

Girl/Adult Planning in Action

How can girl/adult partnerships be 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 to 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.

Examples:

“It” and “Other” bags

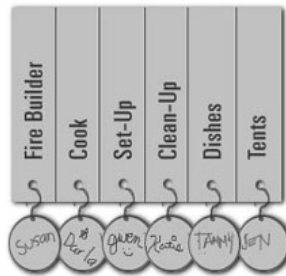
Two bags, an “It” one, where pieces of paper with girls’ names are first placed, and an “Other” one. When someone is needed for a job, her name is drawn from the “It” bag and then kept in the “Other” bag until everyone has a chance to do a job.








Talking stick

A stick passed from person to person during a troop/group discussion. The person with the stick is the only one who can talk.

Kaper chart

A grid system, wheel, or table showing the job assigned to each girl or group of girls for any given project. Extremely useful for meetings, campouts, and special events.



Brownie Troop Kaper Chart			
Flag	Song	Snack	Special
 Casey Kelly	 Ashley	 Anna Katie H.	 Ally
Supplies	Clean-Up	Closing	
 Katie M. Mai	 Shamika Mikki	 Talinda	

Girl/Adult Planning in Action

	Girl Scout Daisies	Girl Scout Brownies	Girl Scout Juniors	Girl Scout Cadettes	Girl Scout Seniors & Ambassadors
Actions to Ensure Girl/Adult Planning & Leadership	<ul style="list-style-type: none"> • Daisy Girl Scout Circle - Either/or decision-making • <u>"It" and "Other" bag*</u> • Girls' learning the basics of group process and self-government • Development of basic human relations skills • Participation in service projects – to gain a sense of self and community 	<ul style="list-style-type: none"> • Brownie Girl Scout Ring, self-government with adult guidance • Use of a <u>talking stick*</u> to express ideas • Girls' organizing and delegating responsibilities through <u>kaper charts*</u> • Simple brainstorming with reality checks • Concrete choices • Participation in service projects – to gain a sense of self and community 	<ul style="list-style-type: none"> • Democratic government patrol system or town meeting carried out by girls • Brainstorming • Active participation in all steps of planning and carrying out tasks • Girls setting ground rules. Ownership of ideas • Fairness – Girls competently leading a discussion by grade 6 • Guided group evaluation • Older girls helping younger girls • Working independently or in small groups 	<ul style="list-style-type: none"> • Patrol system, representative government • Girls planning and doing troop activities • Program Aide leadership project • Girls working independently; program activities self-determined • Girls doing activities beyond the troop • Leadership skill training • Decision-making based on information gathering • Budgeting for long-term projects/events • Group review and self-evaluation • Apprenticeship – Girls learning to network 	<ul style="list-style-type: none"> • Patrol system, representative government, Girl Scout planning boards • Leadership projects • Program Aides, Leaders-in-Training, Counselors-in-Training • Involvement in girl/adult planning teams • Serving as girl members of the council board of directors or as delegates to national events • Girls planning entire events, if experienced. Girls working individually, as well as in committees • Group review and self-evaluation • Apprenticeship • Networking • Experiences providing specific tools for full girl/adult partnership – e.g. leading meetings, attending board training workshops
	Role of the Adult in Girl/Adult Partnerships	<ul style="list-style-type: none"> • Give 2-3 choices • Hold Mom and Me events • Hold Family and Me events • Have direct adult supervision • Match each girl's ability to activities • Ask girls and parents what they do at home 	<ul style="list-style-type: none"> • Screen choices before voting • Discuss implications before voting • Facilitate "guided failures" • Have guided budgeting • Take into account the physical and mental differences between first and third graders • Have guided group evaluations. Oversee simple tasks. 	<ul style="list-style-type: none"> • Take into account the developmental differences between 4th and 6th graders • Step back; guide • Leader stepping back, guiding • Input 50% of the time when girls are at the 6th grade level • Encourage girl/adult partnership 	<ul style="list-style-type: none"> • 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

* See page 1 for more information on underlined resources