

Short & Snappy

Girl-Led Progression

What's a Short & Snappy?

- A short training/information segment provided at a Service Unit meeting or for leaders to use at troop meetings.
- Any interested volunteer may lead a Short and Snappy.
- Short & Snappies are usually 10-45 minutes in length.

Things to Remember

- Stay within the allotted time (you're taking up a piece of their agenda time).
- If you don't know the answer, seek the correct answer from the appropriate person.
- Bring the necessary supplies for your short & snappy.

What you'll need

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

Introduction

10 minutes

“**Girl-led**” and “**Progression**” are terms Troop Leaders will often hear, but they may not know much about these terms. Girl-led means the girls should be in control of all aspects of their Girl Scout experience. We know this sometimes results in a less than organized and time-consuming experience, but that's okay. Girls need to be able to learn in a safe environment! We also know that girls of different age levels are capable of different levels of leadership. That is where progression comes in. Progression enables girls to acquire the necessary skills to become competent leaders. They start at one level and practice the skills they need to get to the next level. As girls progress towards higher levels of complexity and difficulty, they'll also take on more and more responsibilities.

For younger troops, girls will be present and play a role in the decision-making process, but the adult volunteer is in the dominant role guiding those decisions. As girls grow older, they start to take a more active role in the leadership of the troop while the adult volunteer steps back to allow her to lead.

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

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

Daisies

At this level, the adult leader has the most responsibility for decision making; but Daisies still have a leadership role. Daisies can hold responsibility for decision making by sharing their ideas in planning, and being validated when those ideas are used. For example, a Daisy might suggest a certain snack for the next meeting. When the meeting comes, ask her to prepare the snack she suggested. She knows that she is the one who made the decision, and she feels her leadership when that plan comes to fruition.



Brownies

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

Juniors

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

Cadettes

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

Seniors & Ambassadors

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

Activity

10 minutes

Role Play (In-person): Split into groups and ask volunteers to act out the following situations. *Optional:* Have prepared cards with the following scenarios on them to hand out. You can even add your own scenarios.

Role Play (Virtual): Ask for volunteers to role-play the following situations.

1. A troop leader facilitates a trip planning discussion with a brand-new Brownie troop (with no outdoor experience) that wants to go to a Girl Scout encampment as their first outdoor experience.
2. A troop leader who hates the outdoors won't take her Juniors to anything beyond a backyard cookout.
3. A troop leader decides that the troop will earn the WOW! Wonders of Water Journey because the council is offering a program on this Journey.

After each role play, have a short discussion about the situation, including ways to:

- Determine girl readiness.
- Help adults who may be underestimating the girls' leadership abilities.
- Prepare girls for a new step in progression (e.g., from cookouts to campouts, or from day trips to overnights).



Girl-Led Examples by Grade Levels

Level	Characteristics	Examples
<p>Daisy (Grades K-1)</p>	<ul style="list-style-type: none"> • Girl Scouts at this age love to be helpers. You can allow them to help collect forms, take attendance, pass out supplies, lead a game, choose a song to sing, and other small tasks. • Daisies may need to practice taking turns when talking and sharing. • The Daisy circle (troop government for Daisies) is a great way to help your troop learn to be open to others' ideas and to cooperation. 	<ul style="list-style-type: none"> • Allow them to make simple choices, such as which petal to work on at the next meeting or decide between two field trips options. Try to limit the choices to two, so they are not overwhelmed. • Allow them to take on responsibilities that are short and easy enough to accomplish. • Help them identify new experiences with ones they already know.
<p>Brownie (Grades 2-3)</p>	<ul style="list-style-type: none"> • Girl Scouts that are Brownie age can generate ideas for activities they want to do. • Sometimes their brainstorming can get silly, but that's part of the fun! Someone may say, "let's go to the moon" which might inspire a memorable stargazing trip. • The Brownie ring (troop government for Brownies) is an excellent way for your troop to have discussions and make decisions. 	<ul style="list-style-type: none"> • Encourage them to be creative and add their own flair to projects and activities. • Let them try new things and make mistakes trying them. • Let them do the talking when meeting guests, their troop mates, other troops, or the Service Unit. • Ask thoughtful questions instead of just providing answers. • Let them decide between multiple options.
<p>Junior (Grades 4-5)</p>	<ul style="list-style-type: none"> • Girl Scouts at this age can participate in all steps of planning activities and carrying out tasks. • Even if planning activities for your troop would be easier, they'll learn much more from participating in the planning process than from just doing the activity. • Girl Scouts that are not helping with the planning tend to lose interest fast. • The patrol, executive board, and town meeting system (forms of troop government) are great ways for Girl Scouts of this age to have discussion and make decisions. 	<ul style="list-style-type: none"> • Brainstorm possible ways of doing suggested activities or offer substitution to make activity more to their taste. • Let them look at the Junior Year Plan in the Volunteer Toolkit and make substitutions. • Let them choose their own Take Action Project (one they really care about) and call, interview, and email prospective community members to be their project guides. Let them act alongside each other adults in the community who have come forward to assist them in their action plans and develop additional ways to research community needs. • Let them select field trips to enrich their leadership Journey

Girl-Led Examples by Grade Levels

Level	Characteristics	Examples
Cadette (Grades 6-8)	<ul style="list-style-type: none"> As Girl Scouts become teens, their personalities continue to develop. Girl Scouts at this age are beginning to form peer groups based on their similar interests. When engaging in discussion and debate, they may need guidelines for depersonalizing arguments. The patrol, executive board, and town meeting system (forms of troop government) are great ways for Girl Scouts of this age to have discussion and make decisions. 	<ul style="list-style-type: none"> Expose them to opportunities where they can support their community and provide service to others. Encourage them to plan challenging activities and serve as a resource for them. Think about coaches in sports—the coaches don't generally play in the game; they provide encouragement and direction for the sidelines.
Senior (Grades 9-10)	<ul style="list-style-type: none"> Girl Scouts are this age are used to responsibility and have been gradually stepping into leadership roles. They need time to talk between actions in order to fully learn from their experiences and to keep growing. Seniors not only benefit from working in teams but from speaking openly and often about how teamwork is working out. The patrol, executive board, and town meeting system (forms of troop government) are great ways for Girl Scouts of this age to have discussion and make decisions. 	<ul style="list-style-type: none"> Focus on what they want to do and the natural direction they seem to be taking. Encourage them to take what excites them and share it with younger Girl Scouts, peers and family. Engage them in scheduling how often, when and where to meet. Have them drive most of the planning, organization, and implementation of projects.
Ambassadors (Grades 11-12)	<ul style="list-style-type: none"> Girl Scouts at this age are maturing into active, conscientious adults. They will want varying degrees of direction and advice, but they'll mostly be counting on you to be their greatest advocate. The patrol, executive board, and town meeting system (forms of troop government) are great ways for Girl Scouts of this age to have discussion and make decisions. 	<ul style="list-style-type: none"> Encourage them to identify challenges in their communities and the world. Let them decide how they want to schedule and conduct meetings. Let them research potential project partners.



12 Signs you're encouraging girl-led opportunities

1. You know that every girl's opinion counts, and you actively encourage them to speak up and share their ideas.
2. You show respect for what girls say and value their opinions regardless of their age. You recognize that even Daisy Girl Scouts can begin to develop their leadership skills by sharing, voting and choosing.
3. You actively encourage girls to follow the Girl Scout Law, which includes the statement "be a sister to every Girl Scout." You remind them how much they learn from each other.
4. The girls suggest how they want to spend their time in Girl Scouting and where they want to take trips and your response is something along the lines of "How can we make that happen?" or "How can I help?"
5. Girls are not afraid to disagree with your suggestions, but they are also open to hear your ideas.
6. Your first reaction to an outrageous suggestion, such as a year off from school to cruise around the world, is not "That's impossible!" but rather "Why are you interested in doing that?" as an attempt to figure out what is behind the statement. Probing the question could lead to another idea that might be a bit more realistic.
7. If you're not comfortable with an activity suggested by girls – maybe you'd rather not go snow-tubing – you help them find an adult who can make their ideas a reality – as long as those ideas are okay, according to *Safety Activity Checkpoints*.
8. You might help evaluate the value of their experiences: What did you learn? What was the best part of the day? How did this experience affect you? What might you do differently next time?
9. You share your ideas with the girls in your troop, but you don't expect or need them to jump up and down with excitement each time they hear one of them.
10. Girls are clearly comfortable saying what they like and don't like about your ideas when you offer them as possibilities rather than as "must-dos."
11. Girls know they can come to you for help whenever they decide they need it.
12. You are always ready to offer support and encouragement.



Progression in Action

Examples of Different Levels of Girl and Adult Control

	Mostly Adult Controlled			Mostly Girl Controlled	
	1	2	3	4	5
Introduce “Who chooses the initial activity?”	Adults choose the initial activity.	Adults choose an activity based on girl’s interests.	Adults give girls options; girls choose an activity from those options.	Girls and adults generate ideas; girls choose which activity to pursue.	Girls generate ideas based on their interests; girls choose the activity.
Plan, Part 1 “Who generates ideas and chooses what girls will do with this activity?”	Adults generate and choose the idea	Adults make a list of ideas; girls pick which one(s).	Girls brainstorm ideas. Adults eliminate any unworkable ideas; girls choose from this list.	Girls brainstorm ideas. Adults guide in evaluating ideas to see if they’re “do-able.” Girls choose.	Girls brainstorm questions, evaluate them for “do-ability” and choose. Adults support as needed.
Plan, Part 2 “Who plans the activity?”	Adults make the plan (what, when, where etc.)	Adults do most of the planning. Adults give girls choices from certain options.	Adults provide the framework for planning how to vote, what decisions need to be made, delegation. Girl’s plan using this framework.	Adults give girls options for how to plan; different ways to vote, delegate, etc. Girl Choose from these options, then plan.	Girls decide how they want to plan (delegation, decision making methods, etc.). Adults help girls identify decisions that need to be made and girls make them.
Do “When girls are carrying out the activity, who identifies issues and creates solutions.	Adults identify issues as they arise and tell girls how to solve them.	Adults identify issues as they arise and give girls choices from certain options. Girls choose from these options.	Adults identify issues as they arise and ask girls open-ended questions to help them find solutions.	Adults ask open-ended questions to help girls identify issues and find solutions.	Girls identify issues as they arise, problem-solve, and carry out solutions. Both girls and adults use open-ended questions to work through the issues.
Reflect “Who identifies what girls did and learned”	Adults tell girls what they did and learned.	Adults tell girls what they did and learned; girls add additional thoughts.	Adults plan and lead a reflection; girls share what they did and learned. (Adults share their thoughts in the reflection as well.)	Adults identify ways to reflect (drawing, verbal, skits, ceremonies). Girls choose. Adults help girls reflect and are included in the reflection	Adults ask girls how they want to reflect. Girls identify ways to reflect, choose one and carry it out. (Adults are included in the reflection as well.)

