first section of the girl book through the first chapter. There are many ideas and activities in the adult book and the girl book which expand on the basic sample session. These ideas may spark others that the girls may be interested in doing

- ❖ Don't be afraid to take your time along the journey if you have the time:
- ❖ if the girls are enjoying an activity, let them continue to enjoy it, or do one of the expansion activities before moving on to the next part of the journey
- ❖ It's OK to take a break along the journey and participate in other activities

Approach the journey as you would a road trip:

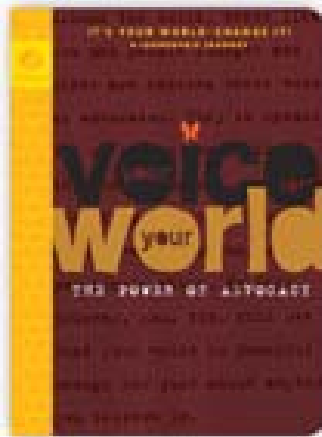
- ❖ If you have the time to take some fun "rest stops" or "side trips" along the way, it can really add to the overall enjoyment of the trip



# Girl Scout Ambassadors



Read through the first few pages in the Adult book to familiarize yourself with the overall Your Voice, Your World Journey.



- 6A. Which of the following are *NOT* components of the Your Voice, Your World journey for Girl Scout Ambassadors?
- Helping girls to become advocates in their communities
  - Developing problem-solving, research, networking, persuasive speaking, and consensus-building skills
  - The 'All About Advocacy' game, which is played similarly to "Musical Chairs"
  - A timeline of women advocates through the years
  - Developing valuable leadership skills
  - Advocating the girls' plan to those with the influence to make lasting change
- 7A. Which awards will Girl Scout Ambassadors earn on their journey?
- The Butterfly Award
  - The Ambassador Leadership Interest Project Award
  - The Girl Scout Advocacy Award
  - The Girl Scout Ambassador SuperGIRL Charm
- 8A. How many sessions are included in the sample sessions?
- Four
  - Ten
  - Seven
  - Eight
- 9A. Is it all right to take a longer time?
- Absolutely! This journey could actually be stretched out over a whole year by adding in related activities or taking a break and doing something completely different.
  - No. It is required that the sessions be followed exactly as described.
- 10A. Which of the following are *NOT* characteristics of 11<sup>th</sup> and 12<sup>th</sup> grade girls?
- They love their growing independence
  - Need an adult to listen, give reassurance, and coach
  - Striving for a strong sense of self
  - They are gaining independence and leadership skills
  - Don't care about having friends to turn to and

trust

- They are exploring risk-taking as a right of passage
- They are juggling life decisions and pressures

Glance through the "Girl Scout History and Traditions" section of the adult book.

- 11A. If you would like to learn more about how to teach your girls these traditions and others, where could you find help? (Choose all that apply)
- The Your Voice, Your World girl book, which has pages about the Girl Scout Promise & Law
  - Ask girls you know from older troops who can share with you
  - Ask experienced adults in your Service Unit
  - Attend Service Unit or Council events, where these traditions are practiced
  - The internet has tons of SWAPS and ceremonies sites – type "Girl Scout Swaps" or "Girl Scout ceremonies" into your browser

Glance through the "Health, Safety, and Well-Being" section of the adult book.

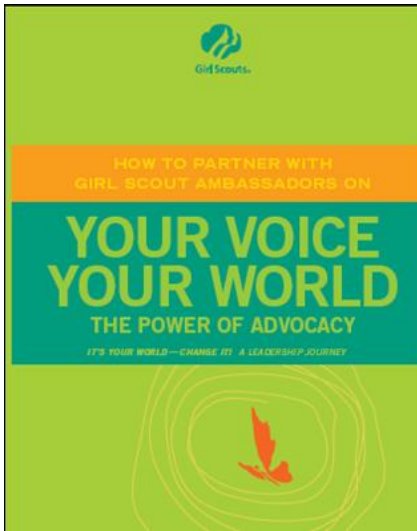
Find the "Understanding the Journey's Leadership Benefits" section in the adult book. The table shows which outcomes will be targeted through this particular journey (note that all 15 leadership outcomes are not included).

- 12A. How many outcomes will be targeted in the Your Voice, Your World journey?
- 3
  - 7
  - 15

Read the sample signs that would show you when your girls have achieved an outcome.



# Girl Scout Ambassadors



These are not the only ways you'll be able to tell, but certainly offer some practical and concrete ways for the adult to know that the outcome has been achieved for a particular girl.

The last half of the book gives a detailed guide for each of the seven sample sessions.

Each sample session includes:

- ❖ The goal(s) of the session
- ❖ Materials needed for particular sessions are listed
- ❖ Additional activities and suggestions to expand beyond the basic sessions
- ❖ Simple ways to involve the girls in planning and decision-making
- ❖ Fun ways for the girls to get to know each other and work together

Each session is planned to last approximately 90 minutes.

Read "The Journey's 7 Sample Session" page in the adult guide.

You don't have to squeeze or stretch activities to fit into a particular session, and everything can be adjusted to take longer (if you have time) or shorter.

- ❖ If the girls aren't enjoying a particular activity, it's definitely time to move on!
- ❖ If they're interested in something and would like to spend more time exploring, that's great to do it if you have the time.



Now take some time to thumb through the girl book to familiarize yourself with that book.

It is highly recommended that you spend time reading through the appropriate sections of the adult and girl books before each session with the

girls.

- 13A. Which of the following are sections in the girl book for Your Voice, Your World?
- a. A is for Advocacy
  - b. Shout It Out for Advocacy
  - c. Find Your Cause
  - d. Tune In
  - e. Harmonize
  - f. Identify the Big Ears
  - g. Plan the Perfect Pitch
  - h. Raise Your Voice, Make Your Pitch
  - i. Close the Loop
  - j. Reflect, Reward, Celebrate

Look at the first sample session in the adult book while thumbing through the first section of the girl book through the first chapter.

There are many ideas and activities in the adult book and the girl book which expand on the basic sample session. These ideas may spark others that the girls may be interested in doing

- ❖ Don't be afraid to take your time along the journey if you have the time:
- ❖ if the girls are enjoying an activity, let them continue to enjoy it, or do one of the expansion activities before moving on to the next part of the journey
- ❖ It's OK to take a break along the journey and participate in other activities

Approach the journey as you would a road trip:

- ❖ If you have the time to take some fun "rest stops" or "side trips" along the way, it can really add to the overall enjoyment of the trip



# USING OTHER RESOURCES: THE GIRL SCOUT LEADERSHIP EXPERIENCE TEST

## The GSLE Checklist

Are journeys the only thing girls can do in Girl Scouting?  
Definitely NOT!

However, when doing other activities, it is necessary to connect those activities to the Girl Scout Leadership Experience.

Here is how to do that in four easy steps:

1. Talk with your girls to explore their interests and get ideas
2. Help the girls select what they'd like to do.
3. Give it the 3 step GSLE (Girl Scout Leadership Experience) test in Participant Notebook (page 11)
4. If necessary, adjust the activity a little bit
  - Can you add in something that will have the girls working together better, or have the girls learn something about themselves or a new skill?
  - Find ways to target outcomes and help the girls to grow somehow with each activity
  - Don't forget: activities should be FUN!

## Long-Term Outcome

By doing all of that, adults will know that by participating in the activity that the girls are truly building courage, confidence and character to make the world a better place!

It's possible to turn just about ANY activity into a high-quality Girl Scout experience by being purposeful about how activities are structured. Strive to weave in the three keys to leadership and the Girl Scout processes with each activity:

- Earning a Daisy Petal, Try-It, badge, or interest project
- Baking a cake
- A camping trip
- A toenail painting session
- OR?



Think about which of the 15 leadership outcomes are being met with each activity. Could you possibly meet another one by slightly changing the activity?

The girls will not necessarily notice you doing these things – they'll just think they're having fun. But, you'll be able to notice their skills growing, and you'll see outcomes being met along the way. You'll know that the girls are having fun, but with a purpose.

The biggest message here is that "it's not what you do, but how you do it" that is important in building the girls' leadership skills.

Note: Check the council website for:

- "Putting the Girls' Ideas Together" - a document which lists some fun planning games and ways to get the girls' ideas.
- "Reaching Consensus vs. Voting" which gives some good ways to help the girls make decisions



## Progression/Differentiation

One concept to be aware of when planning successful activities with girls is that of progression.

### Progression -noun

1. The action or process of progressing: ADVANCE.
2. A continuous and connected series: SEQUENCE.

-From Merriam Webster

14. If an activity is too easy for the girls, what will the likely result be?
  - a. The girls won't learn anything new
  - b. The girls won't enjoy the activity
  - c. The girls will be bored with the activity
  - d. Possibly all of the above



Some ways to tell if an activity is too easy (or not interesting) for girls would be:

- ❖ The girls hurry through an activity
- ❖ The girls may act bored
- ❖ There may be some behavior problems between the girls such as arguing, or not getting along

Ultimately, girls may stop coming to Girl Scout meetings or leave the group altogether.

15. If an activity is too hard for the girls (they are not ready for this activity), what will the likely result be?

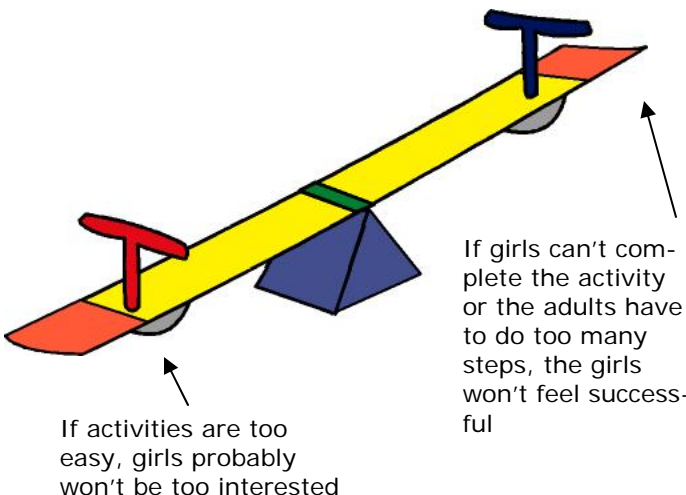
- a. The girls won't learn anything new
- b. The girls won't enjoy the activity
- c. The girls will be frustrated with the activity
- d. The girls won't enjoy the activity
- e. Possibly all of the above

Some ways to tell if an activity is too hard (or an activity they are not ready for) for girls would be:

- ❖ Adults have to do a majority of the project (such as a craft or cooking project)
- ❖ Adults have to do a large amount of preparation to get to the point where girls can start
- ❖ The girls may act bored or frustrated
- ❖ The adults feel frustrated or overburdened
- ❖ There may be some behavior problems between the girls such as arguing, or not getting along

Ultimately, girls may stop coming to Girl Scout meetings or leave the group altogether.

Advancing the girls' skills is a balancing act. Activities should be age-appropriate while being just a little bit (attainably) challenging.



Here's a "smell test" to use when planning Girl Scout activities:



1. Will the girls be learning a new skill (or working to master a skill?)
2. Should the girls be able to complete this activity successfully?
3. Will the girls be able to complete the activity without the adults having to do too many of the steps?
4. Will the girls feel a sense of accomplishment?
5. Will the activity be fun?

Almost every activity can (and should!) be done in progression.



Think of a baby learning to talk or walk. Or a little child learning to dress herself.

Girl Scout activities (to be successful) should also be done in progression. Ex-

amples are:

- Badge work (earning awards)
- Cookie sales
- Trips & outings
- Camping
- Cooking
- Service projects
- Singing songs
- Teaching others

The key is to start out with whatever the girls can do, and keep building a little bit more each time. In addition to other skills, the Girl Scout processes (Girl Led, Learning by doing, Cooperative Learning) should also be done in progression.

**Simple** → **Complex**

**Differentiation *n***

**The development from the simple to the complex.**  
*-From Merriam Webster*

When looking at the Girl Scout processes, we can look beyond the concept of progression (moving forward by sequencing activities) to include the concept of differentiation. Girls should be moving from very simple actions to complex ones as they grow.

Let's try looking at some examples of the Girl-Led process in terms of progression and differentiation.



Which grade level do you think girls should first be able to do the following:

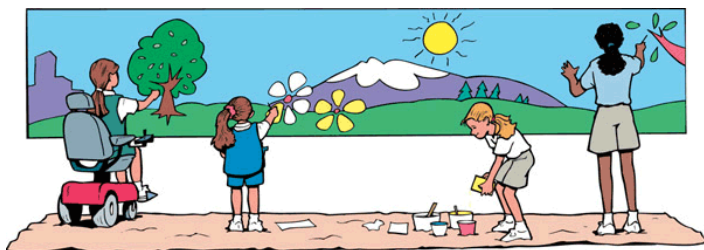
16. Give reports on their activities giving explanations for their thought processes and clear reasons for what they did and what they plan to do.
  - a. Girl Scout Daisy
  - b. Girl Scout Brownie
  - c. Girl Scout Junior
  - d. Girl Scout Cadette
  - e. Girl Scout Senior
  - f. Girl Scout Ambassador
17. Choose a song for the group to sing.
  - a. Girl Scout Daisy
  - b. Girl Scout Brownie
  - c. Girl Scout Junior
  - d. Girl Scout Cadette
  - e. Girl Scout Senior
  - f. Girl Scout Ambassador



Let's try looking at some examples of the Learning by Doing process in terms of progression and differentiation.

Which grade level do you think girls should first be able to do the following:

18. Take something simple apart piece by piece to see how it works
  - a. Girl Scout Daisy
  - b. Girl Scout Brownie
  - c. Girl Scout Junior
  - d. Girl Scout Cadette
  - e. Girl Scout Senior
  - f. Girl Scout Ambassador
19. Lead others in using educational resources and research to solve community problems.
  - a. Girl Scout Daisy
  - b. Girl Scout Brownie
  - c. Girl Scout Junior
  - d. Girl Scout Cadette
  - e. Girl Scout Senior
  - f. Girl Scout Ambassador



Let's try looking at some examples of the Cooperative Learning process in terms of progression and differen-

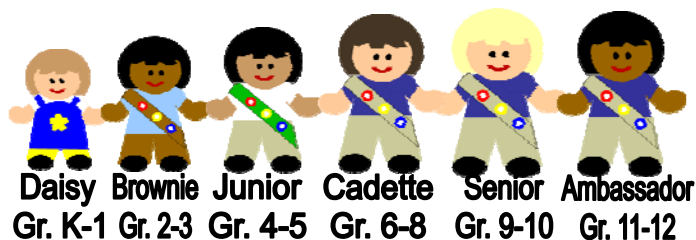
tiation.

Which grade level do you think girls should be able to do the following:

20. Document the work of the group in a journal, report, newsletter, etc.
  - a. Girl Scout Daisy
  - b. Girl Scout Brownie
  - c. Girl Scout Junior
  - d. Girl Scout Cadette
  - e. Girl Scout Senior
  - f. Girl Scout Ambassador
21. Create a "listening" exercise for the group.
  - a. Girl Scout Daisy
  - b. Girl Scout Brownie
  - c. Girl Scout Junior
  - d. Girl Scout Cadette
  - e. Girl Scout Senior
  - f. Girl Scout Ambassador

Some of those examples were kind of difficult to place in the grade level, weren't they? It's a lot easier to think about placing those items into the correct grade level when you can see them all together. Have a look in the Participant Notebook pages 12, 13, and 14 and compare your answers. These pages have been prepared by the Girl Scout Research Institute in partnership with child development experts.

In addition to knowing where your girls *are* in terms of their skill and experience levels, it's important to know where they *should be*. Just as a good teacher strives to bring her/his students up to grade level, an effective Girl Scout volunteer tries to keep moving her/his girls to where they should be. If a child in 4th or 5th grade still could not read, the adults around this child would be working very hard to teach her or him to read. In the same way, if Junior-aged girls did not have some basic planning skills and did not know how to organize themselves to accomplish simple tasks, this should also be cause for some concern; this group should be given LOTS of opportunities to develop their skills. This tool is an important one to help you do just that.



## Ensuring Outcomes: How will you know when an outcome is achieved?



Suppose that your girls have just taken part in an activity that focused on diversity. The outcome you were trying to target was Connect Outcome #4: "Girls advance diversity in a multi-cultural world."

Review the worksheet on page 15 of the Participant Notebook. Look at the second column for the grade level of girls you work with. What are some ways that girls of that particular age might advance diversity?

Now, think for a few moments:

- What might your girls say or do to show you that the outcome had been met?
- What might be a way for you to see the outcome being met?

Fill in the worksheet (for the grade level you're working with) with your ideas. These are called sample signs and indicators.

Now, have a look at the Sample Indicators/Signs from the Girl Scout Research Institute (GSRI) on page 16 of your Participant Notebook. Notice the asterisk at the bottom of the page that suggests these are sample indicators/signs. It's likely that the indicators/signs that you thought of are just as valid as those from the GSRI.

But, what's nice is that we have a very handy tool. *Transforming Leadership* is a publication prepared by the GSRI with child development experts. This publication:

- ❖ Is available for purchase or download (8.3 MB) from the GSUSA website
- ❖ Has sample indicators/signs for all 15 outcomes (arranged by Leadership Key –Discover, Connect, and Take Action—and by Grade Level)
- ❖ Has more detailed information about using the Leadership Model and being intentional about outcomes

22. What is the value of being intentional about outcomes?
- a. If all activities are planned with outcomes in mind, a successful program is ensured
  - b. Helps volunteers to monitor activities and processes

- c. Helps to communicate the value of the program to both internal and external audiences
- d. All of the above

## Earning Awards

Our founder, Juliette Low, once said:  
*"Every badge you earn is tied up to your motto. A badge is a symbol that you have done the thing it stands for often enough, thoroughly enough, and well enough to be prepared to give service to it."*



23. What messages are there from our founder for girls today about earning awards? (Choose all that apply)
- a. Each award should somehow prepare a girl for life (Be Prepared)
  - b. Girls should have gained a skill or some knowledge
  - c. The important part is the process of earning the award, not just the pretty patch or badge
  - d. Girls should be able to explain (Daisy and Brownie) or show (Junior, Cadette, Senior, Ambassador) what they have learned
  - e. The girls should try and get as many awards as possible—it doesn't really matter if they learn anything



24. What are some benefits to girls when earning awards? (Choose all that apply)
- a. Girls have a feeling of accomplishment
  - b. Awards provide girls with the opportunity to Discover, Connect and Take Action
  - c. Girls learn goal-setting, follow through, and other life skills
  - d. Girls learn leadership skills
  - e. Looks great on school or job applications

There's no doubt that earning awards such as the awards in the Journeys, Daisy Petals, Brownie Try-Its, Badges, Interest Project Awards, Focus Book Charms, and the Bronze, Silver and Gold awards offer some great benefits to girls. However, they are not the only program opportunities that we offer in Girl Scouting, and if the adults are the ones who actually earned the award, the benefits for the girls may be lost.

25. What drawbacks might there be if girls ONLY had a chance to earn awards in Girl Scouting? (Choose all that apply)
- a. Girls might think they should "get something" for everything they do
  - b. Girls would miss out on some great program op-

opportunities that aren't necessarily fulfilling a "requirement"

- c. Girl Scouting could start to feel "like school"
- d. Girls might miss out on some of the great benefits of awards, like a feeling of accomplishment, if they started trying to earn awards in the easiest possible way

Awards offer great program opportunities, but the Girl Scout program has a LOT more to offer! The message here is that the quality of the experience for girls is a LOT more important than the quantity of the awards earned.

Think about it: How can you help girls place emphasis on the meaning of the challenge when earning awards?

## Resources & Support



Are you beginning to think that you're going to need some help in providing a high quality Girl Scout experience for your girls? That's a little joke – it's likely that you figured that out a long time ago!

Let's look at where you can begin building a network of support. Look at the form on page 16 of the Participant Notebook.

As you read through each section, fill out names of people you know who you think would be helpful to you, or how you will use each of these resources. Note that this exercise is for your use only – it will not be collected and graded! Therefore, quickly jotted answers that are useful to you are all that are needed.

FAMILIES:

- The Journey adult guides for the Daisy, Brownie, and Junior grade levels have take home letters and materials to send home
- Orientation Part 2 provided you with tools to help with finding out about families' talents and interests

- Take the time to get to know the girls' families: knowing their careers and hobbies will help you to know who to ask for particular tasks

### SERVICE UNIT

- Service Unit volunteers: local people just waiting to help you
- Does your Service Unit have a yahoo group or website?
- Service Unit meetings offer ongoing training opportunities
- Service Unit meetings are a great opportunity to network
- Other Service Unit resources

### YOUR PERSONAL NETWORK

- Family members
- Friends
- Co-workers
- Other people who work with youth: teachers, Boy Scout leaders, coaches, etc.

When you are looking for particular help or expertise, make sure you mention it (e.g. your girls are interested in aeronautics – mention this to everyone you know). You are likely to find a "friend of a friend" who has the expertise you need.

### GIRL SCOUTS OF NORTHERN CALIFORNIA

- Council website – many resources are available: [www.GirlScoutsNorCal.org](http://www.GirlScoutsNorCal.org)
- Your Community Development Director (if you don't know who this is, look on the council website or phone your local council office)
- Other staff members [www.GirlScoutsNorCal.org/staff](http://www.GirlScoutsNorCal.org/staff)
- Additional education and training classes
- DISCOVEREE—a day long training extravaganza with a wide variety of workshops held in early February
- Lots of publications on our council website
- Council shops sell lots of resources

## GIRL SCOUTS OF THE USA

- STUDIO 2B website for Cadettes, Seniors and Ambassadors (and those adults who work with them)

- Lots of publications

- GS Central website. Topics include:

Activity Ideas	Volunteering
Awards, Badges and Other insignia	Money-Earning Guidelines
Calendar	Music
Camping	Moving? How to Stay Connected
Ceremonies	Parenting FAQx
College Planning Resources	Penny Project
Destinations	Promise & Law
Graphics Gallery	Safety
Forms	Scholarships
Girl Scout Challenge	Spanish Resources
Girl Scout Cookies	SWAPS
Girl Scout Days	Travel
Glossary	Uniforms
Juliette Gordon Low	WAGGGS

## INTERNET

Internet websites: type Girl Scouts into your browser for TONS of info, or narrow down (e.g. Girl Scout ceremonies, Girl Scout Bronze award ideas, Girl Scout swaps, or ???) Here are a few fantastic all-purpose sites to get you started:

- Scouting Web
- Scouting for All Seasons
- Leader Lobby

All Girl Scouts (file storage site for enormous yahoo group)

Numerous yahoo groups and other electronic help:

- All Girl Scouts: probably the largest and most active group. They have fantastic files and a website with even more resources available. If you don't like getting a lot of e-mails, you'll want to choose the "no mail" option.
- Green Blood News: This is a good one to join to just get announcements and updates. The companion group, Green Blood Gab is where members can discuss.
- Specific groups for various age levels
- GGGSC Camping Recipes – lots of recipes using every cooking method imaginable in the files
- Girl Scout SWAPS – all kinds of swaps in the files
- Service Unit Team – for Service Unit Team members
- Scouting Links Newsletter – weekly newsletter with all kinds of advice, ideas, and help.
- WAGGGS-L List: Members from all over the world discuss broad variety of Scouting or Guiding topics.

## CHILDRENS' BOOKS

- There are numerous books that can help with any subject.
- Check out the children's section of the library or your favorite bookstore for a wealth of books on games, songs, science projects, multi-cultural activities, or just about any other thing your girls are interested in doing

## WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS (WAGGGS):

Internet websites

- WAGGGS official website
- GSUSA "We Are Global" Website

Four World Centers:

- Pax Lodge: London, England
- Our Chalet: Adelboden, Switzerland
- Our Cabana: Cuernavaca, Mexico
- Sangam: Pune, India

Publications: <http://www.wagggs-shop.org>

26. Why is it important to know that you are part of a world-wide organization?
  - a. There is a lot of help and support available
  - b. It's not necessary to "reinvent the wheel" – you don't have to figure out everything yourself
  - c. It's great to be able to expand the girls' horizons beyond what they know
  - d. All of the above
27. How will you share your ideas and resources with the girls you work with?
  - a. Have a troop notebook of ideas
  - b. Bring printed materials to meetings
  - c. Have a "Girl Scouts on the Web" party
  - d. Posters or murals with ideas
  - e. Bring upcoming event information to meetings
  - f. Add ideas to the girls' brainstormed lists

## Purposeful Leadership

Throughout this course, you have been encouraged to think about what you are trying to accomplish with each activity that you do with your girls. As well, it has been pointed out numerous times and numerous ways that what is important in Girl Scouting is not WHAT you do, but HOW you do it.

This all leads to what we refer to as the concept of "purposeful leadership".



28. How will your girls benefit from your purposeful leadership?
- Girls will learn by your example
  - Girls will achieve the outcomes
  - By thinking about where you are trying to go, you will get there
  - By knowing what you are trying to accomplish, you will achieve it
  - All of the above

Let's imagine it is 20 years from now. The girls you mentored are now young women who are now holding a banquet in your honor.

What will they say about your leadership?

What will they say they learned from you?

How will they say you impacted their lives?

Your effect on your girls will be profound!



shown.

Evaluating experiences is very important at every level of Girl Scouting; this process of reflection about what went well and what didn't allows us to learn and grow. We value your opinions, just as you will value your girls' – don't forget to ask them!

29. Do you feel you are ready to begin working with your girls?
- Yes
  - No



### Here are some words from our founder, Juliette Gordon Low:

"Girl Scouting is not just knowing, but doing; and not just doing, but being."

When you signed up for this course, you were probably thinking that it would teach you the essentials of being a Girl Scout Leader. We hope that you now can see that the MOST essential part of this is that with every activity you do with your girls, you are somehow moving your girls along in *their* leadership journey. It's not really WHAT you do, but HOW you do it that is the important part.

**We wish you all the best as you begin the wonderful journey of Girl Scouting with your girls!**

### Congratulations!

You have completed the Leadership Essentials home study learning course! Use the Participant Notebook (page 18) to record the most important messages you will take away from this course.

**But wait, you're not quite finished.** To receive credit for taking this course, please fill out the evaluation survey and send it and your answer sheet to the address



# LEADERSHIP ESSENTIALS HOME STUDY

Complete the answers below and the evaluation on the next page and mail to:

Girl Scouts of Northern California  
Adult Development Coordinator  
PO Box 2249  
7700 Edgewater Dr. Suite 340  
Oakland, CA 94621

Or fax to (510) 633-7925

Your Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone #: \_\_\_\_\_ Troop/Group # \_\_\_\_\_

E-mail: \_\_\_\_\_

Girl Scout  
Foundation

1. \_\_\_\_\_

Team Agree-  
ments

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Girl Scout Leader-  
ship Experience

5. \_\_\_\_\_

Journeys: Which  
level did you use?  
Circle one:

Daisy

Brownie

Junior

Cadette

Senior

Ambassador

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

Progression/  
Differentiation

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

Outcomes

22. \_\_\_\_\_

Awards

23. \_\_\_\_\_

24. \_\_\_\_\_

25. \_\_\_\_\_

Resources & Support

26. \_\_\_\_\_

27. \_\_\_\_\_































Leadership

28. \_\_\_\_\_

29. \_\_\_\_\_

# LEADERSHIP ESSENTIALS HOME STUDY EVALUATION

Please rate your readiness for the following: (circle)

	I don't get it	Need more info	I'm ready to try it
Introducing the Promise & Law and a basic ceremony to your troop/group			
Finding resources for additional program ideas, traditions, and ceremonies			
Working within a partnership to get things done and develop girls' leadership skills			
Creating a safe space for your girls			
Deciding what kind of adult help is necessary for running the troop/group			
Implementing the Discover, Connect, Take Action model to achieve desired outcomes			
Using the journey for the age level of your girls			
Taking side trips in your journey to include other program elements and badges			
Practicing purposeful leadership			
Using progression in Girl Scout activities			

1. What information or techniques will you be able to use with your troop/group?

2. Were your expectations for this course met? What would you change about this course?

3. Did you feel this course focused on empowering you to use available resources, rather than just telling you what you needed to know?

4. I just want to say...