

# Leadership Essentials

We build girls who lead with courage, confidence and character who make the world a better place



**Girl Scout  
Foundation**

**Team Agreements**

**Girl Scout  
Leadership Experience**

**Journeys**

**Other Resources**

**Progression/Differentiation**

**Ensuring Outcomes**

**Awards**

**Resources & Support**

**Leadership**

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# Rich Traditions: A Brief History of Girl Scouting



**Robert Baden Powell**

In 1908 Sir Robert Baden Powell started the Boy Scout movement. The next year, many girls showed up at a rally for Boy Scouts, calling themselves Girl Scouts. B-P, as he was affectionately known, asked his sister, Agnes Baden-Powell to head a program specifically for the girls called Girl Guides. Lord Baden Powell married Olave Soames, and she later became World Chief Guide.

We celebrate Thinking Day on February 22, Lord and Lady Baden Powell's shared birthday. On that day, we think about our sister Girl Scouts and Girl Guides all over the world.



**Agnes Baden Powell**



**Olave Baden Powell**

Juliette Low was acquainted with the Baden Powells, and decided to start the Girl Scout movement on March 12, 1912 in Savannah, Georgia. Daisy, as she was known to her friends and family, phoned a friend saying "I've got something for the girls of Savannah, and all America, and all the world, and we're going to start it tonight." The first girl registered in that original troop of 18 girls was Juliette's niece, Daisy Gordon.

We celebrate the Girl Scout birthday each year on March 12 and Founder's Day on Juliette's birthday, October 31. Another special Girl Scout day is Leader Appreciation Day, which is celebrated on April 22.



**Juliette Gordon Low**

		<p><b>Girl Scout Handshake</b> We have a special handshake to greet each other and use in ceremonies. We make the sign with our right hand and shake with the left. The left hand is closest to our heart, so this signifies friendship.</p>	<p>Girl Scout Motto: <b>Be Prepared</b></p>
<p><b>Girl Scout Sign</b> We make this sign when saying the Promise and Law. The three fingers stand for the three parts of the Promise.</p>	<p><b>Girl Scout Quiet Sign</b> Traditionally, the quiet sign is the full hand raised. The five fingers refer back to the old 5th Law 'to be courteous.' Sometimes people raise their hand and make the sign—that works, too!</p>	<p><b>Friendship Circle</b> When we stand in a friendship circle, we stand with our right hand over our left. Sometimes, we have the Friendship Squeeze, when we gently squeeze hands in turn all around the circle.</p>	<p>Girl Scout Slogan: <b>Do a good turn daily</b></p>
			<p><b>Did you know?</b> In the early days of Girl Scouting, we had a secret password: deraperp eb (Be Prepared spelled backwards!)</p>



# RESOURCES ON THE WEB

There are lots and lots of resources on the council website, and the collection grows almost daily. Here are just a few titles available:

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| Arbor Day                           | Kaper Charts                         |
| Birds                               | Let's Celebrate Diversity            |
| Bring the Stars Indoors             | Let's TALK it out                    |
| Brownie Ceremonies and Special Days | Making Decisions                     |
| Brownie Insignia                    | Managing Dynamics                    |
| Brownie Try It Tracker Form         | Map Antics                           |
| Copyright Law                       | Meals & Snacks for Pockets & Packs   |
| Creative Dramatics Activities       | Meeting Planner                      |
| Creative Ways to Pass out Awards    | Muffin Is Ready                      |
| Daisy Meeting Plan                  | On My Own Junior Badge Report        |
| Daisy Uniform Info                  | Outdoor Cooking Recipes              |
| Daisy Ceremonies                    | Parent Interest Survey               |
| Decisions, Decisions                | Pen Pals                             |
| Dramatics in a Bag                  | Planning the GS Year                 |
| Earning Awards—Adult's Role         | Pond and Lake Exploring              |
| End of Year Checklist               | Pondering Values Around the Campfire |
| Explore the Shore                   | Rededication Ceremonies              |
| Flag Ceremonies                     | Sun Safety Brochure                  |
| Food, Food, Food                    | Teambuilding Games                   |
| Fun Brownie Stuff                   | Wow Do I Have My Hands Full Booklet  |
| Getting the Girls' Ideas            | Templates for Girl Planning          |
| Girl Adult Partnership              | Tips for Brownie Meetings            |
| Go for the Gold                     | Tips on Trips                        |
| Guidelines for Trip Planning        | Troop Camping is for Brownies, Too   |
| Have You Thanked A Tree?            | Troop Government Workbook            |
| Hypothermia                         | Working With Girls                   |
| I Will Do My Best Activity Packet   |                                      |
| Individual Girl Record for Awards   |                                      |
| Investiture Ceremonies              |                                      |
| Juliette Low Paper Bag Puppet       |                                      |
| Junior Bronze Awar                  |                                      |
| Junior Insignia & Awards            |                                      |

PLUS:  
Patch Programs Galore!



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# GIRL SCOUT PROMISE & LAW

## Girl Scout Promise

On my honor, I will try:  
To serve God\* and my country,  
To help people at all times,  
And to live by the Girl Scout Law.

\* The word "God" can be interpreted in a number of ways, depending on one's spiritual beliefs. When reciting the Girl Scout Promise, it is okay to replace the word "God" with whatever word your spiritual beliefs dictate.



## Girl Scout Law

I will do my best to be  
honest and fair,  
friendly and helpful,  
considerate and caring,  
courageous and strong, and  
responsible for what I say and do,  
and to  
respect myself and others,  
respect authority,  
use resources wisely,  
make the world a better place, and  
be a sister to every Girl Scout.

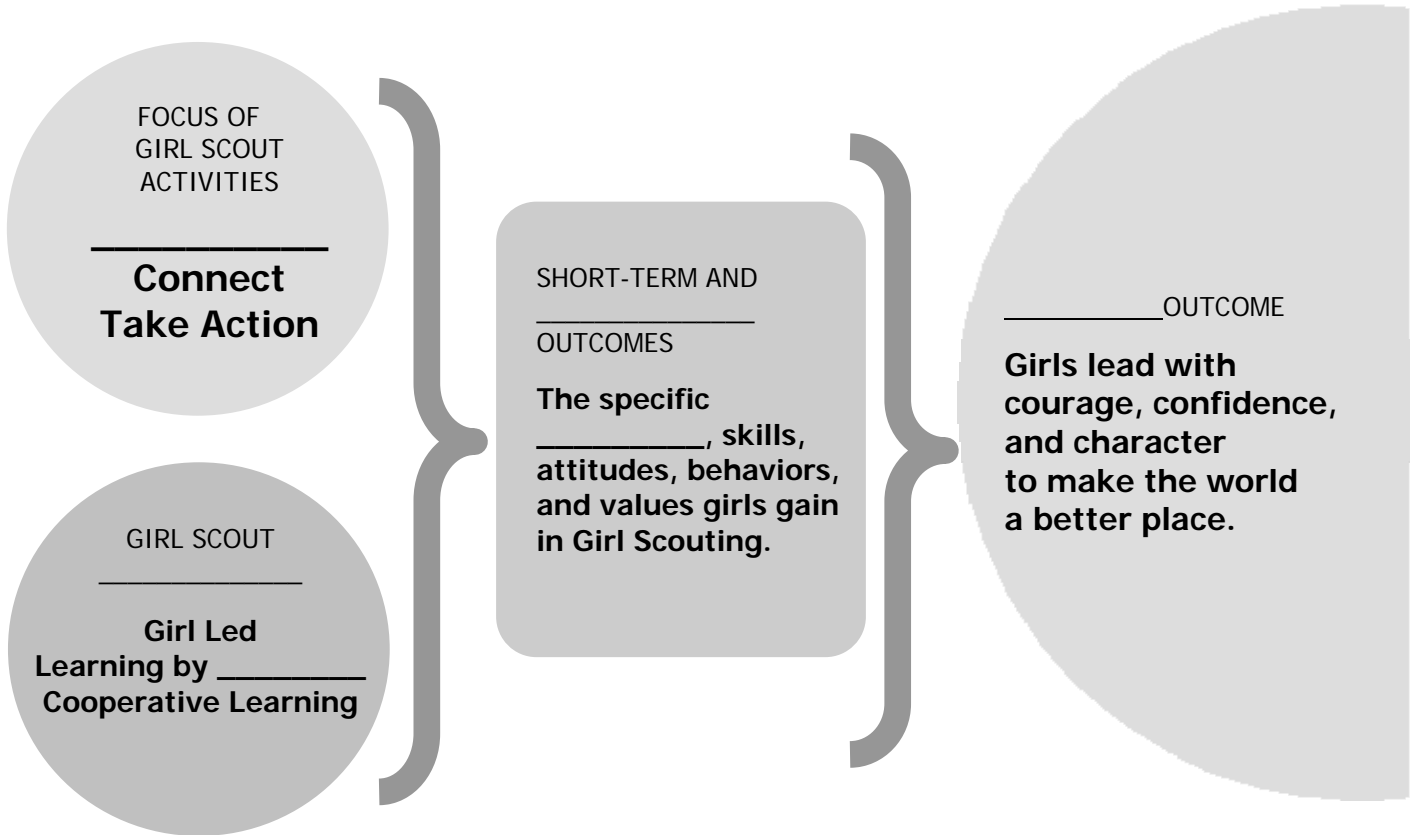
The Girl Scout Promise and Law are the ethical foundation of our program and are central to what we do in Girl Scouting. Every girl should have the opportunity to learn the meaning of the Promise and Law, and to find ways to live them. Traditionally, girls learn and study them in their first four meetings as a Girl Scout, leading up to their Investiture ceremony. It is more important to understand the meaning of the Promise & Law than to memorize them exactly. Here are a few activities to help the girls learn the Promise and Law.

- Have girls draw a picture of what the Girl Scout Promise and/or Girl Scout Law means to them and then discuss how different or similar everyone's drawing is. Or, have the girls draw a picture for one part and put them in order.
- Write the Girl Scout Promise on cards putting two to three words on each card. Pin a card on each girl and have them shuffle the cards (move themselves around). The girls then line up until the Girl Scout Promise is in order. The troop/group can then say the Promise together.
- Have girls make a large poster with the Girl Scout Law written on it. Let girls either draw a picture or cut out pictures from magazines that show the ten parts of the Girl Scout Law. The girls can then paste the pictures next to the part of the law it represents until all ten parts are represented visually.

- Discuss with girls how service is an integral part of the Girl Scout Promise and Girl Scout Law. Have them brainstorm ideas for future service projects. Ask the girls if they think the service project is represented in the Law, such as being cheerful when visiting people in a nursing home.
- Have each girl tell one thing she did since the last meeting to live the Promise/Law. Or, concentrate on only one part each time, e.g. honest and fair, etc.
- Law Tag: In order to not be tagged, you must sit down and say one part of the Law before the person who is *it* tags you. No part of the Law can be used more than once.
- Promise Ball: Have the girls stand in a circle. The girl with the ball tosses it to someone else, saying On. The girl who catches the ball says my, and tosses it to a third person until the whole Promise is said.
- Run for the Law Relay: Make up strips of paper with the phrases of the Promise or Law—one set for each team. The girls run to their table (team tables should be spaced apart), draw one slip from the bag, and place it where she thinks it goes in relation to the other phrases. Toward the end, after there are no more slips to draw, a girl can use her turn to move a phrase if she knows it was incorrectly placed.

Numerous resources can be found on the internet for fun crafts, ceremonies, games and other ideas for teaching girls the Girl Scout Promise and Law!

# THE GIRL SCOUT LEADERSHIP EXPERIENCE



<p><b>DISCOVER</b></p> <p>+</p> <p><b>CONNECT</b></p> <p>+</p> <p><b>TAKE ACTION</b></p> <p>=</p> <p><b>LEADERSHIP</b></p>	<p><b>15 GIRL SCOUT LEADERSHIP EXPERIENCE OUTCOMES</b></p> <p>Girls develop a strong sense of self              Girls develop positive values              Girls gain practical life skills              Girls seek challenges in the world              Girls develop critical thinking</p> <p>Girls develop healthy relationships              Girls promote cooperation and team building              Girls can resolve conflicts              Girls advance diversity in a multicultural world              Girls feel connected to their communities, locally and globally</p> <p>Girls can identify community needs              Girls are resourceful problem solvers              Girls advocate for themselves and others, locally and globally              Girls educate and inspire others to act              Girls feel empowered to make a difference in the world</p>
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# OUTCOMES

This heading shows where the outcome belongs within the three keys to leadership development (Discover, Connect, Take Action).

This part of the table names the outcome and gives its definition.

SECTION FROM THE OUTCOME REFERENCE TABLES FOR GIRL SCOUT BROWNIES

## Connect

OUTCOME

# 1

**Girls develop healthy relationships.**

Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<b>Brownie 2-3</b>	begin to understand how their behavior contributes to maintaining healthy relationships.	identify healthy/unhealthy behaviors (e.g., honesty, caring, bullying) when presented with a relationship scenario.
	are better able to show empathy toward others.	make empathetic statements (e.g., "I helped Kim with that because she was getting frustrated") and/or report being more caring in their interactions with others.

This column shows the Girl Scout grade level.

This column defines the outcome for each grade level.

This column gives the signs of what girls might do or say that shows they achieved the outcome.

# OUTCOMES

## Connect | OUTCOME | 2

Girls promote cooperation and team building.

Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for shared goals, and show recognition for others' accomplishments and contributions.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls . . .	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might . . . *
Brownie 2-3	gain a better understanding of cooperative and team-building skills.	be able to identify strengths or talents that each girl brings to group projects (e.g., "Monica is good at drawing and I am a really good singer"). describe ways to make group projects more fun (e.g., switching roles, brainstorming, listening to each other).
Ambassador 11-12	are able to promote cooperation and effective team building in their communities.  recognize the value of cooperation and team building for effective leadership and for their future careers.	describe how their Take Action Project encouraged sustained cooperation among various people/organizations in their communities.  report that cooperation and team-building skills helped them in other spheres of their lives.

# GIRL SCOUT PROCESSES



## GIRL LED

- ❖ Girls play an active part in figuring out the “what, where, when, how, and why” of their activities
- ❖ Girls are more engaged as decision-makers in planning and putting their ideas into action
- ❖ Girls are more engaged in their learning
- ❖ Girls are empowered
- ❖ Adults provide age-appropriate facilitation to ensure that planning, organization, set-up and evaluation of all activities are done jointly with girls
- ❖ Girls experience leadership and decision-making opportunities
- ❖ Girls prepare to become active participants in their local and global communities



## LEARNING BY DOING

- ❖ A “hands-on” learning process
- ❖ Engages girls in continuous cycles of action and reflection
- ❖ Results in deeper understanding of concepts and mastery of practical skills
- ❖ Girls actively participate in meaningful activities (e.g. trying new skills, solving real-life problems, or role-playing) and reflect on them to evaluate what they have learned (e.g. by keeping a journal)
- ❖ Girls get to explore their own questions, discover answers, gain new skills, and share ideas and observations with others
- ❖ Girls connect their experiences to their lives and apply what they have learned in the future



## COOPERATIVE LEARNING

- ❖ All members of a group work together toward a common goal
- ❖ Promotes sharing of knowledge, skills, and learning
- ❖ Promotes an atmosphere of respect and cooperation
- ❖ Girls work together on goals that can only be accomplished with the help of others
- ❖ Working together in all-girl environments encourages girls to feel powerful and emotionally and physically safe
- ❖ Girls experience a sense of belonging even in the most diverse groups

# PUTTING THE PROCESSES INTO PLACE

## IS YOUR GROUP GIRL-LED?

1. As leader, if you gave your ideas for things to do in the troop:
  - A. The girls would put them on the list with all the other ideas
  - B. The girls would be paying attention because it's time for announcements
2. If girls gave their ideas would you:
  - A. Explore the ideas with the girls to see how they could work
  - B. Explain why your idea is more workable
3. If your troop was asked to share something at the campfire at your Camporee:
  - A. The girls would do the talking
  - B. Adults would do the talking
4. If the girls were baking a cake but forgot to watch the time
  - A. You would let them over-bake it – they could always eat the middle part!
  - B. You would take the cake out of the oven when it's done
5. If the girls wanted to do something that you don't know how to do
  - A. You would find another adult who could help the girls make it happen
  - B. You would tell them the troop wouldn't be able to do it
6. If two girls in your troop were not getting along, would you
  - A. Ask them to tell each other how they feel, and ask their opinions about how the issue should be resolved?
  - B. Talk to both of them to get the complete story and then decide who should receive consequences
7. After an activity would you
  - A. Ask the girls their opinions about their activities and what they might do differently?
  - B. De-brief the activity with the other adults?

## MAKING ADJUSTMENTS

1. Find ways to make sure girls get a chance to be part of the planning. Make it a practice for everyone to share at least one idea when planning. Find ways to make sure that every voice is heard. Ask girls to pair up to discuss their ideas, which makes it easier for a shy girl to voice her opinion. Use lots of different ways of getting the girls' ideas.
2. Concentrate on adding little bits of responsibility at a time. Each time you do an activity, involve the girls in the planning process a little more each time. Baby steps will get you there!
3. Help other adults plan *with* girls, not for them. Parents and volunteers understand that girl-adult partnership is a cornerstone of Girl Scouting. If you need to, give the other adults a separate task or topic to discuss, preferably in another room, so the planning is largely girl centered.
4. Recognize that delegating, especially to girls, may be an area of personal growth for you! Sometimes, the problem may not be that the girls need more/new skills, but that we adults do! Delegating can be difficult, but when we remember that in Girl Scouting, the process is as (or more!) important than the actual activity, it becomes easier.
5. Focus on building skills. Remember that planning and decision-making are life skills, and are learned over time. Build a little more each time, and your girls will be on their way!

## QUIZ ANSWERS

If you marked mostly 'A's, you know that even though it sometimes takes a little more effort and time (and might be a little messier) to accomplish tasks, it is worth it in the end to help the girls grow and learn skills by involving them in the process. Your partnership with your girls will result in empowering them to reach their fullest potential.

If you marked mostly 'B's, you are working hard to provide wonderful Girl Scout program for your girls, but probably should try to remember that *how* they do things is really more important than *what* they do. They really need a chance to 'learn by doing.' Try involving them a little bit more—it gets easier as you go!

# JOURNEYS: IT'S YOUR WORLD, CHANGE IT!

Take three minutes to thumb through the adult and girl books for the Journey you'll be working with to become as familiar as possible with what is in the books. Then answer the following questions:

1. Thumb through the first few pages of the adult guide. In fewer than five sentences, describe the journey (theme, activities, or general description).	
2. Which awards will the girls earn on this journey?	
3. How many sample sessions are there in the journey?	
4. List the three characteristics that most describe girls of this age in your mind.	
5 Name the Girl Scout History or Tradition you think your girls will most enjoy learning about or doing.	
6. How many of the 15 outcomes will be targeted with this journey?	
7. List the first three activities (or things about the book) you find in the girl book that you think your girls will enjoy.	
8. Name one idea for extending the journey that you think your girls will enjoy (could be from books or your own idea).	

# CONNECTING ACTIVITIES TO THE GSLE

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 GSLE (Girl Scout Leadership Experience Test) below
4. Adjust the activity if necessary

## 1. Three keys to Leadership:

Consider the girl's selection. Check which ones apply.

\_\_\_ Discover: Girls discover a strong sense of self, their values and use their knowledge and skills to explore their world.

\_\_\_ Connect: Girls care about, inspire, and team with others locally and globally.

\_\_\_ Take Action: Girls act to make the world a better place.

## 2. Girl Scout Processes:

NOW give it the Processes check, and check which ones apply.

\_\_\_ The plan and the activities provide opportunities to be girl-led.

\_\_\_ The plan and the activities will encourage cooperative learning.

\_\_\_ The girls will have the opportunity to learn-by-doing.

## 3. Outcomes:

NOW be intentional about the outcomes. Ask yourself what benefit(s) the girls derive from their involvement in the plan and activities they have selected.

# The GSLE Checklist



# PROGRESSION WITHIN THE GIRL SCOUT PROCESSES

## GIRL LED EXAMPLES

Girl-Led	Girl Process	Girl Processes in action	Adult Facilitation	Adult Facilitation in action
Daisy	Freely express their feelings, opinions & choices, or report that they could even if they don't act on it.	Choose a song for the group to sing	Identify some activities and/or decisions that girls can take the lead on for each session.	Make a list of activities choices for the next meeting & have girls vote by show of hands.
Brownie	Express what activities they want to do, how they would like to do them & act on them.	Decide on a skill they would like to learn & come up with some ideas on how, who, and where they can learn it.	Provide options for girls to choose from <u>only</u> if they cannot think of options themselves.	Assist girls in designing a project or establishing a procedure for caring for materials, cleaning up, etc.
Junior	Strategize about how to carry out an activity or action project, determining what their project goal is & what resources they need to complete it.	Devise their own questions, pose own problems & think about how to answer/solve them.	Model and provide strategies for solving problems & making decisions.	Pose open-ended and "W" questions( e.g., "Why did you choose this strategy over that one?")
Cadette	Initiate discussions & activities, & take responsibility for organizing & implementing them & cleaning them up with little input from adults.	Give reports on their activities giving clear reasons for what they did, plan to do and on their thought process.	Observe girl planning and give input when asked.	Use statements like, "I trust your opinion..." or "You're good at X... I think you'll do well at that.
Senior	Articulate the reasons behind their decisions & reflect on their implications	Make connections (e.g., write letters or make calls) with service-based organizations.	Encourage girls to <u>volunteer</u> for activities & responsibilities without being asked.	Encourage girls to participate in projects related to community outreach & service.
Ambassador	Girls participate in activities that challenge their assumptions in positive ways.	Travel and speak on behalf of their troop of Girls Scouts.	Model self-control, independence, a sense of humor, positive confident attitude.	Pose questions & ask girls to think critically about issues.

# PROGRESSION WITHIN THE GIRL SCOUT PROCESSES

## LEARNING BY DOING EXAMPLES

Learning by Doing	Girl Processes	Girl Processes in Action	Adult Facilitation	Adult Facilitation in Action
<b>Daisy</b>	Make or fix things with their hands and/or simple tools.	Grow a garden with easy-growing flowers, herbs or vegetables.	Promote observation, exploration and experimentation.	Demonstrate how to plant seeds & how to monitor growth.
<b>Brownie</b>	Talk through an activity step by step.	Take something simple apart piece-by-piece to see how it works.	Encourage girls to answer their own questions through hands-on activities	Ask girls, for example, "Is there something that doesn't make sense to you...."
<b>Junior</b>	Suggest ways to answer their own questions & the questions of others	Lead a ceremony of some kind like those in a GS meeting or for a cultural ceremony.	Talk with girls about ways to take responsibility for their own learning.	Restate questions that girls ask. Ex. "how can we find the answer to that question.?"
<b>Cadette</b>	Initiates exploration of a skill, topic or activity	See how much they can accomplish alone before asking someone else for help.	Demonstrate respect for the girl's ability to direct much of her own learning.	Ask girls what would be the best way to show that they have learned something to other people. Then, help them work out a system for showing it in some kind of graphic.
<b>Senior</b>	Reflect on mistakes realized on her own or pointed out by an adult or another girl.	Give a detailed PowerPoint presentation.	Expose girls to more complex tools, strategies & resources for learning through investigation.	Set up a guest demonstration or take girls to a facility where they can learn complex skills.
<b>Ambassador</b>	Seek opportunities for & engage in expanding projects in scope & complexity.	Lead others in using educational resources & research to solve community problems.	Monitor documentation of learning.	Help girls to connect how learning by doing is likely to help them in the future.

# PROGRESSION WITHIN THE GIRL SCOUT PROCESSES

## COOPERATIVE LEARNING EXAMPLES

Cooperative	Girl Process	Girl Processes in Action	Adult Facilitation	Adult Facilitation in Action
<b>Daisy</b>	Accomplish a simple task working cooperatively with one another.	Work with another girl to decorate a meeting place.	Introduce the concept of cooperation and collaboration to girls.	Observe girls working cooperatively & give feedback about their cooperation & collaboration efforts.
<b>Brownie</b>	Make and carry out plans that involve to or more people	Take responsibility for deciding ways to work together, care of materials, clean up after activities.	Let girls take responsibility as a team for deciding how to accomplish a task.	Ask girls to try to apply simple cooperative strategies without adult help.
<b>Junior</b>	Use members of the group as resources.	Documents the work of the group in a journal, report, newsletter, etc.	Hold girls individually accountable in addition to holding the group accountable.	Pose questions that help girls reflect on the learning goals of an activity or project & then help them generate their own ideas or solutions.
<b>Cadette</b>	Work on complex activities and action projects as a cooperative group with limited assistance from adults.	More aware that he belonging that comes from cooperative work is emotionally healthy.	Expose girls to opportunities to teach or guide others.	Ask girls to evaluate their planned activities & reflect on how they will affect the group.
<b>Senior</b>	Engage in complex discussion of ideas, theories, & strategies with peers.	Creates "listening" exercise for the group.	Encourage girls to engage in critical reflection & evaluation of their cooperative group work.	Encourage girls to participate in community outreach projects & service the entire group can work together on.
<b>Ambassador</b>	Use cooperative learning skills to teach others.	Create a focus group to brainstorm ideas for a new project.	Expose girls to opportunities to guide others in learning in cooperative ways.	Ask questions or make suggestions about projects & cooperative learning.

## Connect Outcome 4 Girls advance diversity in a multicultural

Girls learn to think and act in a way that promotes an inclusive environment.

Respecting and valuing diverse backgrounds, viewpoints, and life experiences.

Girl Scout Grade Level	By Grade Level Girls....	Sample Indicators/Signs When the outcome is achieved, girls might....
Daisy K-1	recognize that it is okay to be different.	
	increasingly relate to others in an inclusive manner.	
Brownie 2-3	begin to understand the meaning of diversity	
	strengthen their appreciation of differences in others.	
Junior 4-5	recognize the value of promoting diversity in the world.	
	develop greater awareness of various forms of discrimination in the world.	
Cadette 6-8	are more aware of the issues, perspectives, and experiences of people from various backgrounds, locally and globally.	
	learn strategies for promoting diversity and creating more inclusive environments.	
	can examine the negative impact of stereotyping, prejudice, discrimination, and privilege on their lives and the lives of others.	
Senior 9-10	are actively engaged in promoting diversity and tolerance.	
	are increasingly able to address challenges to promoting inclusive attitudes and diversity.	
Ambassador 11-12	are actively engaged in promoting diversity and tolerance, locally & globally.	
	are increasingly able to address various challenges to promoting inclusive attitudes and diversity, locally and/or globally.	

# Connect

## OUTCOME

# 4

Girls advance diversity in a multicultural world.

Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	recognize that it's OK to be different.	identify characteristics that make them different from other girls (e.g., hair color, food preferences, other likes/dislikes, family structure).
	increasingly relate to others in an inclusive manner.	notice when others are excluded from activities (e.g., "It's not fair that no one is playing with Annie").
Brownie 2-3	begin to understand the meaning of diversity.	explore their differences and similarities (e.g., based on culture, ethnicity, ability, life experiences).
	strengthen their appreciation of differences in others.	not make fun—and might encourage others not to make fun—of those who look/talk/behave differently from themselves.
Junior 4-5	recognize the value of promoting diversity in the world.	report that it's important to promote inclusiveness in various contexts and can explain why. demonstrate increased interest in interacting with others from different backgrounds (e.g., ethnicity, culture, class, religion, gender, ability).
	develop greater awareness of various forms of discrimination in the world.	when presented with various situations (e.g., from stories, news, movies, music, or their community), identify discrimination.
Cadette 6-8	are more aware of the issues, perspectives, and experiences of people from various backgrounds, locally and globally.	identify main challenges as well as privileges that various groups experience in today's world (e.g., women and men, ethnicities, abilities).
	learn strategies for promoting diversity and creating more inclusive environments.	actively include people of diverse backgrounds in their activities/events. actively encourage others to behave in inclusive ways (e.g., petition for a wheelchair-accessible park gazebo, use effective ways to speak out against exclusion and discrimination).
	can examine the negative impact of stereotyping, prejudice, discrimination, and privilege on their lives and the lives of others.	when given examples from the media, describe the negative impact of stereotyping and prejudice (based on ethnicity, religion, language, class, sexuality, gender, and ability).
Senior 9-10	are actively engaged in promoting diversity and tolerance.	create materials to educate others on how to contribute to more inclusive environments with their peers, in school, in their neighborhoods, etc. (e.g., Web sites, how-to guides, events).
	are increasingly able to address challenges to promoting inclusive attitudes and diversity.	plan activities/events showing the harmful consequences of prejudice and discrimination on people in their communities. place high value on empathy and open-mindedness when interacting with people from diverse backgrounds.
Ambassador 11-12	are actively engaged in promoting diversity and tolerance, locally and/or globally.	give examples of meaningful collaboration with people from diverse backgrounds for their global Take Action Projects.
	are increasingly able to address various challenges to promoting inclusive attitudes and diversity, locally and/or globally.	identify the main reasons that prevent people from embracing diversity (e.g., racism, sexism, lack of education, lack of empathy) and can suggest possible solutions (e.g., increase understanding by educating people about diverse cultural values and traditions).

\*Can you think of other sample indicators/signs?

# GIRL SCOUT NETWORK OF SUPPORT

Who can help? How can I use this?

Families	Journey Adult Guides	
	Getting Started materials	
	Careers, hobbies, talents, interests	
Service Unit	Service Unit Yahoo group or website?	Web addresses:
	Service Unit meetings	Location, Date, and Time of your meetings:
	Other Service Unit Resources	
Personal Network	Family Members	
	Friends	
	Co-workers	
	Others who work with youth	
Girl Scouts of Northern California (GSNC)	Council website	<a href="http://www.girlscoutsnorcal.org">www.girlscoutsnorcal.org</a>
	Your CDD: name and contact info	
	Other Staff Members	<a href="http://www.girlscoutsnorcal.org/pages/about/staff/">www.girlscoutsnorcal.org/pages/about/staff/</a>
	Additional education/training classes	<a href="http://www.girlscoutsnorcal.org/training/">www.girlscoutsnorcal.org/training/</a>
	Discoveree	Discoveree '09: February 7, 2009
	GS Nor Cal Shop: Lots of publications	<a href="http://www.girlscoutsnorcal.org/shop/">www.girlscoutsnorcal.org/shop/</a>
GSUSA	GS Central Website	<a href="http://www.girlscouts.org/program/gs_central/">www.girlscouts.org/program/gs_central/</a>
	STUDIO 2B Website	<a href="http://www.studio2B.org">www.studio2B.org</a>
	GSUSA Shop: Lots of publications	<a href="http://www.goshop.girlscouts.org">www.goshop.girlscouts.org</a>

# QUESTIONS FOR REVIEW

Explain the three keys of the Girl Scout Leadership Experience

Demonstrate how to use resources to support the delivery of the GSLE, including Journeys

Describe how to facilitate activities that are girl led, learning by doing, and cooperative learning.

What is the value of being purposeful in one's leadership?



