

GIRL/ADULT ACTIONS IN PARTNERSHIP

How is the girl/adult partnership used to deliver Girl Scout program activities?

- An adult and a girl work together to complete a task, resolve an issue, or plan an activity.
- An adult helps a girl make a decision by asking questions rather than providing answers.
- An adult guides rather than leads.
- An adult advises rather than judges.
- An adult helps a girl to be the person she wants to be.

The top of the chart represents the actions that can be used at each grade level to ensure girl/adult planning and leadership. The bottom of the chart represents the role of the adult in the girl/adult partnership. As the girls grow strong and develop leadership skills, the adult advises rather than leads.

GIRL SCOUT DAISY GRADES K-1	GIRL SCOUT BROWNIE GRADES 2-3	GIRL SCOUT JUNIOR GRADES 4-5	GIRL SCOUT CADETTE GRADES 6-7-8	GIRL SCOUT SENIOR AND AMBASSADOR GRADES 9-10 & 11-12
<p>Girl Scout Daisy Circle either/or decision making</p> <p>“It” and “other” bag</p> <p>Girls learning the basics of group process and self-government</p> <p>Development of basic human relations skills</p> <p>Participation in service projects – to gain a sense of self and community</p> <p>ADULT ACTIONS: Take into account the developmental differences between girls in K and 1st grades Give 2 – 3 choices Hold “Daughter & me” events Provide direct adult supervision Match each girl’s ability to activities Ask girls and parents/guardians what they do at home</p>	<p>Girl Scout Brownie Ring, self-government with adult guidance</p> <p>Use a “talking stick” to express ideas</p> <p>Girls’ organizing and delegating responsibilities through kaper charts</p> <p>Simple brainstorming with reality checks</p> <p>Concrete choices</p> <p>Participation in service projects – to gain a sense of self and community</p> <p>ADULT ACTIONS: Take into account the developmental differences between girls in 2nd and 3rd grades Screen choices before voting Discuss implications before voting Facilitate “guided failures” Have guided budgeting Take into account the physical and mental differences between second and third graders Have guided group evaluations. Oversee simple tasks.</p>	<p>Democratic government – patrol system or town meeting carried out by girls</p> <p>Brainstorming</p> <p>Active participation in all steps of planning and carrying out tasks</p> <p>Girls setting ground rules - Ownership of ideas</p> <p>Guided group evaluation - Older girls helping younger girls</p> <p>Working independently or in small groups</p> <p>ADULT ACTIONS: Take into account the developmental differences between girls in 4th and 5th grade Step back; guide Encourage girl/adult partnership</p>	<p>Patrol system, representative government</p> <p>Girls’ planning and doing troop/group activities</p> <p>Leadership skills training</p> <p>Program Aides, LIA Awards</p> <p>Apprenticeship - girls’ learn to network</p> <p>Girls working independently; program activities self-determined</p> <p>Fairness - girls competently leading a discussion by grade 6</p> <p>Girls’ doing activities beyond the troop/group</p> <p>Decision-making based on information gathering</p> <p>Budgeting for long-term projects/events</p> <p>ADULT ACTIONS: Take into account the developmental differences between girls in 6th, 7th and 8th grade Use role modeling (very important) Act as a facilitator – give guidance Let girls make mistakes and learn from them Allow girls and adults to function on an almost equal level</p>	<p>Patrol system, representative government, Girl Scout planning boards</p> <p>Leadership projects</p> <p>Program Aides Volunteers-in-Training, Counselors-in-Training, and/or Senior Outdoor Specialists</p> <p>Apprenticeships</p> <p>Involvement in girl/adult planning teams</p> <p>Serving as girl members of the council board or as delegates to Council or national events</p> <p>Girls planning entire events, as they gain experience</p> <p>Girls working individually as well as in committees</p> <p>Group review and self-evaluation</p> <p>Networking; Advocacy</p> <p>Experiences providing specific tools for full girl/adult partnership- e.g. leading meetings, attending board training workshops</p> <p>ADULT ACTIONS: Take into account the developmental differences between girls in 9th, 10th, 11th, and 12th grade Let girls make mistakes and learn from them Mentor Girls Be a facilitator and partner Enjoy the fruits of our labor</p>