



Girl Scouts®

TRANSFORMING LEADERSHIP

CONTINUED

A Guide to Understanding
the Girl Scout Processes



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The information in this document draws upon an extensive review of available research and professional literature in the fields of education, youth development, psychology, and related disciplines.

Inquiries related to *Transforming Leadership Continued* should be directed to the Girl Scout Research Institute, Girl Scouts of the USA, 420 Fifth Avenue, New York, NY 10018-2798 or to gsresearch@girlscouts.org.

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THE GIRL SCOUT PROCESSES

As Girl Scouting approaches its 100th anniversary and enters a new century of developing girl leaders, the organization embraces the Girl Scout Leadership Experience as a way to enhance what girls do in Girl Scouting, how they

do it, and how they benefit. The Girl Scout Leadership Experience is the engine that drives Girl Scouting. As noted in the outcomes resource guide, *Transforming Leadership*, “This model begins with a definition of leadership that girls understand and believe in: a leader, girls say, is defined not only by the qualities and skills one has, but also by how those qualities and skills are used to make a difference in the world.”

Transforming Leadership took the first steps in diagramming the parts of this engine. It provided a layout of that engine, as well as insight into one of its critical components: the three leadership keys—Discover, Connect, and Take Action. *Transforming Leadership* also explained what grade-appropriate outcomes look like when girls are engaged in **discovering** themselves and their values, **connecting** with others in local, state, national, and global communities, and **taking action** to make the world a better place.

As a companion resource to *Transforming Leadership*, *Transforming Leadership Continued* extends this discussion by focusing in-depth on an equally important component of that engine: the three Girl Scout processes—Girl Led, Learning by Doing, and Cooperative Learning.

- **GIRL LED** means that girls of every age take an active and grade-appropriate role in figuring out the what, where, when, why, and how of what they do.
- **LEARNING BY DOING** is hands-on learning that engages girls in an ongoing cycle of action and reflection. When girls actively participate in meaningful activities and later reflect on them, they get a deeper understanding of concepts and mastery of skills.
- **COOPERATIVE LEARNING** is designed to promote sharing of knowledge, skills, and learning in an atmosphere of respect and cooperation as girls work together on goals that can only be accomplished with the help of others.

These three processes promote the fun and friendship that have always been so integral to Girl Scouting. They are distinct from the three keys (Discover, Connect, and Take Action), but are an essential ingredient in achieving the 15 leadership outcomes detailed in *Transforming Leadership*. Thus, outcomes associated with Discover, for example, are more likely to be achieved and understood by girls *if* the

activities are girl led, hands-on, and cooperative. These processes are integral to maximizing the benefits of the adult-girl partnership for girls so they will become leaders of courage, confidence, and character who make the world a better place today and in the future.

The success of the Girl Scout processes requires intentional planning and implementation. These conscious actions make it important for adults to understand their roles as facilitators who challenge girls, in realistic ways, to do their best. To that end, process charts, developed in collaboration with developmental psychologists, are presented here. These charts provide ideas of what both adults and girls might do at each grade level to integrate the processes into Girl Scouting in order to create a productive, fun, and engaging experience. General descriptions of the concepts underlying the processes at each grade level are presented, as well as concrete examples of these processes in practice. Although detailed, the charts aim to be a basic demonstration of the vital role girls and adults play as they partner in an adult-girl partnership to bring the Girl Scout processes to life. *The indicators are simply examples. They are not official assessments of ability and are not to be used to compare one girl to another. Furthermore, they should be viewed as only a few of the many possible signs of the Girl Scout processes at work.*

Understanding the Model

The diagram below shows the various components of the Girl Scout Leadership Experience and their links to the long-term (ultimate) goal that girls lead with courage, confidence, and character to make the world a better place. The leadership experience engages girls in becoming leaders through the three leadership keys—Discover, Connect, and Take Action—and is carried out through the processes of Girl Led, Learning by Doing, and Cooperative Learning. When Discover, Connect, and Take Action activities are *girl led* and involve *learning by doing* and *cooperative learning*, girls are more likely to achieve the desired and expected short-term and intermediate leadership outcomes,¹ ultimately resulting in Girl Scouts achieving its mission. In this way, the model provides an overarching and robust structure to Girl Scouting that better ensures all girls will receive a grade-appropriate, nationally consistent program. As discussed in *Transforming Leadership*, these processes support a model of shared leadership that “encourages girls to take increasing responsibility for designing and implementing activities, and this results in extensive opportunities for them to see how their actions can impact the lives of others.” Moreover, using these processes consistently, and within safe and supportive Girl Scout environments, will enable girls to achieve the benefits of Girl Scouting and give them essential tools to make the world a better place—now and in the future.

¹ See the Appendix for a full diagram of how the three keys tie to the 15 leadership outcomes.

FOCUS OF
GIRL SCOUT
ACTIVITIES

**Discover
Connect
Take Action**

GIRL SCOUT
PROCESSES

**Girl Led
Learning by Doing
Cooperative Learning**

THE 15 SHORT-TERM
AND INTERMEDIATE
OUTCOMES

- 1 Girls develop a strong sense of self.
- 2 Girls develop positive values.
- 3 Girls gain practical life skills.
- 4 Girls seek challenges in the world.
- 5 Girls develop critical thinking.

- 1 Girls develop healthy relationships.
- 2 Girls promote cooperation and team building.
- 3 Girls can resolve conflicts.
- 4 Girls advance diversity in a multicultural world.
- 5 Girls feel connected to their communities, locally and globally.

- 1 Girls can identify community needs.
- 2 Girls are resourceful problem solvers.
- 3 Girls advocate for themselves and others, locally and globally.
- 4 Girls educate and inspire others to act.
- 5 Girls feel empowered to make a difference in the world.

LONG-TERM OUTCOME

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

A Closer Look at the Processes

GIRL LED means that girls play an active part in figuring out the “what, where, when, how, and why” of their Girl Scout activities. This means girls are more engaged in playing a critical role as decision-makers in the planning and implementation of their activities. As part of an adult-girl partnership, volunteers can use the Girl Led process to strengthen and support girls’ empowerment and decision-making roles in activities. Girl led experiences have the potential to benefit girls on numerous levels. Research suggests that youth programs are most effective in producing positive change and eliminating risky behavior when the learning experiences are conceived of and implemented by the young people themselves. *Additionally, when girls are leading their activities, they are also engaging in their own “Learning by Doing” process, increasing their interest in and memory of skills learned and concepts acquired.*

Within the Girl Led process, adults provide grade-appropriate guidance, ensuring that planning, organization, set-up, and evaluation of all activities are done as much as possible by girls. In the higher grade levels, these activities will be initiated and conducted by the girls themselves, with adults serving only as resources and support. The Girl Led process within the Girl Scout Leadership Experience ensures that girls are engaged in learning, leadership, and decision-making opportunities as they prepare to become active participants in their local and global communities.

LEARNING BY DOING is a “hands-on” learning process that engages girls in continuous cycles of action and reflection, resulting in deeper understanding of concepts and mastery of practical skills. Educational experts have found that girls learn best by participating actively and completely in the learning process, and by controlling the nature and direction of their activities and experiences. As girls take part in meaningful activities by doing—instead of only watching—and as they

evaluate their experiences and what they have learned, they get to explore their own questions, discover answers, gain new skills, and share ideas and observations. *Through this active process, learning is made more meaningful and memorable for the girls, increasing their retention of new concepts and skills.*

Adult volunteers can assist girls in this process by facilitating grade-appropriate experiences that girls can learn from, as well as by encouraging reflection on those experiences. Through learning by doing, girls will be better able to connect these experiences to their lives, applying what they have learned to their future experiences both within and outside of Girl Scouting.

COOPERATIVE LEARNING takes place when all members of a group are working together toward a common goal. Cooperative learning is designed to promote the sharing of knowledge, skills, and learning in an atmosphere of respect and cooperation as girls work together on goals that can only be accomplished with the help of others—that is, “linking [individuals] together so one cannot succeed unless all group members succeed. Group members have to know that they sink or swim together.”² This knowledge that one needs others to succeed is also known as “positive interdependence.” *Research suggests that in cooperative learning environments, children and adolescents learn faster and more efficiently, and they retain more of the information learned.* Moreover, given that many girls desire to connect with others, cooperative learning may be a particularly meaningful and enjoyable way to engage girls in the learning process. Working cooperatively in all-girl environments rich in a diversity of talents, abilities, and backgrounds reinforces individual learning, nurtures an appreciation of difference, and encourages girls to feel powerful and safe as they experience a sense of belonging.

Thus, to facilitate cooperative learning, adult volunteers will want to structure activities that lend themselves to cooperative learning experiences and then to follow up by giving girls feedback on their experiences.

² Citations for all sections can be found on the References page at the end of this document.

These cooperative experiences will enable girls to work with diverse groups for change and to develop healthy relationships well beyond their Girl Scout years.

Although Girl Led, Learning by Doing, and Cooperative Learning are presented here as three distinct processes, they may be woven together in any given Girl Scout activity. For example, an activity that is primarily girl led can also have characteristics that are cooperative and hands-on. Furthermore, combining activities aimed at discovering, connecting, or taking action with one or more of the processes will enrich programming and ensure the kind of high-quality girl experiences that will sustain Girl Scouts as the world's premier leadership experience for girls.

Processes in the Girl Scout Leadership Experience

The Girl Scout processes will often be intertwined with each other; however, we have provided detailed definitions of each process and sample indicators of what one might see from girls and adults at each grade level. As with the three keys, the processes are different for girls at different grade levels. The processes are organized here in simple reference tables by grade level beginning on page 16.

Reading the Process Reference Tables

Each process reference table has six sections, one for each of the six Girl Scout grade levels:

Girl Scout Daisy (grades K–1)

Girl Scout Brownie (grades 2–3)

Girl Scout Junior (grades 4–5)

Girl Scout Cadette (grades 6–8)

Girl Scout Senior (grades 9–10)




Girl Scout Ambassador (grades 11–12)

Each table describes what adults and girls could do to reap the benefits of these processes as they work toward meeting one or more of the 15 leadership outcomes. The tables are organized to present multiple views: 1) across rows to see how the adult-girl partnership could work for a particular activity; 2) down columns to see a variety of activities that could be considered within a particular process. It is also possible to see how a particular process plays out across grade levels. For example, the Girl Led process grid shows how girls' decision-making becomes more complex as they progress from Daisy through Ambassador grade levels. Adults, on the other hand, will become less involved in girls' decision-making as girls mature.

Just as the 15 outcomes are detailed in *Transforming Leadership*, each process⁴ is described on two levels: a general level to provide users with an understanding of the broader aims of their actions, and a more specific set of concrete signs of what girls' leadership development might look like in practice. The columns with labels "BY GRADE LEVEL" provide conceptual definitions of what girls could do and what adults could do to implement the processes in real-life situations; the "SAMPLE INDICATORS" columns provide concrete examples that point to what girls and adults might be doing if the processes were implemented. The development of these processes in this way expands the resources with which Girl Scouts can create better programming for girls. Further, these tables are important reference tools when planning, implementing, or evaluating a group meeting, activity, project, or other event to ensure that Girl Scout experiences are happening in hands-on, cooperative, and girl led ways.

The chart below shows one section of a process reference table and what each row and column mean.

³ Each process is designated by a specific shape for easy reference.

-  Girl Led
-  Learning by Doing
-  Cooperative Learning



Girl led simply means that girls are playing an active part in figuring out the “what, where, when, how, and why” of their activities. This means girls are more engaged in playing a critical role as decision-makers in the planning and implementation of their activities. As part of a girl-adult partnership, volunteers can use this process to strengthen girls’ empowerment and decision-making roles in activities. Adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with girls. The girl led approach to ideas and activities ensures that girls are engaged in their learning and experience leadership and decision-making opportunities as they prepare to become active participants in their local and global communities.

This column identifies the Girl Scout process and grade level.

This column shows some general examples of the process for girls.

This column shows some general examples of how adults could facilitate the process for girls

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Daisy K-1	freely express their ideas, feelings, and opinions (or report they could)	identify their likes and dislikes among a host of activities.	identify activities girls can appropriately take the lead on and notice how confident girls are in expressing themselves	make a list of activities and ask girls to vote on which they prefer, either by a show of hands or a secret ballot.
		offer an idea or express an opinion to another girl or an adult.		

This column shows specific examples of the process at work for girls.

This column shows specific examples of how adult volunteers can facilitate the process for girls.

Using the Process Reference Tables

The process reference tables can be used to create resources to ensure that girls who engage in any Girl Scout activities—be it in their troop, at a Girl Scout event, during camp, or online—develop leadership skills in ways that will make a difference in their lives. The Girl Scout Research Institute, for example, is employing the tables to design a national system of program evaluation and outcomes measurement. Councils can also use the tables in a variety of ways: for the development of program materials, as a resource for their own program evaluations, or for adult training.

Keep in mind, however, that according to the Girl Scout approach, these processes – *the how* – are critical to ensuring the activities associated with Discover, Connect, and Take Action – *the what* – achieve the intended 15 leadership outcomes. Structured in its focus on leadership yet flexible in its execution, the model allows girls and their adult partners —at all six grade levels—to negotiate how they will achieve the ultimate goal of being leaders who make the world a better place.

Each of the processes should characterize the Girl Scout experience, regardless of whether the focus is accomplishing Discover, Connect, or Take Action outcomes. Said another way, Girl Led, Cooperative Learning, and Learning by Doing are all important to ensuring that girls get the most out of activities aimed at any of the outcomes under all three leadership keys—Discover, Connect, and Take Action. So for example, an activity that focuses on an outcome under the Discover key may be carried out through any or a combination of the three processes. It all depends on the activity. This is also true for outcomes under the Connect and Take Action keys. Similarly, any of the three processes can be applied to activities under any of the three keys. In short, all three processes are equally useful for any of the three keys.

**THESE TABLES WILL HELP
ADULTS AND GIRLS TO:**

- use and implement the processes in easy, enjoyable, and meaningful ways.
- know with certainty that the Girl Led, Learning by Doing, and Cooperative Learning processes are actually happening in their Girl Scout experiences.
- make sure these processes happen in grade-appropriate ways.

As these processes are infused into the Girl Scout experience, it is important for girls and adult volunteers to:

- explore and show their creativity in activities and thinking. *Don't be afraid to add your own flair!*
- demonstrate patience, flexibility, and a positive attitude about mistakes and reasonable risk-taking. *This is all part of the learning and growing process!*
- show respect for and confidence in each other's abilities and approaches to learning. Acknowledge each other's talents, progress, and jobs well done. *You go girls!*

PROCESS TABLES ARRANGED BY
PROCESS





GIRL
LED




LEARNING
BY DOING



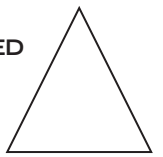
COOPERATIVE
LEARNING




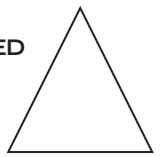
Girl led simply means that girls are playing an active part in figuring out the “what, where, when, how, and why” of their activities. This means girls are more engaged in playing a critical role as decision-makers in the planning and implementation of their activities. As part of a girl-adult partnership, volunteers can use this process to strengthen girls’ empowerment and decision-making roles in activities. Adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with girls. The girl led approach to ideas and activities ensures that girls are engaged in their learning and experience leadership and decision-making opportunities as they prepare to become active participants in their local and global communities.


 GIRL LED				
GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Daisy K-1	freely express their ideas, feelings, and opinions (or report they could).	identify their likes and dislikes among a host of activities.	identify activities girls can appropriately take the lead on and notice how confident girls are in expressing themselves.	make a list of activities and ask girls to vote on which they prefer, either by a show of hands or a secret ballot.
		offer an idea or express an opinion to another girl or an adult.		
	take initiative in doing activities without adult help.	pass out supplies for an activity.	talk with girls about what it means to lead others and how this can be difficult at times.	encourage girls to volunteer for tasks they think they would be good at or could do with limited assistance.
		ask to “do it myself” or express that she can do something herself.		
	decide on certain aspects (e.g., who, what, where, when, and how) ⁴ of activities.	answer “W” questions about the who, what, when, where, and how of a story or in decision-making. ⁴	demonstrate the decision-making process for the girls using “W” questions—who, what, when, where, why and how. ⁴	read a short story about someone facing a major challenge or a big decision, and then talk about overcoming challenges or making the best decision (e.g., Where did she find a solution? How did they overcome the obstacle? What did they do?).
		choose how they would like to celebrate Juliette Gordon Low’s birthday.		

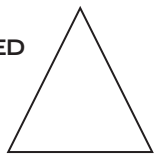
⁴ “Why” was purposefully omitted in this set of “W” questions as it is seen as developmentally advanced for girls at this Girl Scout grade level. Please note, however, that “why” is included in the adults’ column to encourage adults to help girls begin to understand the complexity of “why” questions.




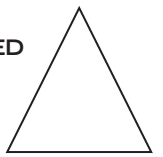
 GIRL LED				
GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Brownie 2-3	create and choose desired items and activities.	decide on a specific aspect of a task (e.g., a snack to bring, skill to learn, visitor for a meeting, materials for a project).	encourage girls to make informed choices and model what this looks like.	provide a general activity and ask girls to submit “proposals” on how to conduct it.
		offer ideas in a brainstorming session or report that they feel comfortable offering ideas—even if they choose not to.		
	“think outside the box” by experimenting with different ways to do something and discuss which ways work better and why.	use recycled materials to “invent” something that can be used in their everyday lives.	encourage girls to be creative and add their own flair to projects and activities.	remind girls that taking risks and trying something different or new is okay and is part of discovery.
		change the lyrics of a well-known song to make the song about themselves.		
	engage in problem-solving or try to fix something on their own before asking for help.	gather in groups to solve a real-life problem or a “brainteaser.”	model problem-solving while still giving girls the freedom to solve problems on their own.	present girls with everyday problem scenarios and assist them in providing solutions.
		gather resources (materials and/or people) to complete a task.		




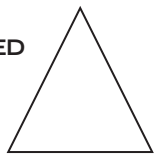
 GIRL LED				
GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Junior 4-5	strategize and document plans for activities, determining how to get and allocate resources.	before each session, create an agenda for the day's activities.	assist girls in the planning and managing of activities, allowing for as much decision-making by girls as possible.	encourage girls to plan and lead a session, activity, project, or event.
		set up the procedures for taking care of materials and belongings, and for keeping spaces organized and clean.		
	articulate the reasons behind their decisions and take responsibility for their own actions.	play a "challenge" game by addressing questions or scenarios (posed by either adults or girls) that help them generate their own solutions to problems and require them to explain the reasons behind their responses.	model and provide strategies for solving problems, making decisions, and subsequent reflection on their decisions.	use role-play and realistic scenarios to guide girls in their decision-making, strengthen problem-solving skills, and help them articulate the logic underlying their actions.
		begin to reflect on decision-making and to make evaluative statements describing why something happened (e.g., I decided to do this because...; the project was a success because...).		
	try new experiences or experiment with doing old activities in new ways.	make suggestions for new activities or for adapting/ changing existing ones.	expose girls to diverse ideas, geographies, cultures, noting the similarities with and differences from their own.	enable girls to set up pen pal relationships with girls in USA Girl Scouts Overseas (USAGSO) or in the World Association of Girl Guides and Girl Scouts (WAGGGS), and encourage them to identify ways in which their lives are similar or different.
		"challenge" a favorite recipe by experimenting with ways to make it healthier, faster, or easier, or by incorporating ingredients from a different culture.		




				
GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Cadette 6-8	initiate discussions and activities, and take responsibility for organizing and implementing an activity with little input from adults.	plan the agenda for the next troop meeting and run it, and afterwards, evaluate how well it went and how they might have made it better.	encourage girls to plan challenging activities or tasks and serve as a resource for them.	invite girls' participation in decision-making for the troop as appropriate (e.g., committees, program, membership).
		guided by the "W" questions (who, what, when, where, why, and how), make a decision about a specific aspect of an upcoming community event.		
	articulate the reasons behind their decisions, share opinions, and/or debate ideas with others.	report on their action projects, explaining the logic underlying their plans, providing the details of what they did, and assessing the impact of their projects.	promote discussion and debate, giving guidelines for depersonalizing arguments—debate without "finger-pointing."	allow girls to learn, apply, and practice discussion and debate strategies through guided role-play.
		demonstrate active listening, problem-solving, evaluative debate, deliberation, and reasoning skills (e.g., hold a mock trial).		
	volunteer to offer advice or assistance to others.	serve as tutors or mentors to other Girl Scouts.	expose girls to opportunities to teach or guide others and support girls in providing service to others.	encourage girls to participate in Take Action projects with people unlike themselves.
		guide other girls in the community in developing a Take Action project.		



 GIRL LED				
GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Senior 9-10	initiate discussions, projects, and activities inside and outside of the Girl Scouts, and take primary responsibility for organizing and implementing them without being asked.	focus on a community, social, and/or political issue they would like to address, and then plan and implement a project to meet those needs.	model planning for complex projects and act as a resource for girls as they do most of the planning.	encourage girls to plan and participate in projects related to community service and outreach.
		connect with service-based organizations (e.g., write letters or make calls), based on their own interests.		
	question the logic and validity of popular opinions, laws, rules, and regulations.	identify and research a law or rule within or outside their community, question how it came to be, and challenge whether it is right for the community.	encourage girls to question or investigate things that they normally take for granted.	ask girls to investigate why the specific qualities stated in the Girl Scout Promise and Law are the foundation of Girl Scouting.
		give a presentation about a topic that may challenge the status quo and change their daily lives for the better (e.g., water conservation and how our daily use of water affects the world).		
	engage less experienced peers or younger girls in volunteer projects.	volunteer or create volunteer programs to guide or teach younger girls.	expose girls to leadership experiences, inside and outside of Girl Scouts, that enable them teach, help, or guide others.	encourage girls to take on leadership and service roles within their families and neighborhoods (e.g., assisting disabled children or elderly neighbors).
		take on a mentoring role that helps younger girls to explore their leadership interests.		



				
GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Ambassador 11-12	create and participate in networks among other girls, adults, and organizations.	develop Web pages, blogs, newsletters, or other types of media to disseminate information about their Take Action projects or to identify community needs and possible solutions.	assist girls in developing connections with other girls, adults, and organizations on national and international levels.	help girls find the means to set up blogs, make “zines,” or use other media to disseminate information to and connect with networks of girls, adults, and organizations.
		build “WebQuests”* or develop “Webinars” to help themselves and others understand a concept better.		
	question the logic, validity, or usefulness of popular opinions, trends, rules, and regulations and reflect on how they could be better.	debate a local or national political decision they agree or disagree with.	encourage girls to ask questions and independently identify challenges in neighborhoods, communities, and the world.	pose questions to girls that require them to think critically about local and global issues (e.g., Everyone seems to be ‘going green’ these days. What are the costs and benefits? Is it really worth it to your community?).
		establish a youth coalition for an issue they feel strongly about and structure the coalition so that other girls can serve as delegates to discuss different aspects of that issue.		
	find and propose solutions to their own real-life problems or to problems in their community.	set specific academic and/or career goals and make plans to achieve them (e.g., internships, college tours).	promote systematic problem-solving (e.g., planning and tactical execution of plans) on individual, local, and global levels.	assist girls in finding the resources they need to plan for their future careers.
		consider the future of local or global organizations they are familiar with and discuss the organizations’ potential future challenges and propose strategies to manage them.		

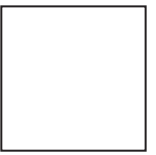
*Lesson formats based on web inquiries which are designed to promote critical thinking and analysis. Model developed by Bernie Dodge, Ph.D. www.webquest.org

LEARNING
BY DOING

Learning by Doing is a “hands-on” learning process that engages girls in continuous cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills. As they 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. Throughout the Learning by Doing process, it is important for girls to be able to connect these experiences to their lives and apply what they have learned to their future experiences.

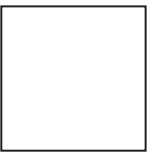
LEARNING BY DOING

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Daisy K-1	make or fix things with their hands and/or simple tools (e.g., glue, scissors, tape).	engage in simple tasks they can do mostly on their own, such as planting flowers or making a greeting card.	set up opportunities for girls to explore and create with real materials and tools that are safe and age-appropriate.	provide proper materials and make suggestions during activities for how to carry out a task.
		take apart a puzzle or a block structure and rebuild it on their own or in small groups.		
	try something themselves rather than just watch an adult demonstration of a skill.	ask to be a part of an adult demonstration of a skill.	model learning by doing and demonstrate hands-on activities that require some assistance from a girl.	ask girls to assist in demonstrations or to demonstrate something themselves.
		give a specific demonstration of a skill or share knowledge of a concept (e.g., how they help around the house).		
	engage gross and fine motor skills and the five senses.	engage in activities that include running, jumping, and dancing.	encourage girls to participate in “full-body” learning experiences and activities.	develop activities that get girls “out of their seats” and involved (e.g., acting out role-plays, going on nature walks, dancing).
		observe and compare the texture, smell, shape, and taste of different things (e.g., water vs. ice vs. steam—all forms of water).		



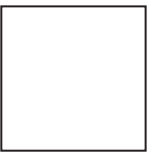
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Brownie 2-3	explore ideas by testing theories in hands-on activities.	create a chart that measures the growth rate of a tree or plant.	encourage girls to answer some of their own questions through hands-on activities.	demonstrate and talk through how girls can answer real-life questions through hands-on activities.
		experiment with a refrigerator magnet to guess and test which household items will be magnetic.		
	try something themselves rather than just watching an adult.	take something simple apart, piece by piece, to see how it works.	use “scaffolding” techniques by asking girls to do more than they are capable of doing on their own, while giving them limited but strategic help.	identify a difficult activity (e.g., climbing monkey bars at a local playground or estimating the cost of a grocery bill) for girls to do on their own, offering only limited assistance when needed.
		“put themselves in someone else’s shoes” by trying out the feelings of other people through directed role-plays.		
	engage fine and gross motor skills and the five senses.	go outside, observe, and find items in their natural surroundings (e.g., go on a nature scavenger hunt).	set up opportunities for girls to explore their indoor, outdoor, and cultural environments in ways that engage their motor skills and five senses.	take girls on a nature hike where they must rely on their five senses to achieve a goal (e.g., setting up a sensory obstacle course, where sensory clues move you toward a finish line).
		try eating one type of food with a fork vs. chopsticks vs. hands, or try noodles from different cultures.		



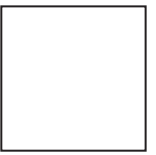
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Junior 4-5	engage in learning experiences that are hands-on, self-directed, and apply to real-life situations.	initiate a hands-on Take Action project that addresses a real-life problem or issue of their own choosing.	talk with girls about ways to initiate and take responsibility for their own learning and to connect their learning to real life.	help girls plan an activity where they make or do something from design to finished project.
		design and/or build an item that they try to make, or set up for themselves (e.g., design a tent for camping or set-up a tent by following the manufacturer's directions).		
	begin to reflect on what they have learned and what they might try differently next time.	reflect on their learning experiences by writing in a journal.	guide girls in beginning to reflect on their learning experiences.	assist girls in writing reflections in journals—as a group or independently—about their experiences, including acknowledgements of mistakes made.
		work together to create a chart of paths that could be taken to avoid mistakes in the future on a particular project.		
	explain concepts and practices to others.	demonstrate to others something that they feel confident they know how to do very well.	plan learning experiences for girls to support hands-on testing of their own ideas, skill-building and teaching abilities.	ask girls to identify other places in their community where they could apply the skills they have learned in Girl Scouts and encourage discussion of how the skills could be used.
		create a “how-to” guide of an activity (e.g., write a new recipe or even a new cookbook).		



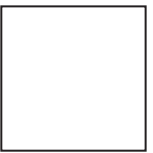
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<p>Cadette 6-8</p>	engage in learning experiences that are hands-on, self-directed, challenging, and solve real-life problems.	be a part of a mock trial jury or go through an active deliberation process for a “whodunit.”	ask critical questions to challenge girls to think more deeply or engage more fully in a learning experience.	provide realistic role-play scenarios and discussion questions that allow girls to learn, apply, and practice strategies on their own.
		research the effects of global warming on the environment, and then create a guide for ways they can help prevent these damaging effects in their homes.		
	question theories and/ or verify understandings through systematic exploration and experimentation strategies.	test a common misperception or a concept with minimal evidence, and then document their findings.	encourage curiosity and give girls minimal assistance in establishing their own scientific method for experimentation.	enable girls to experiment with ways to solve real-life problems and to share their methods with others (e.g., best uses of recycled water).
		discover other uses for everyday household items (e.g., club soda is good for stomachaches as well as removing stains).		
	create hands-on learning activities for less experienced peers or younger girls.	develop hands-on learning activities and games for others (e.g., a budgeting game for shopping) and teach other girls these activities.	suggest and offer feedback on activities that involve mentoring less experienced or younger girls in hands-on learning.	ask girls what would be the best way to teach something to other people and help them work out a graphic or demonstration.
		participate in internships, volunteer opportunities, and other high-level hands-on learning experiences within and outside of Girl Scouting.		



 **LEARNING BY DOING**

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Senior 9-10	engage in intellectually challenging and complex learning experiences that are hands-on, self-directed, and applicable to real-life situations.	learn how devices and machines work through hands-on investigation (e.g., by changing an automobile tire, disassembling and reassembling an engine).	expose girls to multiple perspectives and resources for problem-solving and designing projects.	take girls to a facility where they can learn a skill. Adults might ask their own questions during demonstrations, showing girls that it's okay to ask about what you don't know.
		change an established practice through "trial and error" (e.g., design their own Girl Scout opening ceremonies for troop meetings).		
	plan and enact hands-on learning experiences for themselves and others.	do and/or teach an analysis project (e.g., a cost-benefit analysis with a written "consumer report" on the best product for the money), and then compare their results with those of professionals.	act as a resource for girls while they plan hands-on learning experiences for themselves and others.	help girls identify local and global problems that they could address through their own Take Action projects (e.g., improving economic opportunity by starting a literacy program for adults).
		incorporate local or global needs into a hands-on Take Action project with people outside of Girl Scouts (e.g., combating poverty, increasing literacy).		
	reflect on learning and make modifications to activities when needed.	give a detailed computer presentation on developments, discoveries, and future plans based on information gathered from a Take Action project.	model documentation of learning, reflection, and planning for future action.	encourage girls to keep a journal of their hands-on learning projects and to give a presentation about how reflection on their experiences could be helpful for them in the future (e.g., internship for career interests).
		develop a system for evaluating their own progress in hands-on learning, and then discuss the system with others who have different ideas.		




 **LEARNING BY DOING**

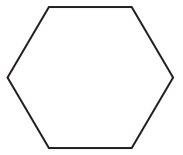
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Ambassador 11-12	seek out and gather new types of resources (e.g., human, virtual, experiential) for investigating questions through hands-on learning.	participate in an actual or virtual “student exchange” program to learn more about the people, living conditions, politics, and cultures of other countries (e.g., either actual or virtual pen pals).	expose girls to a variety of people and experiences within and outside of Girl Scouting to use as resources for learning opportunities on local and global levels.	suggest and support girls’ involvement in internships or service opportunities on local, national, or international levels.
		participate in groups that follow a democratic or parliamentary procedure such as a student council or “Model UN”.*		
	develop creative ways to communicate with others on topics of interest in their local, national, or international communities.	design and communicate messages through various media outlets (e.g., newsletters, blogs, or public access shows).	assist girls in identifying alternative means of communicating about topics of interest with more diverse and larger audiences.	help girls in using technologically innovative ways to connect with people outside their communities on a particular topic (e.g., setting up Webinars or starting a public access show).
		organize and moderate a public forum or panel discussion on a topic of local concern (e.g., violence in schools, Internet safety).		
	test the limits of learning by doing by leading others within and outside of Girl Scouts in outreach or political projects.	develop a campaign or task force with the goal of addressing a local or global concern (e.g., getting voters registered, improving literacy, decreasing teen drug use).	support girls’ learning by encouraging their participation in and leadership of challenging local or global community projects.	supervise an all-girl delegation through the systematic process of drawing up a mission statement and reporting on a particular topic of interest.
		create and conduct an evaluation system that monitors the most challenging learning areas for themselves or others.		


*Program designed to simulate the United Nations through studies in civics and global issues.
www.unausa.org/modelun101

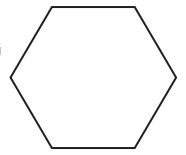


Cooperative Learning takes place when all members of a group are working together towards a common goal. Cooperative Learning is designed to promote sharing of knowledge, skills, and learning in an atmosphere of respect and cooperation as girls work together on goals that can only be accomplished with the help of others. Additionally, working together in all-girl environments encourages girls to feel powerful, emotionally and physically safe, and to experience a sense of belonging even in the most diverse groups.

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Daisy K-1	learn new concepts and skills in pairs or small groups.	run in a three-legged race.	introduce the concepts of cooperation and collaboration to girls.	give girls examples of what cooperation and collaboration look like (e.g., listening, sharing ideas) from personal experience, a book, or television/media.
		work with a small group to plant a garden or follow a recipe.		
	exhibit social skills helpful for working in groups (e.g., taking turns, listening).	ask another girl what game she wants to play.	promote social and listening skills.	engage girls in playing the "telephone game" (passing a message through the group) and then discuss the success or failure of the activity.
		stay quiet while another girl or adult is speaking.		
	willingly participate in tasks with others.	ask to work with another girl on a project.	create and support cooperative group experiences.	encourage girls to volunteer for tasks or activities that must be completed in pairs; observe girls working cooperatively and give them specific feedback.
		work with another girl to decorate a meeting space.		

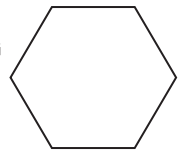


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Brownie 2-3	assign individual tasks to group members with the assistance of an adult.	rotate roles/duties in a meeting (e.g., pair up to lead, read a story, clean up, write in a group journal).	encourage girls to take responsibility as a team for deciding how to accomplish a task.	ask each girl how she contributed to the success of the group's task or activity.
		decide in a science experiment that one girl will perform the test while the other records the results.		
	show respect for the group.	pay close attention, and actively participate in group projects.	introduce the idea of fairness and responsibility when working with others.	demonstrate giving others equal opportunity to participate in group decisions, listening to others, and weighing opinions equally, etc.
		avoid interrupting other girls when they are speaking.		
	feel a sense of belonging to the group.	appear enthusiastic when working with others.	facilitate girls' enjoyment of group work and sense of belonging.	have girls write or draw in a journal about their group experiences (e.g., noting what they liked best or how they contributed to the group).
		name something about themselves that helps make the group better.		



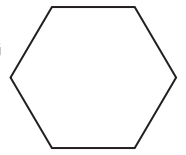
COOPERATIVE LEARNING


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Junior 4-5	show respect for others' opinions and abilities (e.g., begin practicing patience, thinking of others before making a decision, putting themselves in others' shoes, recognizing others' abilities).	acknowledge each member's unique skills and abilities (e.g., make statements like, "Mary is good at...so she can do...").	model and assist girls in consensus building strategies.	use role-playing and realistic scenarios to guide girls in communicating and working effectively within groups (e.g., considering the needs and wishes of others before coming to a solution that everyone can live with).
		demonstrate commitment to the group by listening to the ideas of all members and backing the idea supported by the majority even if it is not their own.		
	recognize when an activity or project requires more than one person, and then help to develop a plan for completion.	organize themselves to develop shared goals in games, activities, and projects.	structure experiences so that girls "need" each other to complete the task (interdependence).	pose problems or suggest activities that work well in small groups (e.g., planting a community garden, collecting recyclables for donations).
		brainstorm with the group to develop ideas for a Take Action project.		
	without adult direction, take more responsibility for individual roles within their group.	complete their responsibilities in a timely manner.	give girls examples of how individuals manage their roles within cooperative groups (e.g., assigning roles, assessing how they are doing, staying on task).	provide books, videos, or other resources that show teamwork and distinguish the differences between individual and group roles (e.g., stories of Olympic teams, scientists working together toward a cure, stories of survival).
		volunteer for a challenging role or task within the group.		



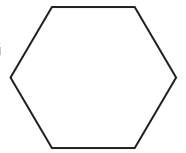
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Cadette 6-8	work with a group on complex activities or Take Action projects using cooperative strategies with limited assistance from adults.	work with other girls to organize the agenda for the next troop meeting.	observe cooperative learning groups, but act only as a resource for girls so that girls do most of the planning.	ask questions that help girls come together around a solution or plan of action before offering your own solution or plan.
		as a group, plan an activity for a large gathering of people such as a Thinking Day program.		
	share responsibility and credit for collaborative work.	start to use language that acknowledges group effort (e.g., using “we” or “our” instead of “I” or “me”).	encourage girls to plan and participate in challenging activities or tasks that involve the entire group in decision-making and implementation.	ask girls to evaluate their planned activities and the individual contributions of group members, and then explore how behaviors of individual group members affected the group’s common goal.
		promise the group to get a task done during a specific period of time and get it done on time.		
	cooperate even when they disagree with the approach or task that the majority of their group has decided upon.	through discussion and compromise, work out ways to solve problems that arise within the group.	support girls’ learning effective communication skills through conflict resolution exercises within a group.	establish “fish-bowl” role-plays where a girl draws a sample conflict written on a slip of paper from a “fish bowl;” a girl draws one, and others rotate in and out of that role to resolve it with effective communication.
		consistently demonstrate a commitment to other members of the group by listening to their ideas and by giving up one’s own idea if another one is deemed better by most of the group.		



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Senior 9-10	apply cooperative and collaborative skills to working in larger, more diverse groups.	include in projects other girls, within and outside of Girl Scouts, who may be different from themselves in various ways (e.g., girls with special needs, different cultural backgrounds, or other life experiences).	encourage cooperative group interactions with larger, more diverse groups.	promote girls' participation in projects outside their communities that the entire group can work on.
		guide younger girls in using the "Jigsaw Classroom" * strategy in group work to reduce racial conflict in the classroom.		
	volunteer for challenging real-world tasks with group consensus.	brainstorm as a group to decide on what cause or issue to address.	observe cooperative learning groups and act only as a resource while girls do most of the planning.	when asked, give guidance so girls can see the connection between individual action and global solutions.
		set up small groups to plan and carry out Take Action projects.		
	use peers and adult community members as resources and group partners.	as a group, locate potential community partners and create a proposal for soliciting their help.	model cooperation and collaboration with others in the community, within or outside of Girl Scouts.	expose girls to multiple ways of accessing examples of cooperative learning, such as through community leaders, research, seminars, books, and videos.
		volunteer as a group to participate in Take Action projects in collaboration with community partners.		

*A technique for learning and respecting others based on participation within group settings, developed by Elliot Aronson, Ph.D. and students at the University of Texas and the University of California.
www.jigsaw.org



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Ambassador 11-12	use cooperative learning skills to teach others and/or facilitate cooperative group work for others.	create and run a focus group to brainstorm on ideas for a new group project.	expose girls to possible opportunities to teach or guide others in learning cooperatively.	present opportunities for girls to teach their cooperative learning skills (e.g., interpersonal communication, conflict management) to others less skilled in this area.
		influence others in the community to consider cooperative learning in their work or organizations.		
	articulate the importance of "positive interdependence" to their own lives and development.	talk with others at their schools, jobs, or in their communities about the benefits of cooperative learning for girls.	engage girls in in-depth discussions about how cooperative learning is important, especially for girls and women.	discuss ways in which cooperative learning experiences can help in interpersonal relationships (e.g., dating, family, friendship, work).
		use "virtual" cooperative groups to explore and discuss age-appropriate personal, local, or global problems.		
	effectively evaluate group vs. individual contributions through reflection on group work.	reflect on group procedures and document their work in a form that can be passed on to others for use in the future.	engage girls in reflection and discussion of how skills learned in cooperative settings extend to other settings.	ask girls to reflect, orally or in writing, on their cooperative learning experiences and how this model could benefit larger organizations.
		compare the product from their cooperative work with similar work done by an individual (e.g., as a group, write an editorial on a topic of concern, and then compare it with an opinion piece written by a columnist in a local or national newspaper).		

Daisy

Brownie


Junior

Cadette

Senior

Ambassador

PROCESS TABLES ARRANGED BY
GRADE LEVEL

 GIRL LED				
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Daisy K-1	freely express their ideas, feelings, and opinions (or report they could).	identify their likes and dislikes among a host of activities.	identify activities girls can appropriately take the lead on and notice how confident girls are in expressing themselves.	make a list of activities and ask girls to vote on which they prefer, either by a show of hands or a secret ballot.
		offer an idea or express an opinion to another girl or an adult.		
	take initiative in doing activities without adult help.	pass out supplies for an activity.	talk with girls about what it means to lead others and how this can be difficult at times.	encourage girls to volunteer for tasks they think they would be good at or could do with limited assistance.
		ask to “do it myself” or express that she can do something herself.		
	decide on certain aspects (e.g., who, what, where, when, and how) ⁴ of activities.	answer “W” questions about the who, what, when, where, and how of a story or in decision-making. ⁵	demonstrate the decision-making process for the girls using “W” questions—who, what, when, where, why and how. ⁵	read a short story about someone facing a major challenge or a big decision, and then talk about overcoming challenges or making the best decision (e.g., Where did she find a solution? How did they overcome the obstacle? What did they do?).
		choose how they would like to celebrate Juliette Gordon Low’s birthday.		

⁵ “Why” was purposefully omitted in this set of “W” questions as it is seen as developmentally advanced for girls at this Girl Scout grade level. Please note, however, that “why” is included in the adults’ column to encourage adults to help girls begin to understand the complexity of “why” questions.

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Daisy K-1	make or fix things with their hands and/or simple tools (e.g., glue, scissors, tape).	engage in simple tasks they can do mostly on their own, such as planting flowers or making a greeting card.	set up opportunities for girls to explore and create with real materials and tools that are safe and age-appropriate.	provide proper materials and make suggestions during activities for how to carry out a task.
		take apart a puzzle or a block structure and rebuild it on their own or in small groups.		
	try something themselves rather than just watch an adult demonstration of a skill.	ask to be a part of an adult demonstration of a skill.	model learning by doing and demonstrate hands-on activities that require some assistance from a girl.	ask girls to assist in demonstrations or to demonstrate something themselves.
		give a specific demonstration of a skill or share knowledge of a concept (e.g., how they help around the house).		
	engage gross and fine motor skills and the five senses.	engage in activities that include running, jumping, and dancing.	encourage girls to participate in “full-body” learning experiences and activities.	develop activities that get girls “out of their seats” and involved (e.g., acting out role-plays, going on nature walks, dancing).
		observe and compare the texture, smell, shape, and taste of different things (e.g., water vs. ice vs. steam—all forms of water).		



COOPERATIVE LEARNING

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Daisy K-1	learn new concepts and skills in pairs or small groups.	run in a three-legged race.	introduce the concepts of cooperation and collaboration to girls.	give girls examples of what cooperation and collaboration look like (e.g., listening, sharing ideas) from personal experience, a book, or television/media.
		work with a small group to plant a garden or follow a recipe.		
	exhibit social skills helpful for working in groups (e.g., taking turns, listening).	ask another girl what game she wants to play.	promote social and listening skills.	engage girls in playing the “telephone game” (passing a message through the group) and then discuss the success or failure of the activity.
		stay quiet while another girl or adult is speaking.		
	willingly participate in tasks with others.	ask to work with another girl on a project.	create and support cooperative group experiences.	encourage girls to volunteer for tasks or activities that must be completed in pairs; observe girls working cooperatively and give them specific feedback.
		work with another girl to decorate a meeting space.		

 **GIRL LED**

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Brownie 2-3	create and choose desired items and activities.	decide on a specific aspect of a task (e.g., a snack to bring, skill to learn, visitor for a meeting, materials for a project).	encourage girls to make informed choices and model what this looks like.	provide a general activity and ask girls to submit “proposals” on how to conduct it.
		offer ideas in a brainstorming session or report that they feel comfortable offering ideas—even if they choose not to.		
	“think outside the box” by experimenting with different ways to do something and discuss which ways work better and why.	use recycled materials to “invent” something that can be used in their everyday lives.	encourage girls to be creative and add their own flair to projects and activities.	remind girls that taking risks and trying something different or new is okay and is part of discovery.
		change the lyrics of a well-known song to make the song about themselves.		
	engage in problem-solving or try to fix something on their own before asking for help.	gather in groups to solve a real-life problem or a “brainteaser.”	model problem-solving while still giving girls the freedom to solve problems on their own.	present girls with everyday problem scenarios and assist them in providing solutions.
		gather resources (materials and/or people) to complete a task.		

LEARNING BY DOING

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Brownie 2-3	explore ideas by testing theories in hands-on activities.	create a chart that measures the growth rate of a tree or plant.	encourage girls to answer some of their own questions through hands-on activities.	demonstrate and talk through how girls can answer real-life questions through hands-on activities.
		experiment with a refrigerator magnet to guess and test which household items will be magnetic.		
	try something themselves rather than just watching an adult.	take something simple apart, piece by piece, to see how it works.	use “scaffolding” techniques by asking girls to do more than they are capable of doing on their own, while giving them limited but strategic help.	identify a difficult activity (e.g., climbing monkey bars at a local playground or estimating the cost of a grocery bill) for girls to do on their own, offering only limited assistance when needed.
		“put themselves in someone else’s shoes” by trying out the feelings of other people through directed role-plays.		
	engage fine and gross motor skills and the five senses.	go outside, observe, and find items in their natural surroundings (e.g., go on a nature scavenger hunt).	set up opportunities for girls to explore their indoor, outdoor, and cultural environments in ways that engage their motor skills and five senses.	take girls on a nature hike where they must rely on their five senses to achieve a goal (e.g., setting up a sensory obstacle course, where sensory clues move you toward a finish line).
		try eating one type of food with a fork vs. chopsticks vs. hands, or try noodles from different cultures.		



COOPERATIVE LEARNING

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Brownie 2-3	assign individual tasks to group members with the assistance of an adult.	rotate roles/duties in a meeting (e.g., pair up to lead, read a story, clean up, write in a group journal).	encourage girls to take responsibility as a team for deciding how to accomplish a task.	ask each girl how she contributed to the success of the group's task or activity.
		decide in a science experiment that one girl will perform the test while the other records the results.		
	show respect for the group.	pay close attention, and actively participate in group projects.	introduce the idea of fairness and responsibility when working with others.	demonstrate giving others equal opportunity to participate in group decisions, listening to others, and weighing opinions equally, etc.
		avoid interrupting other girls when they are speaking.		
	feel a sense of belonging to the group.	appear enthusiastic when working with others.	facilitate girls' enjoyment of group work and sense of belonging.	have girls write or draw in a journal about their group experiences (e.g., noting what they liked best or how they contributed to the group).
		name something about themselves that helps make the group better.		

 **GIRL LED**

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Junior 4-5	strategize and document plans for activities, determining how to get and allocate resources.	before each session, create an agenda for the day's activities.	assist girls in the planning and managing of activities, allowing for as much decision-making by girls as possible.	encourage girls to plan and lead a session, activity, project, or event.
		set up the procedures for taking care of materials and belongings, and for keeping spaces organized and clean.		
	articulate the reasons behind their decisions and take responsibility for their own actions.	play a "challenge" game by addressing questions or scenarios (posed by either adults or girls) that help them generate their own solutions to problems and require them to explain the reasons behind their responses.	model and provide strategies for solving problems, making decisions, and subsequent reflection on their decisions.	use role-play and realistic scenarios to guide girls in their decision-making, strengthen problem-solving skills, and help them articulate the logic underlying their actions.
		begin to reflect on decision-making and to make evaluative statements describing why something happened (e.g., I decided to do this because...; the project was a success because...).		
	try new experiences or experiment with doing old activities in new ways.	make suggestions for new activities or for adapting/ changing existing ones.	expose girls to diverse ideas, geographies, cultures, noting the similarities with and differences from their own.	enable girls to set up pen pal relationships with girls in USA Girl Scouts Overseas (USAGSO) or in the World Association of Girl Guides and Girl Scouts (WAGGGS), and encourage them to identify ways in which their lives are similar or different.
		"challenge" a favorite recipe by experimenting with ways to make it healthier, faster, or easier, or by incorporating ingredients from a different culture.		


 **LEARNING BY DOING**

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Junior 4-5	engage in learning experiences that are hands-on, self-directed, and apply to real-life situations.	initiate a hands-on Take Action project that addresses a real-life problem or issue of their own choosing.	talk with girls about ways to initiate and take responsibility for their own learning and to connect their learning to real life.	help girls plan an activity where they make or do something from design to finished project.
		design and/or build an item that they try to make, or set up for themselves (e.g., design a tent for camping or set-up a tent by following the manufacturer's directions).		
	begin to reflect on what they have learned and what they might try differently next time.	reflect on their learning experiences by writing in a journal.	guide girls in beginning to reflect on their learning experiences.	assist girls in writing reflections in journals—as a group or independently—about their experiences, including acknowledgements of mistakes made.
		work together to create a chart of paths that could be taken to avoid mistakes in the future on a particular project.		
	explain concepts and practices to others.	demonstrate to others something that they feel confident they know how to do very well.	plan learning experiences for girls to support hands-on testing of their own ideas, skill-building and teaching abilities.	ask girls to identify other places in their community where they could apply the skills they have learned in Girl Scouts and encourage discussion of how the skills could be used.
		create a “how-to” guide of an activity (e.g., write a new recipe or even a new cookbook).		



COOPERATIVE LEARNING

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Junior 4-5	show respect for others' opinions and abilities (e.g., begin practicing patience, thinking of others before making a decision, putting themselves in others' shoes, recognizing others' abilities).	acknowledge each member's unique skills and abilities (e.g., make statements like, "Mary is good at...so she can do...").	model and assist girls in consensus building strategies.	use role-playing and realistic scenarios to guide girls in communicating and working effectively within groups (e.g., considering the needs and wishes of others before coming to a solution that everyone can live with).
		demonstrate commitment to the group by listening to the ideas of all members and backing the idea supported by the majority even if it is not their own.		
	recognize when an activity or project requires more than one person, and then help to develop a plan for completion.	organize themselves to develop shared goals in games, activities, and projects.	structure experiences so that girls "need" each other to complete the task (interdependence).	pose problems or suggest activities that work well in small groups (e.g., planting a community garden, collecting recyclables for donations).
		brainstorm with the group to develop ideas for a Take Action project.		
	without adult direction, take more responsibility for individual roles within their group.	complete their responsibilities in a timely manner.	give girls examples of how individuals manage their roles within cooperative groups (e.g., assigning roles, assessing how they are doing, staying on task).	provide books, videos, or other resources that show teamwork and distinguish the differences between individual and group roles (e.g., stories of Olympic teams, scientists working together toward a cure, stories of survival).
		volunteer for a challenging role or task within the group.		

 GIRL LED				
GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Cadette 6-8	initiate discussions and activities, and take responsibility for organizing and implementing an activity with little input from adults.	plan the agenda for the next troop meeting and run it, and afterwards, evaluate how well it went and how they might have made it better.	encourage girls to plan challenging activities or tasks and serve as a resource for them.	invite girls' participation in decision-making for the troop as appropriate (e.g., committees, program, membership).
		guided by the "W" questions (who, what, when, where, why, and how), make a decision about a specific aspect of an upcoming community event.		
	articulate the reasons behind their decisions, share opinions, and/or debate ideas with others.	report on their action projects, explaining the logic underlying their plans, providing the details of what they did, and assessing the impact of their projects.	promote discussion and debate, giving guidelines for depersonalizing arguments—debate without "finger-pointing."	allow girls to learn, apply, and practice discussion and debate strategies through guided role-play.
		demonstrate active listening, problem-solving, evaluative debate, deliberation, and reasoning skills (e.g., hold a mock trial).		
	volunteer to offer advice or assistance to others.	serve as tutors or mentors to other Girl Scouts.	expose girls to opportunities to teach or guide others and support girls in providing service to others.	encourage girls to participate in Take Action projects with people unlike themselves.
		guide other girls in the community in developing a Take Action project.		

LEARNING BY DOING

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
<p>Cadette 6-8</p>	engage in learning experiences that are hands-on, self-directed, challenging, and solve real-life problems.	be a part of a mock trial jury or go through an active deliberation process for a “whodunit.”	ask critical questions to challenge girls to think more deeply or engage more fully in a learning experience.	provide realistic role-play scenarios and discussion questions that allow girls to learn, apply, and practice strategies on their own.
		research the effects of global warming on the environment, and then create a guide for ways they can help prevent these damaging effects in their homes.		
	question theories and/or verify understandings through systematic exploration and experimentation strategies.	test a common misperception or a concept with minimal evidence, and then document their findings.	encourage curiosity and give girls minimal assistance in establishing their own scientific method for experimentation.	enable girls to experiment with ways to solve real-life problems and to share their methods with others (e.g., best uses of recycled water).
		discover other uses for everyday household items (e.g., club soda is good for stomachaches as well as removing stains).		
	create hands-on learning activities for less experienced peers or younger girls.	develop hands-on learning activities and games for others (e.g., a budgeting game for shopping) and teach other girls these activities.	suggest and offer feedback on activities that involve mentoring less experienced or younger girls in hands-on learning.	ask girls what would be the best way to teach something to other people and help them work out a graphic or demonstration.
		participate in internships, volunteer opportunities, and other high-level hands-on learning experiences within and outside of Girl Scouting.		



COOPERATIVE LEARNING

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Cadette 6-8	work with a group on complex activities or Take Action projects using cooperative strategies with limited assistance from adults.	work with other girls to organize the agenda for the next troop meeting.	observe cooperative learning groups, but act only as a resource for girls so that girls do most of the planning.	ask questions that help girls come together around a solution or plan of action before offering your own solution or plan.
		as a group, plan an activity for a large gathering of people such as a Thinking Day program.		
	share responsibility and credit for collaborative work.	start to use language that acknowledges group effort (e.g., using “we” or “our” instead of “I” or “me”).	encourage girls to plan and participate in challenging activities or tasks that involve the entire group in decision-making and implementation.	ask girls to evaluate their planned activities and the individual contributions of group members, and then explore how behaviors of individual group members affected the group’s common goal.
		promise the group to get a task done during a specific period of time and get it done on time.		
	cooperate even when they disagree with the approach or task that the majority of their group has decided upon.	through discussion and compromise, work out ways to solve problems that arise within the group.	support girls’ learning effective communication skills through conflict resolution exercises within a group.	establish “fish-bowl” role-plays where a girl draws a sample conflict written on a slip of paper from a “fish bowl;” a girl draws one, and others rotate in and out of that role to resolve it with effective communication.
		consistently demonstrate a commitment to other members of the group by listening to their ideas and by giving up one’s own idea if another one is deemed better by most of the group.		

 **GIRL LED**

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Senior 9-10	initiate discussions, projects, and activities inside and outside of the Girl Scouts, and take primary responsibility for organizing and implementing them without being asked.	focus on a community, social, and/or political issue they would like to address, and then plan and implement a project to meet those needs.	model planning for complex projects and act as a resource for girls as they do most of the planning.	encourage girls to plan and participate in projects related to community service and outreach.
		connect with service-based organizations (e.g., write letters or make calls), based on their own interests.		
	question the logic and validity of popular opinions, laws, rules, and regulations.	identify and research a law or rule within or outside their community, question how it came to be, and challenge whether it is right for the community.	encourage girls to question or investigate things that they normally take for granted.	ask girls to investigate why the specific qualities stated in the Girl Scout Promise and Law are the foundation of Girl Scouting.
		give a presentation about a topic that may challenge the status quo and change their daily lives for the better (e.g., water conservation and how our daily use of water affects the world).		
	engage less experienced peers or younger girls in volunteer projects.	volunteer or create volunteer programs to guide or teach younger girls.	expose girls to leadership experiences, inside and outside of Girl Scouts, that enable them teach, help, or guide others.	encourage girls to take on leadership and service roles within their families and neighborhoods (e.g., assisting disabled children or elderly neighbors).
		take on a mentoring role that helps younger girls to explore their leadership interests.		

 **LEARNING BY DOING**


GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Senior 9-10	engage in intellectually challenging and complex learning experiences that are hands-on, self-directed, and applicable to real-life situations.	learn how devices and machines work through hands-on investigation (e.g., by changing an automobile tire, disassembling and reassembling an engine).	expose girls to multiple perspectives and resources for problem-solving and designing projects.	take girls to a facility where they can learn a skill. Adults might ask their own questions during demonstrations, showing girls that it's okay to ask about what you don't know.
		change an established practice through "trial and error" (e.g., design their own Girl Scout opening ceremonies for troop meetings).		
	plan and enact hands-on learning experiences for themselves and others.	do and/or teach an analysis project (e.g., a cost-benefit analysis with a written "consumer report" on the best product for the money), and then compare their results with those of professionals.	act as a resource for girls while they plan hands-on learning experiences for themselves and others.	help girls identify local and global problems that they could address through their own Take Action projects (e.g., improving economic opportunity by starting a literacy program for adults).
		incorporate local or global needs into a hands-on Take Action project with people outside of Girl Scouts (e.g., combating poverty, increasing literacy).		
	reflect on learning and make modifications to activities when needed.	give a detailed computer presentation on developments, discoveries, and future plans based on information gathered from a Take Action project.	model documentation of learning, reflection, and planning for future action.	encourage girls to keep a journal of their hands-on learning projects and to give a presentation about how reflection on their experiences could be helpful for them in the future (e.g., internship for career interests).
		develop a system for evaluating their own progress in hands-on learning, and then discuss the system with others who have different ideas.		



COOPERATIVE LEARNING

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Senior 9-10	apply cooperative and collaborative skills to working in larger, more diverse groups.	include in projects other girls, within and outside of Girl Scouts, who may be different from themselves in various ways (e.g., girls with special needs, different cultural backgrounds, or other life experiences).	encourage cooperative group interactions with larger, more diverse groups.	promote girls' participation in projects outside their communities that the entire group can work on.
		guide younger girls in using the "Jigsaw Classroom"* strategy in group work to reduce racial conflict in the classroom.		
	volunteer for challenging real-world tasks with group consensus.	brainstorm as a group to decide on what cause or issue to address.	observe cooperative learning groups and act only as a resource while girls do most of the planning.	when asked, give guidance so girls can see the connection between individual action and global solutions.
		set up small groups to plan and carry out Take Action projects.		
	use peers and adult community members as resources and group partners.	as a group, locate potential community partners and create a proposal for soliciting their help.	model cooperation and collaboration with others in the community, within or outside of Girl Scouts.	expose girls to multiple ways of accessing examples of cooperative learning, such as through community leaders, research, seminars, books, and videos.
		volunteer as a group to participate in Take Action projects in collaboration with community partners.		

*A technique for learning and respecting others based on participation within group settings, developed by Elliot Aronson, Ph.D. and students at the University of Texas and the University of California.
www.jigsaw.org

 GIRL LED				
GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Ambassador 11-12	create and participate in networks among other girls, adults, and organizations.	develop Web pages, blogs, newsletters, or other types of media to disseminate information about their Take Action projects or to identify community needs and possible solutions.	assist girls in developing connections with other girls, adults, and organizations on national and international levels.	help girls find the means to set up blogs, make “zines,” or use other media to disseminate information to and connect with networks of girls, adults, and organizations.
		build “WebQuests”* or develop “Webinars” to help themselves and others understand a concept better.		
	question the logic, validity, or usefulness of popular opinions, trends, rules, and regulations and reflect on how they could be better.	debate a local or national political decision they agree or disagree with.	encourage girls to ask questions and independently identify challenges in neighborhoods, communities, and the world.	pose questions to girls that require them to think critically about local and global issues (e.g., Everyone seems to be ‘going green’ these days. What are the costs and benefits? Is it really worth it to your community?).
		establish a youth coalition for an issue they feel strongly about and structure the coalition so that other girls can serve as delegates to discuss different aspects of that issue.		
	find and propose solutions to their own real-life problems or to problems in their community.	set specific academic and/or career goals and make plans to achieve them (e.g., internships, college tours).	promote systematic problem-solving (e.g., planning and tactical execution of plans) on individual, local, and global levels.	assist girls in finding the resources they need to plan for their future careers.
		consider the future of local or global organizations they are familiar with, discuss the organizations’ potential future challenges, and propose strategies to manage them.		

*Lesson formats based on web inquiries which are designed to promote critical thinking and analysis. Model developed by Bernie Dodge, Ph.D. www.webquest.org

 **LEARNING BY DOING**

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Ambassador 11-12	seek out and gather new types of resources (e.g., human, virtual, experiential) for investigating questions through hands-on learning.	participate in an actual or virtual “student exchange” program to learn more about the people, living conditions, politics, and cultures of other countries (e.g., either actual or virtual pen pals).	expose girls to a variety of people and experiences within and outside of Girl Scouting to use as resources for learning opportunities on local and global levels.	suggest and support girls’ involvement in internships or service opportunities on local, national, or international levels.
		participate in groups that follow a democratic or parliamentary procedure such as a student council or “Model UN”.*		
	develop creative ways to communicate with others on topics of interest in their local, national, or international communities.	design and communicate messages through various media outlets (e.g., newsletters, blogs, or public access shows).	assist girls in identifying alternative means of communicating about topics of interest with more diverse and larger audiences.	help girls in using technologically innovative ways to connect with people outside their communities on a particular topic (e.g., setting up Webinars or starting a public access show).
		organize and moderate a public forum or panel discussion on a topic of local concern (e.g., violence in schools, Internet safety).		
	test the limits of learning by doing by leading others within and outside of Girl Scouts in outreach or political projects.	develop a campaign or task force with the goal of addressing a local or global concern (e.g., getting voters registered, improving literacy, decreasing teen drug use).	support girls’ learning by encouraging their participation in and leadership of challenging local or global community projects.	supervise an all-girl delegation through the systematic process of drawing up a mission statement and reporting on a particular topic of interest.
		create and conduct an evaluation system that monitors the most challenging learning areas for themselves or others.		

*Program designed to simulate the United Nations through studies in civics and global issues.
www.unausa.org/modelun101



COOPERATIVE LEARNING

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Generally, girls could...	SAMPLE INDICATORS For example, girls might...	BY GRADE LEVEL To implement the process, adults could...	SAMPLE INDICATORS For example, to implement process, adults might...
Ambassador 11-12	use cooperative learning skills to teach others and/or facilitate cooperative group work for others.	create and run a focus group to brainstorm on ideas for a new group project.	expose girls to possible opportunities to teach or guide others in learning cooperatively.	present opportunities for girls to teach their cooperative learning skills (e.g., interpersonal communication, conflict management) to others less skilled in this area.
		influence others in the community to consider cooperative learning in their work or organizations.		
	articulate the importance of "positive interdependence" to their own lives and development.	talk with others at their schools, jobs, or in their communities about the benefits of cooperative learning for girls.	engage girls in in-depth discussions about how cooperative learning is important, especially for girls and women.	discuss ways in which cooperative learning experiences can help in interpersonal relationships (e.g., dating, family, friendship, work).
		use "virtual" cooperative groups to explore and discuss age-appropriate personal, local, or global problems.		
	effectively evaluate group vs. individual contributions through reflection on group work.	reflect on group procedures and document their work in a form that can be passed on to others for use in the future.	engage girls in reflection and discussion of how skills learned in cooperative settings extend to other settings.	ask girls to reflect, orally or in writing, on their cooperative learning experiences and how this model could benefit larger organizations.
		compare the product from their cooperative work with similar work done by an individual (e.g., as a group, write an editorial on a topic of concern, and then compare it with an opinion piece written by a columnist in a local or national newspaper).		

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Appendix

Discover



Connect



Take Action



Leadership

THE 15 OUTCOMES OF THE NEW GIRL SCOUT LEADERSHIP EXPERIENCE

- 1 Girls develop a strong sense of self.
- 2 Girls develop positive values.
- 3 Girls gain practical life skills.
- 4 Girls seek challenges in the world.
- 5 Girls develop critical thinking.

- 1 Girls develop healthy relationships.
- 2 Girls promote cooperation and team building.
- 3 Girls can resolve conflicts.
- 4 Girls advance diversity in a multicultural world.
- 5 Girls feel connected to their communities, locally and globally.

- 1 Girls can identify community needs.
- 2 Girls are resourceful problem solvers.
- 3 Girls advocate for themselves and others, locally and globally.
- 4 Girls educate and inspire others to act.
- 5 Girls feel empowered to make a difference in the world.

Girl Scout Processes—Challenge Worksheet

Now that you have been introduced to the Girl Scout processes—Girl Led, Learning by Doing, and Cooperative Learning—and know what they entail generally and specifically, it's time to put them into action. First, look over the sample scenario of how to identify and map the Girl Scout processes and some of the outcomes (or benefits) for girls. This sample uses a Girl Scout Junior grade level Take Action project for a Juliette Gordon Low birthday celebration to help you recognize the processes and outcomes as they might occur in real life.¹

After you review the example, take the challenge! Map where Girl Scout processes and outcomes could occur in the healthy foods scenarios below. Each scenario is based on the same theme—healthy foods that benefit the human body and the environment—but each is tailored to a specific grade level. Can you tell which processes are at work in the healthy foods scenarios at all six grade levels?

When you're finished, carefully consider the review questions at the end.

What to Look for in a Girl Scout Project: A Sample Scenario

Sample Scenario: Hosting a Juliette Gordon Low birthday celebration

General Scenario: Girls plan a celebration for Juliette Gordon Low's birthday based on a theme that will improve living conditions in their local community.

Girl Scout Junior Sample Scenario

As a group, girls decide on a theme for Juliette Gordon Low's birthday celebration that aims to improve living conditions in their local community. With some assistance from the adult volunteer, girls plan the event's size, location, guest list, and agenda. The adult volunteer encourages and facilitates contacts made by the girls with local community members, such as business leaders and government officials, for support in gathering supplies and resources. This includes an invitation to the local press to spread the girls' message. Each girl volunteers for a particular responsibility as, together, they carry out their plan for the celebration of Juliette Gordon Low's birthday.

¹ Please note that the outcomes listed in the mapping are not exhaustive. There may be activities that cannot be accounted for in these examples. This exercise is only meant to point out what is happening in the scenario.

Mapping the Sample Scenario

Two processes are happening at the same time—**Girl Led** and **Cooperative Learning**. The girls are taking the lead in decision-making as they choose a theme for the celebration. They engage in Cooperative Learning as they work together to decide on a single project. Their theme exemplifies aspects of the Junior level **Discover 2** outcome—Girls have increased commitment to engage in sustainable community service and action and both sections of the **Take Action 1** outcome—Girls identify community needs.

The adult works with girls, helping them contact the community partners the girls have identified. This is part of the **Girl Led** process. Girls are also working toward two outcomes here—the **Connect 5** outcome that girls feel connected to their communities, locally and globally, which they do by getting in touch with local businesses and officials. This is also aimed at the **Take Action 4** outcome; girls educate and inspire others to act by contacting the media to spread their message.

As a group, girls decide on a theme for Juliette Gordon Low's birthday celebration that aims to improve living conditions in their local community.

With some assistance from the adult volunteer, girls plan the event's size, location, guest list, and agenda.

The adult volunteer encourages and facilitates contacts made by the girls with local community members, such as business leaders and government officials, for support in gathering supplies and resources. This includes an invitation to the local press to spread the girls' message.

Each girl volunteers for a particular responsibility as, together, they carry out their plan for the celebration of Juliette Gordon Low's birthday.

There are multiple processes at work here. The adult-girl partnership in the **Girl Led** process is evident when the adult volunteer offers some limited assistance but does not take the lead. The girls do most of the work, generating ideas for the who, what, where, and when of the action. The adult volunteer may have to rein in or redirect ideas that are impractical. This is also part of the **Learning by Doing** process, since the girls are learning event planning by actually doing the organizing of the celebration themselves.

This is an example of **Cooperative Learning** since girls are working together by dividing up the responsibilities of a single project. The success of the project, as a whole, depends on each girl carrying out her responsibility.

Challenge: Try It Yourself

Take the following challenge by mapping where the Girl Scout processes and outcomes occur in the six grade-level scenarios. Remember to stay attuned to how volunteers partner with girls at each grade level.

Challenge: Healthy foods scenarios

Take Action Project: Healthy foods that benefit people and the environment

General Scenario: This Take Action project enables girls to learn about locally grown vegetables and how they benefit the human body, as well as the environment, by establishing and maintaining their own vegetable gardens. The girls will choose the best place to establish a garden, select vegetables native to their state or region, plant and maintain the garden, harvest the vegetables, and learn what to do with the produce.

Scenarios by Grade Level²

Daisies

Start to discuss the vegetables that are grown in their area. Invite a local gardener or farmer to come in and discuss locally grown vegetables. Create a list from which the girls choose the plants they want to grow. Help them to purchase the seeds. Work with them to create a cup garden they each can manage by themselves or in small groups. Visit the produce section at a local market. With the girls, explore the value of gardening and farming to the community.

Brownies

Open a discussion about vegetables grown in their area. Take a field trip to a farm, greenhouse, or farmer's market. Create a list of vegetables with the girls and ask them to choose the ones they want to grow. Guide them in finding out what equipment is needed to establish the garden, and then get it. Work with them to create a cup garden they can manage by themselves or in small groups. Explore with the girls the value of gardening and farming to the community.

Juniors

Guide girls in researching vegetables grown in their area and encourage them to work with local farmers or gardeners. Ask the girls to choose the plants they want to grow and come up with a design for a garden. Assist the girls in maintaining their gardens. Help girls harvest their vegetables and research how they can be used in the community. Encourage girls to educate others about the project and make something good to eat with their vegetables.

² All scenarios are written for the adult volunteer.

Cadettes

Support girls' research on vegetables grown in their area and encourage them to work with local farmers or gardeners. Ask the girls to choose which plants they want to grow and to come up with a design for a garden. Assist them in finding a space for the garden. Support the girls' efforts to maintain their garden. Encourage them to keep a growth journal of the vegetables and give tours of their gardens to younger Girl Scouts. Suggest that the Cadettes lead discussions on the benefits of healthy eating and create projects that inform the community on the importance of growing vegetables locally, including the positive impact this has on the environment.

Seniors

Support girls' research on vegetables grown in their area and on how growing vegetables locally affects the environment and the economy. Engage them in discussions about the impact of healthy eating on the body. Encourage and support their building relationships with local farmers and gardeners to learn about, establish, and maintain their own gardens. Assist them in forming partnerships with schools or community organizations as they seek to improve awareness of the benefits of growing produce locally and of the impact of healthy eating on the body.

Ambassadors

Encourage and support girls' research on vegetables grown in their area and how growing vegetables locally affects the environment and the economy. Recommend their building relationships with local farmers and gardeners to learn about, establish, and maintain their own gardens. Advise them on building partnerships with schools or community organizations to improve awareness of the benefits of growing produce locally and the impact of healthy eating on the body. Support and assist girls' efforts to change local policy in the community to facilitate grocery stores, schools, and restaurants using more locally grown produce. Work with girls to come up with healthy snack solutions for schools. Help them determine how to increase the number of community gardens or areas used for farming and put the plan into action.

Review Questions

Now that you have taken the challenge, please reflect on the following questions.

1. Were you able to identify at least one process and one outcome in each scenario?
2. Considering everything you know about the Girl Scout processes, do you think girls would be able to do the healthy foods projects as described here according to their corresponding grade levels?
3. How would you modify these healthy foods scenarios to fit the needs of the girls in your group and/or your local community?
4. Can you think of other Take Action projects that could incorporate at least one of the Girl Scout processes and one of the outcomes?
5. Which Girl Scout process do you feel most comfortable with? Why?
6. What strengths do you have that can make this experience better for girls?