Program Processes

Fast Fundamentals

Overview

The Girl Scout Leadership Experience comes to life when activities are led by girls, features cooperative learning, and highlights learning by doing. These three processes allow girls to ask questions, offer ideas, use their imaginations, learn to work together, brainstorm, problem solve, and reflect on their experiences. This approach is what makes Girl Scouts different than school and other extracurricular activities. It's also critical to the way we engage with girls to keep them at the center of their own experiences. You can also help girls get the most of their experience by encouraging parents/caregivers to take time to ask questions and reflect at home.

Girl Led

Girls of every grade level shape their experience by asking questions, sharing ideas, and using their imaginations. As a leader, it allows girls to take an active role in making decisions and choosing activities. Of course, you will provide guidance appropriate to the age of the girls. But when girls play a critical role as decision makers in the planning and implementation of their activities, they are more engaged and active learners. Engagement is one of the most powerful determinants of success and well-being for people of any age.

Learning by Doing

This means 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 obtain a deeper understanding of concepts and are more likely to master the skills the activities require. Make sure girls always have a chance to talk with each other—and you—after an activity. It does not have to be formal, just get them talking and see what happens.

Cooperative Learning

Girls learn to share knowledge and skills in an atmosphere of respect and cooperation as they work together on a common goal. Great teamwork helps girls in school now and on the job later. Look for ways to help each girl contribute her unique talents and ideas to projects, help all girls see how their differences are valuable to the team, and coach girls to resolve their conflicts productively.

girl scouts of western ohio

Girl Scout Leadership Experience (GSLE)

Variety of Activities + **Supportive Adults** + **3 Girl Scout Processes** = **Leadership Outcomes**

National Program
- Outdoor
- Cookie Program

Community Service
Field Trips and Events

This means their leaders...
- Care about them
- Enable possibility thinking
- Are inclusive
- Provide a safe space

And they have positive relationships with their Girl Scout peers

- Girl Led
- Cooperative Learning
- Learning by Doing

- Strong Sense of Self
- Positive Values
- Challenge Seeking
- Healthy Relationships
- Community Problem Solving

When girls participate in Girl Scout Processes, girls gain more leadership skills

72% are Girl-Led

Compared to

51% non-Girl Scouts

80% use Cooperative Learning

Compared to

61% non-Girl Scouts

70% Learned by Doing

Compared to

59% non-Girl Scouts

Pearl of Wisdom

Remember....

- **Let go of "perfect"**
- **Enjoy asking girls lots of questions**
- **Listen to their answers**
- **Guide girls to what is possible**
- **Celebrate their big ideas**

Activity 1: Scrambled Puzzle

Instructions:

Print out puzzle and cut. Make sure each person in the group gets at least 1 puzzle piece. Everyone but one girl gets a puzzle piece and blindfolded. The girl not blindfolded provides directions to the rest of the group to put the puzzle together.

Debrief:

- **What?** - What happened? What was observed, etc.?
- **So What?** - What did you like/not like? What surprised you, etc.?
- **Now What?** - What are you going to do with that information? How will you use that information?


FIRST AID

Activity 2: Cups

Instructions:

Divide the group into equal teams. Give each group the handout and a stack of 4 cups, a piece of paper, a card with each of the cup diagrams (keep hidden from the robot), and follow directions below.

Facilitators Note: While the robots are out of the room let each group develop their code using the arrows below. The objective is to get the robot to follow the arrows to create the same stack of cups shown on the hidden diagram card.

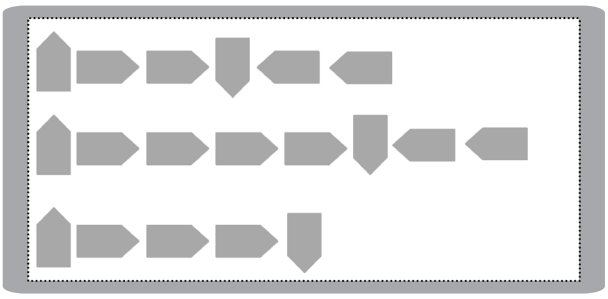
Rules:

1. Coders should translate all moves using only the six arrows suggested.
2. Cups should remain with the robot, not provided to programmers during coding.
3. Once robots are back with their groups, there should be no talking out loud.

Steps:

1. Choose one “Robot” per team.
2. Send robot to “Robot Library” while the “programmers” code.
3. Choose one image from the Cup Stack Pack for each group.
4. Groups will create an algorithm for how the robot should build the selected stack.
5. Coders will translate their algorithm to arrows, as described in Symbol Key.
6. When programmers have finished coding their stack they can retrieve their robot.
7. Upon return, the robot reads the symbols from the cards and translates them back in to movements.
8. The group should watch for incorrect movements, then work together to debug their program before asking the robot to re-run it.

Pull out a copy of the Symbol Key (or write the symbols on the board). Step to the side and tell the girls that these will be the only six symbols that they will be using for this exercise. For this task, they will instruct their “robot” to build a specific cup stack using only these arrows.



Example Code

Additional Instructions:

Print and cut one cup diagram per each group and give to programmer of group. Hand out one round at a time.

Debrief:

- **What?** - What happened? What was observed, etc.?
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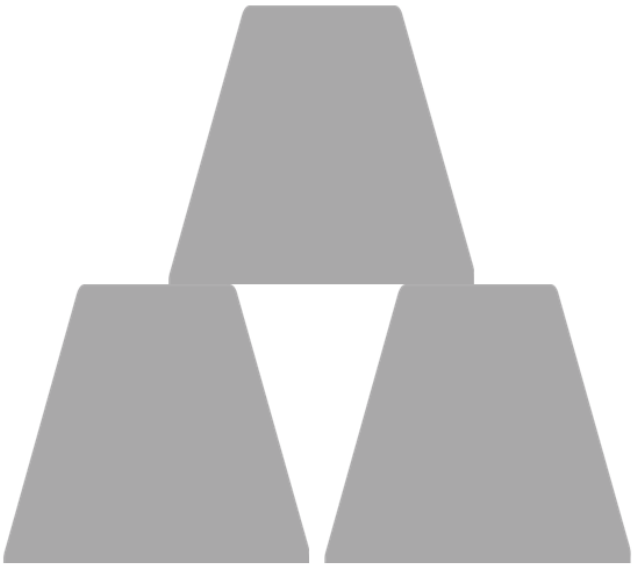
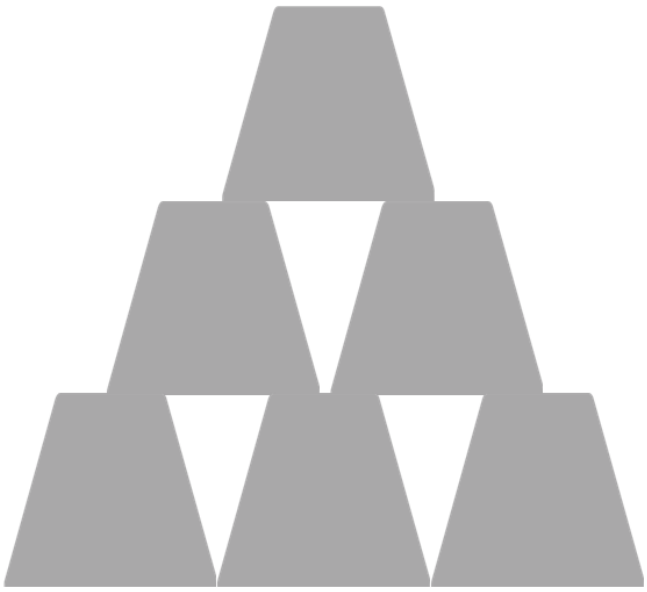
- **Now What?** - What are you going to do with that information? How will you use that information?

UP	DOWN
	
MOVE 1 CUP LENGTH FORWARD 	MOVE 1 CUP LENGTH BACKWARDS 
TURN CUP 90° RIGHT 	TURN CUP 90° LEFT 





Activity 3: Barnyard

Objective:

To get girls to notice what it is like to be excluded from a group.

Rules:

1. Everyone gets blindfolded and then assigned an animal. The animal assignment is easy.
2. Make up 2-4 animals that you would find on a barn, but for one girl give them an odd animal (elephant, donkey, lion, ect.)
3. After you say, “Go,” each girl tries to find their group by making their noise, and the odd one will just wander around untill you say, “Stop”.
4. Have this girl talk about their feelings during and after the activity. This is a good way for everyone to visually see what it is like to be excluded from the group.

Debrief:

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S’more Info

Program Processes: Girl Led		**GSWO Blog - Girl-Led, Learning by Doing and Cooperative Learning**
youtube.com/girlscoutswoh > Playlists> Program Processes		gswoblog.org > Search: Girl-Led, Learning by Doing and Cooperative Learning
Girl Scouts - What Girl Scouts Do		**GSLE-Delivering Fun with Purpose!**
girlscouts.org/whatgirlscoutsdo		girlscouts.org/publications > GSLE-Delivering Fun with Purpose!