

Short and Snappy - Girl Led Progression

Objective

To understand Girl-Led progression, and how to let girls lead at different age levels.

Length

20 minutes

Materials Needed

Positive attitudes and open minds



Information to Share (spend 10 minutes on this section)

Quite often troop leaders will hear the terms “girl led” and “progression” but they may not know much about either of these terms. This Short and Snappy is exactly for that! The term “girl led” might be confusing because you, as troop leaders are supposed to be in charge of your troop, right? Well, you can still be in charge, but the idea is that we let our girls do as much of the work as they can so that they learn all of the skills that they will use later in life.

In the following pages, you will see the Girl Led Progression Chart. This chart shows you the balance of responsibility for leadership between the adult and the girl. You will see that as the girls get older (and progress in their leadership), they take more and more responsibility as the adult takes less. The idea is that adult leaders never fully leave the picture; their role is simply lessoned to give the girls more responsibility.

Your next question might be, how do we encourage progression? Sometimes, you have to really experience it to understand it. The activities in this Short and Snappy will help give you a feel for girl-led progression, and assessing girl readiness.

Here are some examples of letting the girls lead at each age level:

Daisies: At this age, the adult leader has the most responsibility for decision making; however, the girl, even from her first day as a Daisy, leads too. 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 next meeting comes, ask her to help prepare the snack that she suggested. She knows that she is the one who made the decision and came up with the snack, and feels her leadership by having that plan come to fruition.

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

Information to Share (cont.)

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

Cadettes: By the time your girls are Cadettes, they should be making their own decisions, and your role is to provide guidance, ensure they are experiencing progression, and sometimes provide a reality check. For example, Cadettes might be planning a trip, and might want to go to Paris. If they have not yet taken an extended overnight trip in-state or regionally, you would remind them that they need to progress to an international trip, and 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 all of the actual trip planning, from budgeting, to booking, and everything in-between.

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

Activity (spend 10 minutes on this section)

1. Split into groups (or stay as one group if you have a smaller Community) and act out the following scenarios.
 - a. A troop leader facilitates a trip planning discussion with a brand new Senior Troop with no previous travel experience that wants to go to Hawaii as their first troop trip.
 - b. A troop leader who hates the outdoors doesn't want to take her Juniors to anything beyond a backyard cookout.
 - c. 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.
 - d. A Daisy leader wants to take her girls on a field trip. She wants to let them lead, but isn't sure how.
2. After each role play, discuss:
 - a. How to determine girl readiness
 - b. How adults may or may not be undermining the girl's leadership progression
 - c. How to prepare girls for a new step in progression (e.g. from a backyard overnighter to troop camping on your own)



Progression Chart

