

# Girl Led *Fast Fundamentals*



## Overview

Girls of every grade level shape their experience by asking questions, sharing ideas, and using their imaginations. As a leader, you allow girls to take an active role in making decisions and choosing activities, while providing guidance that is appropriate to the age of the girls. When girls play a critical role as decision makers in the planning and implementation of their activities, they are more engaged.

### LEVEL 1

Choosing which activities to do

Girls make choices about which activities they do in their troops, during an event, or during their time at camp. They should choose the journey and badges they do, adapt the journey activities to fit their interests, and select and plan their “side trips” (field trips, overnights, events, etc.).

### LEVEL 2

Decisions within a chosen activity

Girls make decisions affecting how they do an activity they have chosen. If they choose to bake a cake - what kind - vanilla or chocolate? Buttercream icing or cream cheese? Fruit in the center or on top? How will they celebrate Juliette Low's birthday? What animal shelter do they want to help during a take-action project?

### LEVEL 3

Learning to lead other girls

Girls begin by learning to lead other girls within their peer group. Eventually older girls might learn to lead younger girls when working on their Leadership in Action award or as Program Aides. The girls doing the leading often need coaching to let the other girls make choices: which activities to do and decisions within an activity.

<b>Girl Scout Grade Level</b>	<b>Involvement Examples</b>
<p align="center"><b>Girl Scout Daisy</b> <b>(Kindergarten - Grade 1)</b></p>	<ul style="list-style-type: none"> <li>• Develop rules of conduct for the event</li> <li>• Choose between two or three items, such as food options and/or activity options</li> </ul>
<p align="center"><b>Girl Scout Brownie</b> <b>(Grades 2 - 3)</b></p>	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Choosing the event's theme from three or four options</li> <li>• Making name tags and invitations</li> <li>• Leading a flag ceremony at the event</li> </ul>
<p align="center"><b>Girl Scout Junior</b> <b>(Grades 4 - 5)</b></p>	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Developing the theme of an event</li> <li>• Leading activities for Girl Scout Daisies and Brownies</li> <li>• Leading opening and closing ceremonies</li> </ul>
<p align="center"><b>Girl Scout Cadette</b> <b>(Grades 6 - 8)</b></p>	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Email, telephone, or personal contact with potential sites, vendors, and/or volunteers</li> <li>• Planning songs, activities, skits, and ceremonies</li> <li>• Sharing their skills and experiences in Girl Scouts</li> <li>• Those with Program Aide training can be given even more responsibilities</li> </ul>
<p align="center"><b>Girl Scout Senior</b> <b>(Grades 9 - 10)</b></p>	<ul style="list-style-type: none"> <li>• All of the above</li> </ul>
<p align="center"><b>Girl Scout Ambassadors</b> <b>(Grades 11 - 12)</b></p>	<ul style="list-style-type: none"> <li>• Total planning of events with adult support and advice</li> </ul>

## Pearl of Wisdom

Girl Scouts has been girl-led since its beginning, when our founder, Juliette Gordon Low, answered the question “what should girls do?” with a very simple “what do the girls want to do?” And over a hundred years later, we are still following Juliette’s lead!



## Activity 1: Popsicle Stick Event Choices

### Instructions:

1. Give each girl 2 popsicle sticks.
2. Have them write down one badge and one “for fun” activity (these can be games, field trips, Girl Scout songs, etc.) on the popsicles.
3. Gather each girls’ popsicle sticks and add them to a jar.

**When planning the year, let each girl pick a popsicle stick from the jar to make things more girl led!**

## Activity 2: Leader-Led v.s. Girl-Led

### Instructions:

Divide into six groups and assign each group a grade level. Based on the grade level, discuss with the group how you make the following scenarios Girl-Led, utilizing the chart below. Come back together and discuss at the end.

- Choosing yearly badges for the troop.
- Making decisions on yearly outings for the troop.
- Planning a camping trip for the troop.
- Helping at a local food bank.
- Deciding on a take-action project.
- Ways to spend troop funds.



	<b>Girl Event Planning Process</b>	<b>Girl Process at Event</b>	<b>Adult Facilitation in Event Planning</b>	<b>Adult Facilitation at Event</b>
<b>Daisy</b>	Vote on multiple choice options and often freely express feelings/opinions to the group.	Learn by doing at events and follow older girls lead. Might have song or game suggestions for the group.	Present options for girls to choose from and then put it to a vote.	Assist girls through stations, making decisions, and debriefing.
<b>Brownie</b>	Express what activities they would like to include and different ways they can help	Learn by doing while actively engaged in activities. Should be able to explain what they have learned and enjoyed.	Provide options for girls to choose from only if they cannot think of options themselves.	Assist girls in stations as needed and help girls with event reflection.
<b>Junior</b>	Strategize about how to carry out an event, determining what their event goals are and what resources they need.	Within a team lead younger girls in a station by assisting them in completing the event.	Model and provide strategies for solving problems and making decisions.	Support girls in leading by supervising stations and being available as needed.
<b>Cadette</b>	Discuss activities to include, plan logistics and implementation of event.	Take more ownership by leading the opening ceremony or overseeing a few stations without assistance of an adult.	Observe girl planning and give input when asked. Assist with logistical aspects of the event.	Support girls in leading stations by being available as needed.
<b>Senior</b>	Utilize girl feedback to plan the logistics and activities for the event.	Run the event from start to finish with minimal help from an adult.	Encourage girls to survey younger girls about event interests. Take a step back and be there for support.	Supervise and support as girls implement the event they have planned. Helping as needed. Lead the girls in evaluating the event.
<b>Ambassador</b>	Girls plan and implement events that benefit their Girl Scout community in positive ways.	Run the event from start to finish with minimal help from an adult. While mentoring a younger troop to take over the event in the future.	Be there as a sounding board and for support during the event planning and implementation.	Taking a step back and letting the girls take the lead.

## Activity 3: Girl Led Scenarios

### Instructions:

Read through each scenario and work through how to make each one girl led.



Hosting a Juliette Gordon Low birthday celebration



Spending the troop cookie proceeds



Planning a take action project  
*(Ex: Access to nutritious food)*

## S'more Info

Girl Scout Traditions: We are Girl-Led!



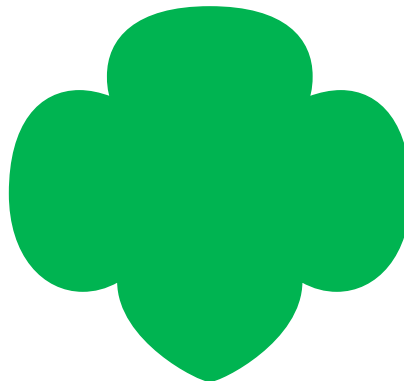
[gswoblog.org](http://gswoblog.org) > Search: Girl Scout Traditions: We are Girl Led!



GSWO Event Planning Guide



[gswo.org/suformsanddocs](http://gswo.org/suformsanddocs) > Event Planning Guide



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