

Girl/Adult Partnership

From www.girlscouts.org



One of the basic threads running throughout the Girl Scout program is that of girl/adult partnership. To grow strong, girls need to be partners in decision-making from the very beginning — whether choosing from a list of activities as a Daisy Girl Scout or making sure the trip has enough adult supervision for Senior Girl Scouts.

As the leader, your goal should be to act increasingly as a facilitator, enabling girls to experience more opportunities for planning, decision-making, leadership, and yes, even failure. Adults who understand and make a conscious effort to facilitate these experiences help build Girl Scouts. *Where Girls Grow Strong*.

Signs of Girl/Adult Planning and Girl/Adult Partnership

We know girl/adult partnership and planning is happening when:

- Girls are allowed to make mistakes (as long as they are non-life threatening).
- Everyone has a chance to voice her opinion
- Brainstorming is an accepted way of generating ideas.
- Girls and adults are talking with each other.
- Girls are participating in self-government.
- The leader asks girls what is going to happen.
- Girls are making their own plans, and adults are encouraging them.
- There is evidence of compromise.
- Trust exists on both sides.
- Girls tell the leader the agenda.
- Girls are actively directing an event.
- Adults are sitting around serenely.
- Adults are close enough to answer questions when needed—and far enough away not to interfere.
- Girls are planning complete events.
- Adults ask, "What can I do?"
- Events for older girls have greater attendance because they have done the planning.
- More events are occurring.
- Girls take responsibility for getting consultants, drivers, and permission forms and for reading Safety-Wise.
- Adults do not speak for girls if groups are asked to report out.
- Strengths are utilized, and weaknesses are given an opportunity to strengthen.
- Everyone's schedules are taken into consideration.
- Meetings run smoothly and in a timely fashion, with everyone participating.
- The leader asks each girl in the troop for her opinion.
- Both sides live up to agreements and project commitments.
- Girls and adults say "our" project.
- Everyone's ideas are respected.
- Responsibilities are rotated equally or agreed upon democratically.
- Adults can let go of ideas, traditions, histories, and stereotypes.
- Girls take the adults along "to drive the car and sign the checks."
- The leader comes back "less tired" and more relaxed than her girls.
- A girl says "I can do that — I can do anything."
- The premise that Girl Scouting is for the girl guides decision-making.

*Comments from Cadette and Senior Girl Scouts and their leaders.



Ways to Involve Girls in Planning and Leadership/Role of Adults* in the Girl/Adult Partnership

	Age Level Actions and Concepts	Role of Adults in Partnership
Daisy	<ul style="list-style-type: none"> • Daisy Girl Scout Circle • Either/or decision-making • "It" and "Other bag" • 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"> • 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.
Brownie	<ul style="list-style-type: none"> • Brownie Girl Scout Ring, self-government with adult guidance • Use of a "talking stick" to express ideas • Girls' organizing and delegating responsibilities through kaper charts • 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"> • 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.
Junior	<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"> • Take into account the developmental differences between 4th and 6th graders. • Step back; guide. • Input 50 percent of the time when girls are at the 6th-grade level. • Encourage girl/adult partnership.
Cadette	<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"> • 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.
Senior	<ul style="list-style-type: none"> • Patrol system, representative government, Senior GS planning boards • Leadership projects—Program Aides, Leaders-in-Training, Counselors-in-Training • Girls' involvement in girl/adult planning teams • Girls' 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 	<ul style="list-style-type: none"> • Let girls make mistakes and learn from them. • Mentor girls. • Be a facilitator and partner.

****Note that the role of adults changes as the girls' skills increase.***

Girl Planning - Brainstorming

Try this to get girls thinking and planning for their year!

Supplies

- Poster Board
- Photocopied petals - one for each girl. (see back)
- Pens
- Tape for back of daisy petals

In advance of the meeting

- Cut out petals.
- Summarize the 4 program goals on top of the poster board. (below)
- Draw or make a center for the daisy on the board.



At the meeting

- Have each girl write 3 things on her petal (younger girls will need help):
 - Something she would like to learn this year.
 - Something she would like to do this year.
 - What kind of community service she would like to do.
 - Place the petals on the board in the shape of a Daisy.
 - Discuss how each choice might figure into one of the Program goals.
 - Vote on the top 3 choices of each category.
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GS Program Goals

1. Girls will develop to their full potential. *Girl Scouting will:*

- Foster girls' feelings of self-acceptance and unique self-worth.
- Promote girls' perception of themselves as competent, responsible, and open to new experiences and challenges.
- Offer girls opportunities to learn new skills.
- Encourage girls' personal growth.
- Allow girls to utilize and practice talents and abilities.

2. Girls will relate to others with increasing understanding, skill, and respect. *Girl Scouting will:*

- Help girls develop sensitivity to others and respect for their needs, feelings, and rights.
- Promote an understanding of individual, cultural, religious, and racial differences.
- Foster the ability to build friendships and working relationships.

2. Girls will develop a meaningful set of values to guide their actions and to provide for sound decision-making.

Girl Scouting will:

- Help girls develop meaningful values and ethics that will guide their actions.
- Foster an ability to make decisions that are consistent with girls' values and reflect respect for the rights and needs of others.
- Empower girls to act upon their values and convictions.
- Encourage girls to reexamine their ideals as they mature.

2. Girls will contribute to the improvement of society through the use of their abilities and leadership skills, while working in cooperation with others. *Girl Scouting will:*

- Help girls develop concern for the well-being of their communities.
- Promote girls' understanding of how the quality of community life affects every member of society.
- Encourage girls to use their skills to work with others for the benefit of all.

I WANT TO LEARN:

I WANT TO DO:

I WANT TO HELP BY: