

Leadership Essentials

Troop Pathway

Welcome to Leadership Essentials, a module that will help prepare volunteers to effectively facilitate the Girl Scout Leadership Experience. This design offers flexibility, so it can be used with a group of volunteers who are partnering with girls of the same grade level, or different grade levels. In addition to this on-site learning session volunteers should access the *Volunteer Packet*. This packet contains additional basic information and safety guidelines that will be helpful to the volunteer in managing a troop.

Learning Objectives

Session time: Recommended - 3 hours with a break

By the end of the session participants will be able to describe:

- The importance of all of components of the Girl Scout Leadership Experience: the keys, the processes, the short/intermediate outcomes and the final outcome.
- What a typical “session” or meeting might look like for a specific grade level.
- How to use the adult “How To” guide, along with the accompanying girl book for a grade level Journey.
- How to do Try-its, Badges, Patches or events with one’s troop and align the activities with the Girl Scout Leadership Experience.
- Several tips for managing a troop and conducting a safe troop meeting including the following: circles, check-ins, quiet sign, parts of a troop meeting.
- The value and application of purposeful leadership.

Leadership Essentials
Learning Session at a Glance

Total 3 hrs Time in mins.	What	How	Materials needed
Prior to the start	Arrival Activity & expectations	Make a “unique” nametag	Nametag material “Expectations” sign & Post-its.
10	Welcome. Introductions & Check-in	In circle conduct introductions & check-in	Koosh ball
10	GS Foundation Basic GS tradition – Promise & Law with GS sign	Simple GS ceremony in a circle, reciting Promise, Law & with GS sign Reflection opportunity on Promise & Law	Promise & Law-handout & on newsprint or PowerPoint slide.
5	Session objectives and agenda Parking Lot	Facilitator reviews the objectives and agenda Facilitator explains the use of the Parking Lot	Objectives bulleted on newsprint or PowerPoint slide. Parking Lot hanging on the wall
10	Group Agreement & Creating "safe space."	Facilitated group process	Newsprint and markers
5	Recap first 35 mins and the application to troop management.	Questioning and record responses on newsprint & on their Fill in the Blanks worksheet	Newsprint, Fill in the Blank worksheet & handout.
15	The Girl Scout Leadership Experience- an overview	Build the model, a piece at a time using slides or newsprint	PowerPoint Slides or newsprint
10	Role of the volunteer & purposeful leadership	Discussion –either small groups or large group	Newsprint
10	A “tour” of the adult guide	A guided tour of the “How to” guide	Adult How To guides
10	BREAK		
45	The GSLE via the Journey	Grade level kindred work groups & large group discussion	Journey books & worksheet
20	Using other program material: ex. Badges	Using the checklist as a tool	Checklist: Connecting Other Program....
10	Review/ summary Review Parking Lot	Reflection and sharing Address their questions	Newsprint/markers Parking Lot
5	Continuous learning opps	Sharing of places to go to for more information and learning	Any applicable handouts/websites, etc
5	Evaluation of the session		Evaluation tool
10	Reflection one’s leadership	Thought provoking question. Friendship Circle closing	

Leadership Essentials
Detailed Design for the Facilitator
3 hours

Learning Objectives

By the end of the session participants will be able to describe:

1. The components of the Girl Scout Leadership Experience: the keys, the processes, the short and intermediate outcomes and the final outcome.
2. What a typical “session” or meeting might look like for a specific grade level.
3. How to use the adult “How To guide, along with the girl book for a grade level Journey.
4. How to do Try-Its, Badges, Patches or an event and align the activities to the Girl Scout Leadership Experience.
5. Several tips for managing a troop and conducting a troop meeting including the following: circles, check-ins, the quiet sign, and suggested parts of a troop.
6. The value of and application of purposeful leadership.

Content/Time	Session details	Materials needed
<p>Arrival Activity</p> <p><i>Be ready at least 10 min. prior to scheduled start of meeting</i></p>	<p>Facilitator personally welcomes each participant as s/he enters the room.</p> <p>Invite participants to create a nametag that has their name and underneath or on it somewhere an adjective or icon that helps to describe one of their inner qualities they bring to Girl Scouting.</p> <p>Invite and encourage participants to complete the unfinished sentence, “I need to learn ...on a Post-It and put it on the newsprint.</p>	<p>Nametag materials and markers</p> <p>Poster inviting participants to make a unique nametag</p> <p>Expectations newsprint-entitled “Our Learning Needs”</p>
<p>Welcome, Introductions & Check-in</p> <p>10 min.</p>	<p>Welcome participants and briefly introduce self.</p> <p>Invite participants to stand in a circle. Using a koosh ball or other similar object, have the participants throw the ball to each other, in a random fashion. Upon receiving the ball, the participant introduces her/himself with:</p> <ul style="list-style-type: none"> • Name • Unique attribute/inner quality represented on her/his nametag • Check-in. Just a few words about their expectations for this session. <p>Debrief- Bring out the following points through questioning, if possible.</p> <p>*Value of being in a circle-inclusive, all can be seen, no hierarchy, makes people feel welcomed.</p> <p>*name tags with "inner quality- note that we are encouraging everyone to reflect on their own strengths they have as a leader. Note this is part of being a “purposeful leader, is knowing oneself. We will be talking more about this later.</p>	<p>Optional.</p> <p>Koosh ball or similar object suitable to throw among adults</p>

<p>GS Tradition— Promise and Law with GS sign & quiet sign.</p> <p>10 min.</p> <p><i>20 min. total between Welcome and Promise and Law</i></p>	<p>While still standing in the circle, Explain:</p> <ul style="list-style-type: none"> • Every girl and adult who accepts the Promise and Law and pays (or has paid for her) the \$10.00 membership dues is a GS. • Promise and Law is the ethical foundation of GS. • The 3 fingers used in the sign represent the 3 parts of the Promise. <i>Demonstrate.</i> • Note, we also have another sign that comes in handy in Girl Scouts. The “quiet sign.” This is the raised arm, flat hand. <i>Demonstrate..</i> <p>Invite participants to recite the Promise and Law with the GS sign.</p> <p>Participants return to their seats.</p> <p><i>Ask.</i> What have we just done? <i>Ans. Basic GS ceremony.</i> <i>Ask.</i> What other GS ceremonies are you familiar with? <i>Possible ans. Flag, Bridging, Award.</i> Tell them later in the session they will have an opportunity to see Tradition and Ceremony in the Journey and the adult How To Guide.</p>	<p>Copies of the Law and/or PowerPoint slide.</p>
<p>Learning Objectives</p> <p>5 min.</p>	<p>Review the learning objectives. Look at their Post-Its and acknowledge the ones that are “in scope” and those that will not be covered in this session and give them options on where they can have the learning need addressed.</p> <p>Explain parking lot –a place to post their questions. (note the Post-Its on their table.</p>	<p>Posted learning objectives or slide</p> <p>Newsprint parking lot & Post-Its.</p>
<p>Group Agreement</p> <p>10 mins.</p> <p><i>This includes the time for Creating “Safe Space.”</i></p>	<p>Brainstorm a list of appropriate individual & group behaviors that will support a good learning environment. <i>(Mention that these are sometimes referred to as "ground rules. Ex. mute cell phones.)</i></p> <p>Ask. What might be some reasons to refer to these as a "group agreement" rather than "ground rules."? <i>(positive tone, collaborative)</i></p> <p>What are the benefits of establishing a group agreement?</p> <p>What is the value of having a "group agreement with the girls? <i>(helps the girls to manage conflict)</i></p> <p>How would you establish a group agreement with the girls, so that it is "girl-led"?</p>	<p>Newsprint and markers</p>

<p>Creating Safe Space</p>	<p>State and ask. One of the positive features about Girl Scouting is that it provides a "safe space" for girls. What does this mean to you?</p> <p>Emphasize. GS creates a safe space for girls emotionally, physically and mentally.</p> <p>Ask. How does the establishment of a group agreement help to establish "safe space?"</p> <p>Ask. What have we done here besides the group agreement that has helped to create a "safe space" for this group? (<i>welcome, nametag, introductions</i>)</p> <p>Ask. What other ways can you create and sustain a "safe space" for the girls? <i>Possible answers: Help the girls adhere to their group agreement. Welcome them fully each and every session. Listen to their "stories." Accept them. And others.</i></p>	
<p>Creating a physically "safe space"</p>	<p>State. In GS we want to ensure every girl's emotional safety as well as her physical safety.</p> <p>Segue & introduce Safety-Wise. <i>Hold up the book. Ask how many have this publication & how many have had a chance to look in it.</i></p> <p>Ask. Where else might you look or go to for "safety-related questions?" <i>Answers: The Volunteer Packet as well as the council</i></p>	
<p>Recap the first 35 minutes of this session</p> <p>5 mins.</p>	<p>STOP: <i>Here is an opportunity to help the participants see the application of what they just experienced to managing a troop.</i></p> <p>State and ask. Let's create some tools to put in a troop management toolbox by reflecting back on what we just did.</p> <ul style="list-style-type: none"> *Arrival activity *Circles *The quiet sign *A troop agreement, etc. *Safety-Wise <p>Discuss how each of these might be transferred to the troop setting and the role they would play in managing a troop.</p> <p>Ex. Arrival activity. Gives the girls something to do as they arrive.</p>	<p>Newsprint-with a toolbox drawn on it, entitled Troop Management Tools</p>

<p>Introducing the GSLE, the Girl Scout Leadership Experience-</p> <p>* This is now the Girl Scout Program</p>	<p>Segue. <i>To the Girl Scout Leadership Experience</i></p> <p>Say. <i>Now that we have talked about how to keep girls “safe” let’s look at the Girl Scout Leadership Experience. This is the heart of the Girl Scout Program.</i></p> <p>WHY. <i>The following addresses the why of the GSLE.</i></p> <p>Ask. What do you think comes to mind, for the public when they think of Girl Scouting?</p> <p>Possible responses. Cookies, camping, crafts (badge work,)</p> <p>Suggest. Wouldn’t it be great if the first response that we heard were not the 3 “Cs” we just mentioned but the 3 “Cs in our Mission statement. “Girl Scouts builds girls of courage, confidence and character who make the world a better place.”</p> <p>State. We now have the Girl Scout Leadership Experience that helps us achieve our Mission with Nationally defined outcomes or benefits that girls will gain/achieve from GS</p>	<p>. Visual of the Girl Scout Leadership Experience on the wall.</p>
<p>Overview of the GSLE</p> <p>15 mins.</p>	<p>Say. The Girl Scout Leadership Experience is the Girl Scout Program. It is the engine for everything that we do in Girl Scouting. So, let’s take a look at it and then we can determine how each of us can bring this to life for the girls we partner with.</p> <p>You are going to build this model with them, from the right to the left. Start with the end, or the final outcome.</p> <p>Ask. Why would I start at the end? <i>Possible answer: When we know where we want to end up, we can determine how to get there.</i></p> <ul style="list-style-type: none"> • Check the Facilitator’s Guide for optional ways to deliver this overview of the GSLE & points for the recap. <p>Recap through questioning.</p> <p>Bring out that Leadership in Girl Scouting is defined Discover plus Connect plus Take Action =Leadership.</p>	<p>Options: PowerPoint slides, or newsprint, or give table groups cardstock pieces of the experience to put together as you discuss each component of the GSLE.</p> <p>Refer to the page in their “How To” Guide for the GSLE model</p> <p>Handout the 15 outcomes showing the 5 for each key.</p>
<p>Role of the volunteer & purposeful leadership</p> <p>10 mins.</p>	<p>Segue to the role of the volunteer and the importance of purposeful leadership.</p> <p>Ex. Now that we have seen all of the parts of the Girl Scout Leadership Experience, including our end goal/or mission and the roadmap for getting there, what does this mean for you?</p>	<p>Glossary- showing definition of Purposeful Leadership</p>

	<p>Conduct in small group discussions, then large group or in a large group discussion the following question</p> <ol style="list-style-type: none"> 1. What comes to mind when you think of purposeful leadership? How does this compare to the definition in your glossary? 2. What do you think about the suggestion of modeling Discover, Connect and Take Action for the girls? 3. What does this mean for you? 	Questions on handout or newsprint
Using the Journey	<p>Segue to the Journey</p> <p>Address the benefit of using the Journey for the adult and the girl.</p> <p>Note. Some participants may have already looked through the adult and girl Journey books. So let them provide the “why” behind using the Journey.</p> <p>Ask. Why use the Journey? The Journey provides an adventure for the girls that has identified outcomes. with The activities and processes are built in which makes it easier for the adult to partner with the girls.</p> <p>Other activities including badge work, etc may also be used. Later we will determine how to take these and how we can use purposeful leadership to align these with the GSLE.</p>	
<p>“Tour” of the adult How To guide</p> <p>10 mins</p>	<p>State. Let’s go on a Journey and start with a mini-tour of the How-To adult guide.</p> <p>You may keep all grade levels together for this mini-tour. Let them know that all of the grade level How-To guides are organized the same way.</p> <ol style="list-style-type: none"> 1. Look at the back cover for a brief description of what is inside your Journey. 2. Turn to the page on Understanding the Journey’s Leadership Benefits.- the GSLE model <p>Ask them to look at the first 2 paragraphs and find the number of outcomes girls can achieve through the activities on this Journey.</p> <p>Ask. What do they notice on the opposite page? <i>Answers: There will be Discover, Connect and Take Action Activities. Outcomes for each of these keys. Signs are indicated. What is a sign? Are these the only possible signs? No. Just examples.</i></p> <ol style="list-style-type: none"> 3. Next on the “tour.” The 2 pages entitled “What & How: Creating a Quality Experience. <p>Ask. How might this be helpful to you?</p> <ol style="list-style-type: none"> 4. Your Perspective on Leadership. Next on the tour 	Grade level girl book and adult “How To” Guide.

<p>BREAK</p> <p>10 mins.</p> <p>Let's Go on a Journey</p>	<p>Ask them to turn back to the page showing the Outcomes for this Journey and turn the page over.</p> <p>Say. Just as it is critical to give girls time to reflect, it is also important that we give ourselves time to consider our own perspective on leadership. This will help us be at our best for the girls. This is part of purposeful leadership.</p> <p>5. Final stop on this “tour” but actually the beginning of the book is the Table of Contents. Note. These are laid out in a similar fashion for all of the grade level Journeys. Although the topics, may appear to be the same the contents are appropriate to the grade level and to the specific Journey topic.</p> <p>Segue to the learning activity</p> <p>We have talked about how the Journey is packaged so that the volunteer has everything she needs to facilitate a session. Note. A session may be one meeting or multiple meetings. Remind them this is driven by the girls. The girls may want to spend more time on a particular topic or shorten a section of the Journey.</p> <p>Give instructions for the grade level kindred group work before the break. Designate meeting locations for each group and tell them they will have 30 mins. to take a deep dive into the How To guide. Then all of the groups will come back together again.</p> <p>BREAK</p> <p>Kindred Group activity. Invite them to sit with the same grade level volunteers.</p> <p>Instructions: Use the worksheet as the basis for their table discussion and complete this as a group.</p> <p>Debrief: Two ways to debrief this.</p> <ol style="list-style-type: none"> 1. Multi-grade level group. Using questioning, start with their general reaction to the Sample Session. Then move to specifics about what they like. What they find challenging. The ease or difficulty at identifying evidence of one of the keys and the processes. In looking at this Session Sample what 	<p>Worksheet: Let's Go on a Journey</p> <p>& answer sheet for the facilitator.</p>
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	<p>can they say about their role? What questions do they have?</p> <p>2. If participants have the same grade level troops discuss not only the experience they just had but also the content within the Session they previewed.</p>	
	<p>Segue to the linking other GS activities, such as badge work to the GSLE.</p> <p>State. Now that you know how all the components are reflected in the Journey, let's consider how you take other GS activities, such as Try-Its, Badges or Interest Patches and link them to the GSLE.</p>	<p>Checklist handout: Connecting Try-It, Badges, etc. to the GSLE.</p>
<p>Using Other program material</p> <p>20 minutes</p>	<p>Ask. them to name some other program material/activities that they might use.</p> <p>Say. Let's look at a tool that might be helpful as a checklist to try and determine how we can link an activity to the GSLE. .</p> <p>Note: Tell the group that with purposeful leadership we are intentionally checking activities to make certain there is a link to one or more of the keys, Discover, Connect or Take Action and that the activity is done in a way in which it is "girl-led, cooperative and learning-by-doing. We are also intentional about the outcomes.</p> <p>Exercise. Give each small group a copy of a Try-it, Badge, etc. <i>Note: We are making the assumption that the girls have agreed this is something they would like to work on.</i> Now check it over to see how it aligns with the GSLE. If not, what might be added or changed?</p> <p>OPTION: It time permits, let one group give a pitch on their activity and defend their position on the link to the GSLE.</p> <p>Facilitate a large group discussion on their findings. *Include the value & application of purposeful leadership in the process of linking activities to the GSLE. *Include all of the components, including the keys, the processes and the outcomes. * Include keeping badges in perspective. i.e. GS is not About a pretty badge. It's about the Journey-the Experience.</p> <p>Options:</p>	<p>Existing GS activities –</p> <p>Copy of a Try-It, Junior badge and Cadette Interest Patch.</p> <p>Checklist/tool for Connecting activities to the GS Leadership Experience.</p> <p>A worksheet where they can indicate what they would do to make it GSLE compliant.</p> <p>SEE fun option is time permits.</p> <p>J. Low quote on badges.</p>

<p>Review/summary 10 mins.</p>	<ol style="list-style-type: none"> Option 1-if time is short. Use your koosh ball to do a quick review and ask them what they have learned that they will be able to take right back and use with the girls. Or ask them what are 2 significant things they have learned during this session that will help them deliver the GSLE. Option 2. Divide the group into 6 groups, the number equal to the learning objectives. If time permits have each group come up with a creative way to review the key learning points around each objective and present this to the whole group. <p>Parking Lot. Address any questions the participants have placed on the parking lot and also ask them what other questions they have.</p> <p>If questions about the Bronze, Silver, Gold arise, direct them to places where they can get the most recent information.</p>	
<p>Continuous learning opps. 5 mins.</p>	<p>Remind them that Leadership Essentials is just one piece of learning. There are many ways to continue to gather information and learn more about specific topics, including GS traditions, songs and games, ceremonies.</p> <ul style="list-style-type: none"> • GSUSA website- Girl Central • Volunteer Packet • SUM meetings • Council website • Any other resources available through your Council 	<p>As facilitator, share any workshops, etc that your council may offer for enrichment.</p>
<p>Evaluation 5 mins.</p>	<p>Ask them to complete the evaluation form.</p>	<p>Evaluation tool</p>
<p>Closing-Reflection</p>	<p>Options:</p> <ol style="list-style-type: none"> You began with an opening ceremony, which modeled what the volunteer might do with girls, why not close with one. In a circle, show them the friendship circle an squeeze. <i>If your group appears to enjoy songs, teach them Taps.</i> In a circle, ask them to imagine that it is 10 years from now. There is a banquet in your honor. Perhaps some of the girls you had in your troop are there. What would you like them to say about your leadership? <p>Thank them for coming and let remind them of where they can find support in their Girl Scout community.</p>	
	<p>Send them off with well wishes.</p>	