

SCR

17

<TARGET><BILL>SCR 17</BILL><SUBJECT>SCR
17</SUBJECT><COMM>SSTA27</COMM></TARGET>

SENATE COMMITTEE REPORT
First Committee of Referral

Rules

DATE: 1/17/12

FURTHER:

Date of 5-Day Notice: 1/26/12
 (in accordance with Uniform Rule 23)

DATE TURNED
 IN TO OFFICE: 2/2/12

State Affairs Committee considered SENATE CONCURRENT RESOLUTION NO. 17

SCR 17-GIRL SCOUTS 100TH ANNIVERSARY

Celebrating the 100th anniversary of the Girl Scouts of the United States of America and proclaiming 2012 as the Year of the Girl.

and recommends:

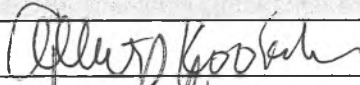
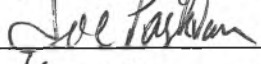

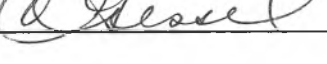

- be replaced with CS SCR 17 (STA) Same Title New Title
- adopt previous CS SCS/CS- Forthcoming () Same Title New Title
- attached amendment(s)
- adopt _____ Letter of Intent
- further referral to _____ Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
S. STA			✓	1

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	Do PASS	Do NOT PASS	No REC	AMEND
	Kookesh	X			
	PASKVAN	X			
	Meyer	X			
	Giessel	X			
CHAIR: 	Wielechowski	X			

27-LS1140M
Martin
1/24/12

CS FOR SENATE CONCURRENT RESOLUTION NO. 17()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): SENATOR DAVIS

A RESOLUTION

1 **Celebrating the 100th anniversary of the Girl Scouts of the United States of America**
2 **and proclaiming 2012 as the Year of the Girl.**

3 **BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 **WHEREAS** March 12, 2012, marks the 100th anniversary of the Girl Scout
5 movement, which began on March 12, 1912, in Savannah, Georgia, when Juliette "Daisy"
6 Gordon Low organized a group of 18 girls and provided the girls with the opportunity to
7 develop physically, mentally, and spiritually; and

8 **WHEREAS**, for 100 years, the Girl Scouts have helped millions of girls and women
9 develop courage, confidence, and character, so that those girls and women could act to make
10 the world a better place; and

11 **WHEREAS** the award-winning Girl Scout Leadership Experience helps girls discover
12 themselves, establish values, connect with others, and take action to make the world a better
13 place; and

14 **WHEREAS** the Girl Scout Gold Award, the highest honor in the Girl Scouts, requires
15 a girl to make a measurable and sustainable difference in the girl's community by assessing a
16 need, designing a solution, finding the resources and support to achieve that solution,

1 completing the project, and inspiring others to sustain it; and

2 **WHEREAS** the Girl Scout Gold Award honors leadership in the Girl Scout tradition,
3 and, as high school students, Girl Scout Gold Award recipients have already changed the
4 world; and

5 **WHEREAS** the Girl Scout programs in science, technology, engineering, math,
6 environmental awareness, healthy living, financial literacy, and global citizenship help girls
7 develop a solid foundation in leadership; and

8 **WHEREAS**, since its founding in 2000, the Girl Scout Research Institute has become
9 an internationally recognized center for original research, research reviews, and surveys that
10 provide significant insights into the lives of girls; and

11 **WHEREAS**, through the dedication, time, and talent of volunteers of different
12 backgrounds, abilities, and areas of expertise, the Girl Scouts of Alaska serves more than
13 6,000 girls in grades kindergarten through 12 across the state; and

14 **WHEREAS** more than 50,000,000 American women are Girl Scout alumnae,
15 3,200,000 girls and adult volunteers are active members of the Girl Scouts, and the Girl
16 Scouts of the United States of America is the largest member of the World Association of Girl
17 Guides and Girl Scouts, a global movement of more than 10,000,000 girls in 145 countries;

18 **BE IT RESOLVED** that the Alaska State Legislature celebrates the Girl Scouts of the
19 United States of America for 100 years of leadership and expertise and proclaims 2012 the
20 Year of the Girl.

21 **COPIES** of this resolution shall be sent to Marge Stoneking, Chief Executive Officer,
22 Girl Scouts of Alaska; Jane Angvik, Chair and Lifetime Member, Girl Scouts of Alaska; Mary
23 Siroky, First Vice Chair, Girl Scouts of Alaska; Lynda Zaugg, Second Vice Chair and
24 Lifetime Member, Girl Scouts of Alaska; Mary Killorin, Secretary, Girl Scouts of Alaska;
25 Linda Freed, Treasurer and Lifetime Member, Girl Scouts of Alaska; and the Honorable Lisa
26 Murkowski and the Honorable Mark Begich, U.S. Senators, and the Honorable Don Young,
27 U.S. Representative, members of the Alaska delegation in Congress.

Alaska State Legislature



Interim: (May - Dec.)
716 W. 4th Ave
Anchorage, AK 99501
Phone: (907) 269-0144
Fax: (907) 269-0148

Session: (Jan. - May)
State Capitol, Suite 7
Juneau, AK 99801-1182
Phone: (907) 465-3822
Fax: (907) 465-3756
Toll free: (800) 770-3822

Senator Bettye Davis@legis.state.ak.us
<http://www.akdemocrats.org>

Senator Bettye Davis

SCR 17 “Celebrating the 100th Anniversary of the Girl Scouts of the United States of America and proclaiming 2012 as the Year of the Girl.”

Sponsor Statement

SCR17 declares 2012 to be the “Year of the Girl” in honor of the 100th anniversary of the Girl Scouts of the United States of America. Girl Scouts of the USA is the largest organization for girls in the world and its mission is to build girls of courage, confidence and character to make the world a better place. As they celebrate their 100th anniversary as an organization this year, SCR17 recognizes the positive impact that the Girl Scouts have made historically and continue to make in the lives of girls and women throughout the United States.

Statistics indicate the need for such organizations as the Girl Scouts to help mitigate issues with safety, sexual activity and pregnancy, tobacco and substance abuse, and violence among girls. Also, participation in organizations like the Girl Scouts holds great potential for increasing the rate of civic activism and volunteering among girls and women throughout their lives.

Studies indicate that girls who participate in Girl Scouts develop important leadership skills and self-confidence, which help them in many other aspects of their lives. Research shows that girls who participate in Girl Scouts develop a strong sense of self, develop positive values, gain practical life skills, seek challenges in the world, and develop critical thinking, all of which can benefit girls in such important areas as education, physical and mental health, and sports and physical activity.

The Girl Scouts of Alaska includes 6,000 girls ages 5-17 and 1,500 volunteers. Some of the activities that the Girl Scouts of Alaska reported in their December 2011 newsletter included participation in the “Girl Scouts Forever Green” public action project encouraging changes in aspects of daily life to conserve natural resources and protect the environment. Also, the newsletter reported that the Girl Scouts of Alaska conducted a Single Soldier program in which girls wrote letters to soldiers overseas without wives or children to help keep their spirits up, and they also put together nine robotics teams that will compete in statewide robotics competitions in January 2012.

SCR17 honors Girl Scouts of the USA for their contribution to the lives of girls and women and to society by declaring 2012 to be the “Year of the Girl.”



About Girls Scouts of the USA

The Girl Scout Promise

On my honor, I will try:

To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be

honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
responsible for what I say and do,
and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

Who We Are

Girl Scouts of the USA (GSUSA) is the largest organization for girls in the world. Our mission is to build girls of courage, confidence, and character, who make the world a better place. Through activities in science and technology, business and economic literacy, and outdoor and environmental awareness, Girl Scouting provides girls with opportunities for fun and friendship, while fostering the development of leadership skills and self-esteem.

Founded by Juliette Gordon Low in Savannah, Georgia, on March 12, 1912, Girl Scouts of the USA was chartered by the United States Congress on March 16, 1950. Today, there are 3.2 million Girl Scouts: 2.3 million girl members and 890,000 adult members working primarily as volunteers.

What We Do

Girls develop their leadership potential through activities that enable them to discover their values and skills, and the world around them; connect with others in a multicultural environment; and take action to make a difference in the world.

Our Structure

Headquartered in New York City, Girl Scouts has 112 chartered councils nationwide. These councils provide direct services to girls and the volunteers who work with them, and to the communities they serve. Girl Scouting is open to all girls from kindergarten through high school.

National Leadership

National Honorary President: Michelle Obama
Chair, National Board of Directors: Connie L. Lindsey
Chief Executive Officer: Anna Maria Chávez

Key Alumnae Stats

- Ten of seventeen women (59 percent) in the United States Senate are former Girl Scouts.
- Forty-five of seventy-five women (60 percent) in the House of Representatives are former Girl Scouts.
- Fifty-three percent of all women business owners are former Girl Scouts.
- Seventy-six percent of all Girl Scout alumnae report that Girl Scouts had a positive impact in their lives.

For More Information

If you are interested in joining, volunteering with, or donating to Girl Scouts in your community, please call 800-GSUSA-4-U (800-478-7248) or visit www.girlscouts.org.

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.



Facts

Leadership

History

Advocacy

Our Partners

Global Girl Scouting

USA Girl Scouts Overseas

Careers

Diversity

Facts

See our [Fact Sheet](#) (PDF)

Girl Scout Mission

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

100 Years

Founder [Juliette Gordon Low](#) organized the first Girl Scout Troop on **March 12, 1912**, in Savannah, Ga.

An American Institution

Girl Scouts of the USA was chartered by the U.S. Congress on **March 16, 1950**.

Still Growing Strong

Today, there are **3.2 million Girl Scouts**—2.3 million girl members and 880,000 adult members working primarily as volunteers.

Empowering Girls

In Girl Scouts, girls discover the fun, friendship, and power of girls together. Through a myriad of enriching experiences, such as extraordinary field trips, sports skill-building clinics, community service projects, cultural exchanges, and environmental stewardships, girls grow courageous and strong. Girl Scouting helps girls develop their full individual potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision-making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with others.

At Home and Abroad

Girls at home and abroad participate in **troops and groups in more than 92 countries** through [USA Girl Scouts Overseas](#), and over **100 local Girl Scout councils** offer girls the opportunity for membership across the United States.

An International Family

Through its membership in the [World Association of Girl Guides and Girl Scouts \(WAGGGS\)](#), Girl Scouts of the USA is part of a worldwide family of **10 million girls and adults in 145 countries**.

A Pivotal Part of Women's History

More than **50 million American women** enjoyed Girl Scouting during their childhood—and that number continues to grow as Girl Scouts of the USA continues to inspire, challenge, and empower girls everywhere.

Annual Report

We are acutely aware of girls' changing needs. That's why in 2010 we embarked on a journey to develop strategies which will ensure that the Girl Scout Movement is perfectly situated to honor the legacy and promise of the *next* 50 million Girl Scouts. Learn more about these crucial objectives and goals in our [Annual Report](#).



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Also See:

- [Fact Sheet \(PDF\)](#)
- [Who We Are: Girl Scout History](#)
- [Girl Scout Program](#)
- [GS Central: Girl Scout Promise and Law](#)
- [Join Us](#)

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also visit:

- [girlscoutcookies.org](#)
- [blog.girlscouts.org](#)
- [Girl Scouts for girls](#)
- [lmk.girlscouts.org](#)
- [girlscoutshop.com](#)
- [edithmacy.com](#)

commitment:

- [Internet Safety Pledge](#)
- [Our Commitment to Diversity](#)



Facts

Leadership

History

- Juliette Gordon Low
- The Birthplace
- Girl Scouts Timeline
- Museum
- Featured Exhibit
- Edith Macy Conference Center
- This Month in Girl Scout History
- History Volunteers

Advocacy

Our Partners

Global Girl Scouting

USA Girl Scouts Overseas

Careers

Diversity

Girl Scout History



Juliette "Daisy" Gordon Low assembled 18 girls from Savannah, Georgia, on March 12, 1912, for a local Girl Scout meeting. She believed that all girls should be given the opportunity to develop physically, mentally, and spiritually. With the goal of bringing girls out of isolated home environments and into community service and the open air, Girl Scouts hiked, played basketball, went on camping trips, learned how to tell time by the stars, and studied first aid.



Within a few years, Daisy's dream for a girl-centered organization was realized. Today, Girl Scouts of the USA has a membership of over 3.2 million girls and adults, a significant growth from its modest beginnings nearly a century ago. In fact, more than 50 million women in the U.S. today are Girl Scout *alumnae*. We invite you to learn about our robust organization and its rich history. From our willingness to tackle important societal issues, to our commitment to *diversity* and inclusiveness—Girl Scouts is dedicated to every girl, everywhere.

- Read Girl Scout founder [Juliette Gordon Low's Biography](#) and see how one visionary affected so many lives. See the new Juliette Gordon Low Interactive Timeline.
- Track the incredible journey of the Girl Scout Movement on our [Girl Scouts Timeline: Decade by Decade](#).
- Visit our online [Museum](#) for an in-depth look at the objects and ephemera that tell the story of the organization from its inception.
- Don't miss the Museum's [Featured Exhibit](#), which highlights Girl Scout uniforms over the years.
- Learn about the beautiful facilities and history of the [Edith Macy Conference Center](#), Girl Scouts of the USA's unique location for workshops and trainings.
- Find out what happened [This Month in Girl Scout History](#) to put it all into context.
- [Historical Highlights \(PDF\)](#): The turn of the century brought Girl Scouting to a threshold of change. In a nutshell, here's what has happened to transform the organization from 2002 to 2008.

[Twitter](#) 7

Also See:

- [Who We Are: Juliette Gordon Low Birthplace](#)
- [GS Central: Girl Scout Days](#)

Girl Scout Memories Last a Lifetime!

You won't be able to resist this unique collection of vintage-inspired gifts and collectibles

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also visit:

- [girlscoutcookies.org](#)
- [blog.girlscouts.org](#)
- [Girl Scouts for girls](#)
- [lmc.girlscouts.org](#)
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commitment:

- Internet Safety Pledge
- Our Commitment to Diversity

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About us

Scouts of Alaska is the proven leadership development program for girls from 5-17 in Alaska.

Scouts is a safe, inclusive environment for Alaska's diverse population of girls.

Scouting develops strength of character and confidence allowing girls to become leaders in their communities and to make a difference in the world.

Building on the traditional values of the Girl Scout movement, we meet the needs of girls in Alaska today.



Girl Scouts of Alaska. Inspiring Girls to Lead.

From Bethel to Ketchikan, Girl Scouts of Alaska serves over 6,000 girls and 1,500 volunteers.



1 Scout Mission

Scouting builds girls of courage, confidence, and character, who make the world a better place.

1 Scouts Promise

On my honor, I will try:

To serve God and my country,*

To help people at all times,

And to live by the Girl Scout Law.

The flexible wording of the Girl Scout Promise means that a member may substitute another word that more closely represents that member's usual belief for the word God.

1 Scout Law

I will do my best to be:

honest and fair,

friendly and helpful,

considerate and caring,

courageous and strong,

and responsible for what I say and do,

and to

respect myself and others,

respect authority

*use resources wisely,
make the world a better place,
and be a sister to every Girl Scout.*



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December Newsletter

My Promise, My Faith

December is a month of religious, spiritual, and cultural holidays for all of the world's major religions. It is therefore an opportune time to update you on how Girl Scouts can interface with any faith.

Although Girl Scouts is a secular organization, and Girl Scouts recognizes that religious instruction comes from the home and one's faith community, we are values based and encourage faith in God -- as defined by each member and her family. Indeed, the Girl Scout Promise and Law are in alignment with many faith organizations' teachings.

For girls who are interested in finding out what their faith and Girl Scouting have in common, Girl Scouts has its own national faith recognition award called My Promise, My Faith. The requirements and guidelines for earning a My Promise, My Faith award are included in [The Girl's Guide to Girl Scouting](#). Girls can earn this pin once a year at each grade level. You can read my [full blog post](#) for more on this topic.

Happy December from Girl Scouts of Alaska!

Yours in Girl Scouting,
Marge Stoneking, CEO

Girl Scouts Declares 2012 Year of the Girl

We all know that 2012 is Girl Scouts 100th Anniversary! Now, Girl Scouts of the USA is also [declaring 2012 the Year of the Girl](#).

As Anna Maria Chavez, CEO of Girl Scouts of the USA explained, "We want to make sure that a baby girl born in 2012 will grow up in a new and vastly differently world." She's referring to the fact that, despite so much progress on behalf of women and girls in the last



century, men still outnumber women in most leadership positions as well as science and technology jobs. It's not just a matter of equity. The fact that girls are interested and capable, yet opting out of these choices, has significant implications for our country.



By declaring 2012 the Year of the Girl, we hope to rally the nation around the cause of girls' leadership. Breaking down societal barriers that hinder girls from leading will take a nation-wide effort, and the involvement of individuals and groups beyond the family of Girl Scouts. Do you want to be a part of the movement? [Sign up here](#) to get updates directly from the campaign.

Women of Science

We are getting excited for our 20th annual [Women of Science events](#) around the state! The theme this year aviation.

We still need more presenters to help us bring science, technology, engineering and math (STEM) to life for girls.

If you know someone who uses STEM in any aspect of their work, please encourage them to share their expertise with girls! Past presenters have included female pilots, photographers, civil engineers, architects, and medical professionals. Do you know someone who can help us show girls how STEM skills are being used in real jobs in the real world?

Call Kay Shoemaker in Anchorage (907-273-0393) or Julie Alexander in Mat-Su (907-376-3822) with your suggestions. Thank you!



National Council Results

At the 2011 National Council session in Houston, Texas, members voted on important policy matters affecting the future of Girl Scouting. In addition to voting on officers to serve for the 2011-2014 term, the following issues were decided:

1. A general program fee for girls was approved, to help with the additional costs involved in executing the Girl Scout program. The fee will be reflected as an annual council fee not to exceed \$12.
2. A proposal to change the timing of the election of national delegates was voted down.
3. The question of whether to offer the Girl Scout membership year on a rolling cycle, instead of our current October 1 - September 30 year, was deferred to a committee. Councils using e-Council may have difficulty handling a rolling enrollment system, so the committee will address these and other concerns before bringing the issue to a vote again.

To review the full slate of proposals considered and the outcome of the voting, [click here](#).

Count Down to 100th Anniversary!

Here at the council office we are counting down the days until 2012 when a year-long celebration of 100 years of Girl Scouting will finally begin! We are excited about all the girls who have taken our [Centennial Celebration Challenge](#) and are sending us photos and descriptions of their projects. We hope you are also thinking about parades and other events in your area that you can participate in to share with your community the legacy of Girl Scouting in Alaska.

Here are some of the 100th anniversary events to watch for.

- [Girl Scouts Forever Green](#) (February - April)
- Southeast Camp-In (March 10)
- Statewide Campfires (March 12)
- Troop 2012 (March 12)



- Juneau Auction (March 17)
- Young Women of Distinction Luncheon (March 29, Anchorage)
- Centennial Celebration Challenge (through May 7)
- 100 Geocaches (Year-Long and Ongoing)
- Year of the Girl (Year-Long and Ongoing) [create anchor back to earlier text]

If you are planning something, please share it with us so we can help spread the word.

Do you have any questions about our 100th Anniversary -- what's happening and what you can do? Please call or email Anne Gore at 273-0315 or agore@girlscoutsalaska.org.

Girl Scouts Forever Green

Girl Scouts Forever Green is the Girl Scouts 100th Anniversary national Take Action project. The project asks everyone -- both Girl Scouts and the public at large -- to commit to changing some aspects of their daily lives to help protect the environment and conserve natural resources. The project suggests specific actions in three categories: reduce plastics, save energy, and save water.

Each action pledged, such as planting a tree, or turning off lights when not in use, has a measurable environmental impact associated with it. And, Girl Scouts' goal is to engage 800,000 Girl Scouts (25 percent of each council's membership) by the end of December 2012. Because the projects are aligned with the It's Your Planet, Love It! leadership journey, girls can earn awards as they work to create positive change for the environment.



Anyone who participates in Girl Scouts Forever Green is eligible to receive the patch shown here. We also have stickers, pledge cards, brochures and posters available for you to print out and use to motivate others to take action, too. The more participation, the greater the environmental impact!

Be sure to [visit the Girl Scouts Forever Green website](#) to learn about the three projects, [take the pledge](#), and get more tips, tools, and resources. Also, check out our Girl Scouts Forever Green program offerings at Spring Creek Farm [link to anchor GSFG 67] on the first Saturday of February, March, and April 2012.

Questions? Email Kay Shoemaker kshoemaker@girlscoutsalaska.org or Anne Gore agore@girlscoutsalaska.org.

United Way Holiday Guide



Holidays are a time of year when we come together as a community. We make the extra effort to look for the things that bring us together and unite us, as families, as faith communities, as neighbors, as people.

United Way board member Rick Fox recently put it perfectly when he said that he gives to give back. We've all had those moments in our lives where someone did something a little extra to help us in some way. This holiday, United Way of Anchorage asks you to consider making plans to give back.

To help you find the opportunity that is right for you, they offer this guide to giving. It includes a Quick Finder to easily match your gift with your favorite organization, a directory of local organizations, and special sections with ways you can Give, Advocate, and Volunteer. Click on the image above to see United Way's full Holiday Guide.

Letters to Soldiers

Some of our United States soldiers serving overseas do not have wives or children to send them letters and keep their spirits up. If you want to let them know that someone is thinking of them and they are not alone, send your letters to the Single Soldier program care of:

CSM Kirk Johnson

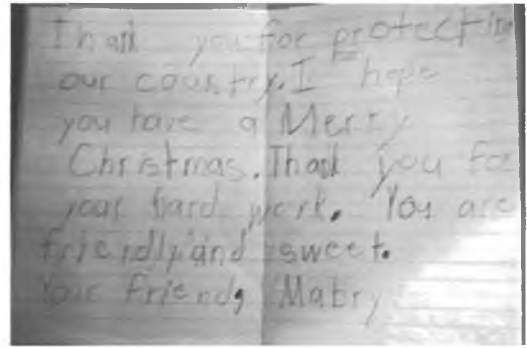
501st IN

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Please do not use last names in your letters, and write about general interest issues.



News from Southeast

Juneau Auction, March 17

Come to the Girl Scouts Annual Southeast Benefit Auction March 17th at the Juneau Arts and Humanities Council from 6 to 10pm! Traditionally an autumn event, this year's auction moves to March to coincide with the 100th anniversary of Girl Scouting. We're planning a big party in keeping with this benchmark year!

We'll have a vast array of items to bid on, both in an outcry and silent auction format. Guests will enjoy hors d'oeuvres and a no-host bar.

The Auction Committee is busy securing donations from regional and statewide donors and businesses; There are a variety of volunteer positions needing to be filled to help make this event something truly spectacular. To contribute with donations or to volunteer, please contact Mary Siroky at 789-7616.

Proceeds raised at the Auction assist Southeast Girl Scouts with memberships, camperships, and travel assistance.

Juneau Cookie Kick-Off

Join the Juneau Girl Scouts as we kick off the Girl Scout Cookie Season at this fun festival of training, crafts, and games! Juneau Girl Scouts will gather in the gym at DZ Friday on January 6th from 6 to 8pm to learn by participating in cool activities! Learn about the cookies, about selling and goal-setting, and about marketing the fun way!

New this year for parents of Girl Scouts is an orientation of their own called "the Cookie Rookie" where moms and dads learn practical ways to be supportive of their girls.

The cost of the event is \$5 per girl, including a patch and supplies!

Robotics Rocks!

As of publication, eight of Girl Scouts of Alaska's nine robotics teams have competed in qualifying tournaments. They have all done well and are



eligible to compete in the Championship Tournament on January 28th at South High School in Anchorage.

- Rockin' Wolves (Soldotna) received the Robot Design award
- Lego Experts (Anchorage) received the Judge's Choice award: Rising Stars
- Robotchicks (Anchorage) received the Project award
- Mat-Su Macaroi (Mat-Su) received the Core Values award
- Blight Busters (Anchorage) were the 2nd place Champions in their qualifier tournament
- Killer Cantaloupes (Juneau) were the 1st place Champions in their qualifier tournament
- Nine Northern Computer Cookies, or N2C2 (Juneau) were the 2nd place Champions in their qualifier tournament



Girlz vs. Food are scheduled to compete in their qualifier tournament on Saturday, December 17th at South High School.

Opportunities for Adult Volunteers

Conference Call Classes

Girl Scouts of Alaska strives to provide our adult volunteers with the support and information you need to succeed. Conference calls are a great way to share your experience and questions with other volunteers, parents and staff from across our council without having to leave the comfort of your home. Check out these upcoming opportunities:

January 12, 2012, 7-8pm

- 100th Anniversary and the Centennial Challenge - Learn 100 creative ways you and your girls can celebrate Girl Scout's 100th Anniversary.

February 9, 2012, 7-8pm

- Service Unit Team Talk - Service Unit Teams will talk with our CEO about how to make our organization stronger.

March 8, 2012, 7-8pm

• Opportunities for Adults – BREAK UP your routine and learn about new opportunities to volunteer with Girl Scouts, and recognize others for their efforts. In this conference call we'll address:

- Pathways
- Chaperones
- Host Families
- Journey in a Weekend
- Series
- Events
- Indirect Opportunities
- Adult Learning
- Adult Awards

April 12, 2012, 7-8pm

• Re-engaging Girls – Learn how Bridging, Pathways, the New Girl's Guide to Girl Scouts, Awards and more can re-engage girls in Scouting. In this conference call we'll address:

- Bridging
- Pathways
- Girls Guide to Girl Scouting
- Awards
- Girl Adult Partnership
- Spring Break Ideas

May 10, 2012, 7-8pm

• Wrapping Up for Next Year – Take time to celebrate what you've accomplished, make plans for the summer and prepare yourself, the girls and their parents for next year. We'll cover:

- Ceremonies
- Early Bird Registration
- Reports and other Paperwork

- Plans for Summer - Hiking, Camping, Parades
- Returning Next Year or Disbanding?
- Bank Account
- What to Tell Parents

Opportunities for Girls

Apply for Girls' World Forum



Girl Scouts of Alaska (GSAK) is seeking letters of interest from teenage Girl Scouts to attend the 2012 Girls' World Forum, hosted by Girl Scouts of the USA and the World Association of Girl Guides and Girl Scouts (WAGGGS) July 12-16, 2012 in Chicago.

Two GSAK girls (ages 14-18 on July 12) will be selected to represent Girl Scouts of Alaska as delegates to the Girls' World Forum. This is the third and final event in a series of forums celebrating WAGGGS's centennial, and the first in the United States.

The WAGGGS Global Action Theme, which is the focus of the three forums is "Together We can Change Our World." The theme addresses the United Nations Millennium Development Goals. During the WAGGGS Girls' World Forum, girls from around the world will focus on three millennium goals including: goal 1- to end poverty and hunger, goal 3 - to promote gender equality and empower women, and goal 7 - to achieve global environmental sustainability. Girls' World Forum attendees will work together to learn more about, to plan, and to engage in taking action to help achieve these three worldwide goals by 2015.

Are you interested in expanding your Girl Scout impact and network to partner with WAGGGS on global issues affecting girls? Are you committed to taking action to truly make the world a better place? If you said yes, then you are who Alaska is looking for to represent us at the Girls' World Forum. Please write a letter of interest to:

Marge Stoneking, CEO

Girl Scouts of Alaska

3911 Turnagain Blvd East

Anchorage, AK 99517

In your letter of interest, please address the following questions:

1. Why do you think it's important to address the Millennium Development Goals (MDGs)?
2. How have you, your community, and/or your GS Council worked to achieve one or more of the MDGs?
3. What interest/experience do you have in international events?
4. Whether you speak any international languages other than English, and what is your level of fluency?

FYI: Registration costs will be covered by Girl Scouts of Alaska for the two selected delegates, and girls may earn \$1.00/box cookie credits in the 2012 GSAK Cookie Program to offset travel fees. Travel fees will be in the neighborhood of \$2,000, to be determined early in 2012. Girl delegates will be accompanied by young women (18-30) volunteer chaperones.

Spirit of Youth Nominations being accepted now!

December 31, 2011 is the last day to submit a nomination to be eligible for the 2012 Spirit of Youth Award! The application is simple and can be completed on the [Spirit of Youth website](#). Nominations in any of the 11 categories can be submitted for teens (or teen groups) ages 12-19.

Nomination Categories:

- Cultural Activities
- Overcoming Challenges

- Participation in Government or Business
- Life saver (crisis response) & Prevention
- Service (to children, peers or community)
- Fine Arts (dance, theater, music, art)
- Technology & Media
- Faith-based Service
- Science and Environmental efforts

Research demonstrates that youth who are recognized for their accomplishments by those around them are better able to build confidence in their future! Submit your nomination today.

To learn more about Spirit of Youth or listen to past winners and their radio stories, visit www.spiritofyouth.org.

STEM Program Opportunity



Girl Scouts of the USA is proud to be an outreach partner with the Joan Ganz Cooney Center at Sesame Workshop and E-Line Media to introduce the second annual National STEM Video Game Challenge open to all Girl Scouts!

This challenge invites game makers to show their passion for playing and making video games and aims to motivate children's interests in Science, Technology, Engineering, and Math (STEM).

Up for grabs is almost \$200,000 in cash and prizes, with multiple ways to win! The entry period is open through March 12th, 2012. Finalists will be selected by a distinguished panel of judges and winners will be announced in the spring of 2012 at a major public event.

For more information on how Girl Scouts can enter the Youth Prize competition (middle school & high school) go to www.STEMChallenge.org.

This challenge also compliments the Entertainment Technology Badge, where girls can dig into video game development! If you have girls interested in earning this badge, encourage them to enter the STEM Video Challenge as well!

Art Contest

The [Anchorage Youth Development Coalition \(AYDC\)](#) and Alaska Youth & Parent Foundation are developing an online directory for Anchorage youth services, programs and opportunities. A diverse group of Anchorage youth has named this directory Anchorage Youth Central.

AYDC is sponsoring a contest to develop a logo or icon for this new online directory. Youth ages 24 and under are eligible to submit drawings, graphic designs, pictures or paintings depicting an appropriate image to use as the logo/icon for this new web-based directory.

A diverse group of youth will judge the submissions and the winner will be awarded a \$100 Fred Meyer gift card. Please submit any entries to nicole@aydc.org or bring them by our office at 3350 Commercial Dr. #103 NO LATER THAN 5pm on December 30.

Girl Helpers Needed

The Alaska State Employees Association/Union annual Winter Festival needs 3-4 girls ages 11 or older to assist with kids activities for this family friendly event. Activities may include face painting, ring toss, bowling, and other games. The Winter Festival is January 14 from 11am - 5pm. If your Girl Scout or Troop is interested in helping, please contact Rose Scogin at wildakrose@aol.com or 344-7735.

Pen Pal Requests

Desiree West, a fifth grader from Avon, Indiana is interested in finding a pen pal in Alaska.

If you want to be her pen pal, please write to:

Desiree West

Troop 178

6962 Woodridge

RECEIVED

RECEIVED

Sen. Bettye Davis

JAN 22 2010

From: Debra Henderson [alaskagirlsstatedirector@gmail.com]
Sent: Saturday, January 22, 2011 2:07 PM
To: Sen. Con Bunde; senator_John_coghill@legis.state.sk.us; Sen. Bettye Davis; Sen. Fred Dyson; Sen. Johnny Ellis; Sen. Dennis Egan; Sen. Hollis French; Sen. Lyman Hoffman; Sen. Charlie Huggins; Sen. Albert Kookesh; Sen. Lesil McGuire; Sen. Linda Menard; Sen. Kevin Meyer; Sen. Donny Olson; Sen. Joe Paskvan; Sen. Bert Stedman; senator_gary_steven@legis.state.ak.us; Sen. Joe Thomas; Sen. Tom Wagoner; Sen. Bill Wielechowski
Subject: American Legion Auxiliary Alaska Girls State

First I want to welcome the newly elected Senators to the 27th Legislative First Session 2011.

Next I want to personally thank each and every one of the Senators, Representatives and their staff that helped the Alaska Girls State program for 2010. You were awesome. It amazes the young ladies each time that a real legislative person takes the time to help out at Girls State or come talk to them at a general assembly. Thank you so much from the bottom of my heart. We are here to educate the young citizens (who will be voting age in the next year) and what better way to do that then have the actual legislative personnel there helping us. It is amazing how many of them are knowagable about current and world affairs.

Now for who I am: My name is Debra Henderson and I am in my third year of being the American Legion Auxiliary Alaska Girls State Director. I live in Ninilchik, Alaska and work for the Ninilchik Village Tribe as the Procurement Officer (12 years). I am on the Kenai Peninsula Fair Board, the Ninilchik Community Library Board and the American Legion Auxiliary Department of Alaska Girls State Director. I have three grown children and 6 grand children.

I have contacted the Senators and Representatives each year about helping out with the session. American Legion Auxiliary Girls State is a nonpartisan program that teaches young women responsible citizenship and love for God and Country. Since the inception of the Girls State program in 1937, nearly 1 million young people have had the opportunity to learn firsthand how their state and local government works.

High school girls who have completed their junior year spend an intensive week of study, working together as self-governing citizens at Auxiliary-sponsored Girls State programs in every state (with the exception of Hawaii).

Participants learn how to participate in the functioning of their state's government in preparation for their future roles as responsible adult citizens. Two girls are selected from each Girls State program to attend Girls Nation, a national government training program. Girls Nation "senators" meet for a week in Washington, D.C. in July (fully expense paid trip), where they run for political office, campaign for the passage of legislation and possibly meet with their state representatives and senators. Capping off the week of Girls Nation is often times a meeting with the President of the United States at the White House.

Programs/Activities:

At Alaska Girls State, the "citizens" study local and state government processes for one week in June. The 2011 Alaska Girls State Session is June 12th-18th at the Meier Lake Conference Center in Wasilla Alaska. At the beginning of the session, each citizen is given a party affiliation (Nationalist or Federalist). They set up their own city and hold city elections. They set up state governments with Speaker of the House and President of the Senate and administer them according to the laws of Alaska. The young ladies

run for a legislative office (this is mandatory), run a campaign and we hold a primary and general election. Each citizen is required to write at least one bill to be presented. It is amazing to watch these ladies grow through the week. It is a once in a lifetime opportunity.

Alaska Girls State is ran by volunteers, who for one week give up their lives for these girls, the program and what we believe in. There is about 20 staff. The citizens write daily articles and a daily newsletter is published.

Now you are probably wondering why I am emailing each of you:

I would like to invite each of you to attend part of our program, help out by being a guest speaker or just to stop by and enjoy a meal with the citizens and staff. If you are interested please let me know. For 2009 there was 40 delegates and 2010 there was 41. My goal is to increase it by one each year until we get the program back where it was in the 90's (60-70). It is getting harder and harder for us to get our information into the public schools since 911. Then if we get it into the schools, to find someone that is passionate about government or knows the American Legion and what we stand for. Usually the information gets put on someone's desk and covered up. Our hands are tied from the point of putting the application packets into the schools. If you are interested in any of these opportunities, please let me know.

Also if you know of any juniors in high school that would be interested in our session, please give them this email address. We are also on the web at

www.alaskagirlsstate.org.

Good Luck in your legislative endeavors and God Bless.

For God and Country,
Debra Henderson, Girls State Director
American Legion Auxiliary Dept. of Alaska



Senator Bettye Davis with Connie Lindsay, President of the National Board of Directors for the Girl Scouts of the United States of America



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Safety

The safety of girls and youth is always a concern, whether in everyday life or cyberspace. That safety extends to girls and youths' physical and emotional safety. Adults and youth in all fields—youth development, education, sports, out-of-school time—can play an integral part in empowering girls and youth to be safe and in ensuring their safety.

Statistics

- For girls aged 8 to 17, 72% defined safety as not being physically hurt and 46% defined it as not having their feelings hurt. But when asked what actually **worried** them the most, the number one concern, noted by 32%, was being teased or being made fun of. (The Girl Scout Research Institute, *Feeling Safe: What Girls Say (2003)*)
- Bullying or harassment is a particularly prominent problem at the junior high or middle high school level. Three-quarters of junior high or middle high school principals say that bullying or harassment is a serious problem at their school, compared to 43% of elementary school principals and 45% of senior high school principals. (Gay, Lesbian, and Straight Education Network and the National Association of Secondary School Principals, *The Principal's Perspective: School Safety, Bullying, and Harassment, 2008*)
- Teens aged 13 to 17 were less likely than preteens aged 8 to 12 to feel physically (62% vs. 72%) and emotionally (57% vs. 64%) safe. (The Girl Scout Research Institute, *Feeling Safe: What Girls Say (2003)*)
- Almost one quarter of teenage girls (23%) have fewer than three adults they could go to if they were in trouble or needed help, compared with only 11% of preteen girls who feel this way. (The Girl Scout Research Institute, *Feeling Safe: What Girls Say (2003)*)
- Seventy-one percent of girls aged 13 to 18 believed that it is wrong to meet people off-line that they have initially met through online communications. (The Girl Scout Research Institute, *The Net Effect: Girls and New Media (2002)*)
- After experiencing cyberbullying, over half of teen victims aged 13 to 17 claim to have been angry (56%), one-third feeling hurt (33%) and embarrassed (32%), and over one in ten feeling scared (13%). Females are more likely than males to report all these emotions; especially females aged 13 to 15. (Harris Interactive, *Trends and Tudes: Cyberbullying, April 2006*)
- An alarming percentage of girls aged 13 to 17 report posting personal information online: their real age (72%), a fake age (23%), photos or videos of themselves (70%), photos or videos of friends (61%), city they live in (55%), name of school (48%), and cellphone number (7%). (Cox Communications, *Teen Internet Safety Survey Wave II, March 2007*)
- In 2002, 75% of girls aged 13 to 18 reported being given Internet rules by their parents, however, 43% also reported breaking those rules at least once. (The Girl Scout Research Institute, *The Net Effect: Girls and New Media (2002)*)
- An increasing percentage of girls aged 13 to 17 say their parents talk to them about the dangers of sharing personal information online: 78% in 2007 versus 72% in 2006. (Cox Communications, *Teen Internet Safety Survey Wave II, March 2007*)
- In 2005, the prevalence of having ridden with a driver who had been drinking alcohol was higher among female high school students (29.6%) than male high school students (27.2%). (Centers for Disease Control, *Youth Risk Behavior Surveillance—2005*)
- In 2005, the prevalence of having driven when they had been drinking alcohol was higher among white female (10.1%) than black female (3.5%) and Hispanic female (6.4%) high school students. (Centers for Disease Control, *Youth Risk Behavior Surveillance—2005*)
- The number one concern, noted by 32% of girls ages 8-17, was being teased or being made fun of. (GSRI, *Feeling Safe: What Girls Say (2003)*)
- Three-thirds (74.2%) of LGBT students reported feeling unsafe in school because of their sexual orientation, gender, gender expression, race or ethnicity, a real or perceived disability, or their actual or presumed religion. (Gay, Lesbian, and Straight Education Network, *The 2005 National School Climate, 2005*)
- Elementary and secondary school principals reported that while nearly all (96%) of their schools have anti-bullying policies, less than half specifically mention sexual orientation (46%) or gender identity or expression (39%). (Gay,

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Also See:

[Feeling Safe: What Girls Say](#)

[How America's Youth Are Faring Since September 11](#)

[The Net Effect: Girls and New Media](#)

[The Ten Emerging Truths](#)



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Sexual Activity and Pregnancy

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2

Girls and boys from early ages are exposed to varying messages about sexual activity and pregnancy from intended and unintended sources. Those varying messages influence the decisions youth make. Youth development, education, health, out-of-school time, social services, and government organizations can have a positive effect on girls and boys as they face decisions related to sexual activity and pregnancy.

Also See:

[Teens Before Their Time](#)

Statistics

- In 2005, roughly a third of both male and female high school students reported being sexually active. (ChildTrends.org, *Child and Youth Indicators Databank: Sexually Active Teens, 2006*)
- In 2005, 44.1% of sexually active female high school students did **not** use a condom at their most recent sexual intercourse compared with 30% of males. (Centers for Disease Control, *Youth Risk Behavior Surveillance—2005*)
- Females and males report similar levels of any oral sex experience; in 2002, 54% of teen females and 55% of teen males reported engaging in oral sex. (ChildTrends.org, *Child and Youth Indicators Databank: Oral Sex, 2006*)
- In 2005, 12% of high school females had sexual intercourse with four or more persons during their lifetime compared to 16.5% of high school males. (Centers for Disease Control, *Youth Risk Behavior Surveillance—2005*)
- Annually, there are over 750,000 teen pregnancies. Eight in ten of these pregnancies are unintended and 81% are to unmarried teens. (*The Guttmacher Institute, U.S. Teenage Pregnancy Statistics, National and State Trends and Trends by Race and Ethnicity, 2006*)
- After increasing 23% between 1972 and 1990 to an all-time high, the teen pregnancy rate for girls aged 15-19 declined 36% between 1990 and 2002 (the most recent year that nationally-representative data is available). (*The Guttmacher Institute, U.S. Teenage Pregnancy Statistics, National and State Trends and Trends by Race and Ethnicity, 2006*)
- Teen pregnancy rates vary among the three largest racial/ethnic groups. Between 1990 and 2002, rates for African-American and non-Hispanic white teens (aged 15-19) declined 40% and 34% respectively. The rate for Hispanics teens aged 15-19 declined 19% during the same time period. (*The Guttmacher Institute (2006) U.S. Teenage Pregnancy Statistics, National and State Trends and Trends by Race and Ethnicity*)
- Teen girls (50%) are far less likely than teen boys (69%) to say the decision to use contraception is shared equally by both partners. (The National Campaign to Prevent Teen Pregnancy, *Science Says: American Opinion on Teen Pregnancy and Related Issues 2007*)
- Six in ten sexually experienced teens (60%) say they wish they had waited longer to have sex, including 67% of those aged 12-14 and 57% of those aged 15-19. Almost equal proportions of teen boys (73%) and teen girls (78%) say that being a virgin is not embarrassing. (The National Campaign to Prevent Teen Pregnancy, *Science Says: American Opinion on Teen Pregnancy and Related Issues 2007*)
- The overwhelming majority of teens (90%) think it is important for teens to be given a strong message that they should not have sex until they are at least out of high school. It is also the case that a clear majority of teens (56%) believe young people should be getting information about abstinence and contraception, rather than either/or. (The National Campaign to Prevent Teen Pregnancy, *Science Says: American Opinion on Teen Pregnancy and Related Issues 2007*)
- Just as young girls are confronted with difficult "teen" issues like dating and sex at an increasingly early age, they are learning that their family confidantes are often unwilling or unable to discuss such issues. (The Girl Scout Research Institute, *Teens Before Their Time (2000)*)

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Tobacco Use and Substance Abuse

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Even though cigarette smoking may be in decline for teenage girls and boys, substance abuse continues. Organizations from all fields—youth development, education, health, government, media—can serve as a positive force in helping youth make healthy decisions about tobacco and illicit drug use.

Also See:

[The New Normal? What Girls Say About Healthy Living](#)

Statistics

- Approximately 41.6% of females ages 12 or older reported using an illicit drug at some point in their lives. Approximately 12.1% of females ages 12 and older reported illicit drug use in the past year and 6.1% reported illicit drug use in the past six months. (Substance Abuse and Mental Health Services Administration, *2005 National Survey on Drug Use and Health*)
- Approximately 35.9% of female high school students surveyed nationwide in 2005 used marijuana during their lifetime. This is down from 7.6% in 2003 and 38.4% in 2001. (Centers for Disease Control, *Youth Risk Behavior Surveillance—United States 2005*)
- For 8th-graders, female and male students continued to have similar rates of daily smoking (4%) in 2005. White 8th-graders (5%) continued to smoke at a higher rate than either their Black or Hispanic peers (2% and 3%, respectively). (Childstats.gov, *America's Children in Brief: Key National Indicators of Well-Being, 2006*)
- Among youth aged 12 to 17, the rate of current illicit drug use was similar for boys (10.1%) and girls (9.7%). While boys aged 12 to 17 had a higher rate of marijuana use than girls (7.5% vs. 6.2%), the rate for nonmedical use of prescription-type psychotherapeutics was similar for boys and girls (3.1% and 3.6%, respectively). (Substance Abuse and Mental Health Services Administration, *National Survey on Drug Use and Health: 2005*)
- In 2005, among youth aged 12 to 17, the percentage of females who were current drinkers (17.2%) was higher than that for males (15.9%). (Substance Abuse and Mental Health Services Administration, *National Survey on Drug Use and Health: 2005*)
- In 2005, 23.5% of high school females engaged in episodic heavy drinking (i.e., had more than 5 drinks of alcohol in a row on more than one day) compared to 27.5% of their male counterparts. (Centers for Disease Control, *Youth Risk Behavior Surveillance—United States 2005*)
- In 2005, among youths aged 12 to 17, current cigarette smoking in 2005 was equally prevalent among females (10.8%) and males (10.7%). The rate for females in this age group declined from 13.6% in 2002 to 10.8% in 2005. The rate for males in this age group declined from 12.3% in 2002 to 10.7% in 2005. (Substance Abuse and Mental Health Services Administration, *National Survey on Drug Use and Health: 2005*)
- In 2005, the rate of substance dependence or abuse among females aged 12 to 17 was similar to the rate among their male counterparts (8.3% vs. 7.8%). (Substance Abuse and Mental Health Services Administration, *National Survey on Drug Use and Health: 2005*)
- In 2005 high school females (13.5%) were more likely than high school males (11.3%) to have used inhalants one or more times during their life (e.g., sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high). (Centers for Disease Control, *Youth Risk Behavior Surveillance—2005*)
- Females generally have had lower rates of heavy drinking; however, this has not been true at 8th grade in the last several years, and at 10th grade, girls overtook boys in 2005 in their 30-day prevalence of alcohol use. And for the last four years, 8th-grade girls have had a higher 30-day prevalence of smoking than boys. (Monitoring the Future, *National Results on Adolescent Drug Use: Overview of Key Findings, 2006*)
- One in four high school females was offered, sold, or given an illicit drug on school property in the past year. (OJJDP, *Juvenile Victims and Offenders: 2006 National Report*)

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Violence

Youth experience varying forms and degrees of violence and in different environments. Some experience violence at alarming rates and some less frequently. Some experience violence because of real or perceived characteristics. In whatever form against youth, violence leaves a negative and lasting effect. There is much opportunity for all fields to mitigate the experience and effects that violence, in all its forms, has on youth.

Statistics

- Nationwide, the prevalence of having been in a physical fight was higher among 9th grade female (37.2%) than 10th grade female (27.6%), 11th grade female (25.0%), and 12th grade female (20.3%) students. (Centers for Disease Control, *Youth Risk Behavior Surveillance—2005*)
- In 2005, 9.2% of students nationwide had been hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend (i.e., dating violence). Overall, the prevalence of dating violence was higher among black female (12.0%) than white female (8.5%) and Hispanic female (9.0%) high school students. (Centers for Disease Control, *Youth Risk Behavior Surveillance—2005*)
- In 2005, while the overall percentage of students reporting being victims of hate speech is not significantly different for females and males, females were more likely to report being targets of hate-related words based on gender discrimination than were males (3% compared with 1%). However, males were more likely to report being targets of hate-related words based on race discrimination compared with females (5% compared with 4%). (ChildTrends.org, *Child and Youth Indicators Databank: Victims of Hate Speech*)
- Two-thirds (65%) of LGBT teens report that they have been verbally or physically harassed or assaulted during the past year because of their perceived or actual appearance, gender, sexual orientation, race/ethnicity, disability, or religion. (Gay, Lesbian, and Straight Education Network, *From Teasing to Torment: A Survey of Students and Teachers, 2005*)
- In 2005, female high school students were more than twice as likely as their male peers to report being physically forced to have intercourse (11% compared with 4%). Eight percent of all students in grades 9 through 12 reported having been raped at some time in their lives. (ChildTrends.org, *Child and Youth Indicators Databank: Adolescents Who Have Ever Been Raped*)
- Female teens aged 12 to 17 are more likely than males to be victims of physical abuse in the home though the opposite is true for children under the age of eight. (ChildTrends Databank: *CrossCurrents: Violence in the Lives of Children, August 2003*)
- By the time they are in high school, one in ten females reports that she has been raped in her lifetime, compared with one in 20 males. (ChildTrends Databank, *CrossCurrents: Violence in the Lives of Children, August 2003*)
- An estimated 1,600 persons under age 18 were murdered in the U.S. in 2002—10% of all persons murdered that year. About one-third (36%) of these juvenile murder victims were female. About 4 in 10 (39%) of these victims were under age 6, 1 in 10 (10%) were ages 6–11, 1 in 10 (8%) were ages 12–14, and 4 in 10 (43%) were ages 15–17. (Office of Juvenile Justice and Delinquency Prevention, *Juvenile Victims and Offenders: 2006 National Report*)
- Among kidnap victims under age 6 known to law enforcement, the numbers of male and female victims were essentially equal. For victims ages 12 to 17, the ratio was almost three female victims for each male victim. For victims ages 25–34, the ratio was almost 4 to 1. (Office of Juvenile Justice and Delinquency Prevention, *Juvenile Victims and Offenders: 2006 National Report*)
- About two-thirds of female victims ages 15–17 were kidnapped by an acquaintance, and one-quarter by a stranger. (Office of Juvenile Justice and Delinquency Prevention, *Juvenile Victims and Offenders: 2006 National Report*)
- Compared to other students their age, girls' playing violent video games differs from boys' playing: 52% of tween females (8 to 12 year-olds) and 38% of teen females (13 to 18 year-olds) never play violent video games versus 11% of tween boys and 10% of teen boys. (Harris Interactive, *Trends and Tudes: Video Gaming: General and Pathological Use, March 2007*)
- One in four girls was involved in physical fights. (OJJDP, *Juvenile Victims and Offenders: 2006 National Report*)
- Half (51.4%) of LGBT students reported having had their property, such as their car, clothing or books stolen or

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Also See:

- [Feeling Safe: What Girls Say](#)
- [The Net Effect: Girls and New Media](#)
- [The Ten Emerging Truths](#)

deliberately damaged at school in the past year with about a tenth (11.3%) reporting that it happened frequently or often. (Gay, Lesbian, and Straight Education Network, *The 2005 National School Climate, 2005*)

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Civic Engagement and Volunteering



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Girls and boys participate in civic engagement activities and volunteering in different ways, venues, and times throughout their adolescence and young adulthood. From what the following statistics and trends indicate, there is much opportunity for youth development, civic, political, and educational organizations to positively affect how youth contribute to society as they grow older.

Statistics

- For girls ages 11-12, 73% reported improving the world around them as their favorite activity (i.e., activities related to the environment or helping others). (The Girl Scout Research Institute, *The Ten Emerging Truths: New Directions for Girls 11-17 (2002)*)
- Girls ages 11-17 participate in student government at markedly increasing levels: 5% of girls ages 11-13; 12% of girls ages 13-15; and 20% of girls ages 16-17. (The Girl Scout Research Institute, *The Ten Emerging Truths: New Directions for Girls 11-17 (2002)*)
- **More** young women aged 15 to 25 participate in the following activities than young men: raising money for charity (27% for women vs. 22% for men); regular volunteering for non-political groups (21% vs. 16%); active group membership (22% vs. 18%); membership in political groups (17% vs. 15%); and, participating in a run/walk/ride for charity (20% vs. 15%). (Center for Information and Research on Civic Learning and Engagement, *The Civic and Political Health of a Nation, 2006*)
- **Less** young women aged 15 to 25 participate in the following activities than young men: regular voting (ages 20 to 25) (25% for women vs. 28% for men); persuading others to vote (31% vs. 39%); donating money for a political campaign (5% vs. 9%); and, regular volunteering for a political group (1.3% vs. 2.4%) (Center for Information and Research on Civic Learning and Engagement, *The Civic and Political Health of a Nation, 2006*)
- In the 2004 election, 55% of females ages 18-24 reported registering to vote, compared with 48% of males the same age. Similarly, 45% of females reported actually voting, compared with 39% of males. (ChildTrends.org, *Child and Youth Indicators Databank: Youth Voting, 2006*)
- Voter turnout rates among voters ages 18-29 declined: women (27% in 1994 versus 24% in 2002) and men (25% in 1994 versus 21% in 2002). (Center for Information and Research on Civic Learning and Engagement, *Quick Facts about Young Voters: 2006*)
- From 1990 to 2000, consistent young volunteers were more likely to be female (14 percent) than male (11 percent). They were also more likely to be from higher SES households. (National Center for Education Statistics, *Volunteer Service by Young People from High School through Early Adulthood, 2003*)
- From 1990 to 2000, females (50%) were more likely than males (38%) to volunteer in high school, but no differences were detected between the sexes two years out of high school (38% for males and 39% for females). Male volunteering declined further to 29% by the eighth year after scheduled high school graduation; no change was detected in female volunteering (37%). (National Center for Education Statistics, *Volunteer Service by Young People from High School through Early Adulthood, 2003*)
- As of 2003, female college graduates were more likely than their male counterparts to have volunteered in the past year (50% vs. 43%). Among those who had volunteered, women were more likely than men to have served in educational or religious institutions, while men were more likely than women to have done other volunteer work with children or to have participated in poverty or neighborhood improvement projects. (National Center for Education Statistics, *Where Are They Now? A Description of 1992-93 Bachelor's Degree Recipients 10 Years Later, 2006*)
- College students follow the national trend in volunteering, with females (33%) volunteering at a higher rate than males (26.8%). Both male and female college students were more likely to volunteer for an educational or youth services organization than any other type of organization: 33.6% of male college students, and 30.2% of female college students volunteered at an educational or youth services organization. With a little over 22% of both male and female college students, religious organizations remained the second most popular place for volunteering among both genders. (Corporation for National and Community Service, *College Students Helping America, 2006*)

Also See:

[Exploring Girls' Leadership](#)

[The Community Connection](#)

[The Ten Emerging Truths: New Directions for Girls 11-17](#)

[Voices of Volunteers 18-29](#)



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Education

Education remains a critical factor in the lives of youth today, especially with the advent and consequences of No Child Left Behind (2001), and continued changes in demographic, academic, and technological demands of the workforce. With girls and boys exhibiting different educational trends and needs from K-16, there is opportunity for out-of-school time and youth development programs to benefit girls and boys socially, emotionally, as well as academically.

Statistics

- Female kindergarteners (83%) are somewhat more likely than their male counterparts (79%) to exhibit the following positive social behaviors: ease in joining others in play; ability to make and keep friends; and positively interacting with peers. (ChildTrends.org, *Child and Youth Indicators Databank: Kindergartners' Social Interaction Skills, 2006*)
- In 2005, female fourth- and eighth-graders both scored higher on average in reading than their male counterparts. (National Center for Education Statistics, *The Nation's Report Card: Reading 2005*)
- In 2005, female fourth- and eighth-graders scored lower on average in mathematics than their male counterparts. However, both male and female fourth-graders' average scores were higher in 2005 than in any previous assessment year. (National Center for Education Statistics, *The Nation's Report Card: Mathematics 2005*)
- In 2005 eighth- and twelfth-grade male students outperformed female students in science. (National Center for Education Statistics, *The Nation's Report Card: Science 2005*)
- A slightly higher percentage of females than males completed high school in 2005 (87% compared with 85%, respectively). In 2005, females were also more likely than males to have completed some college (62% compared with 52%, respectively) and to have received at least a bachelor's degree (32% compared with 26%, respectively). (ChildTrends.org, *Child and Youth Indicators Databank: Educational Attainment, 2006*)
- In 2004, 9% of females ages 16 to 24 were high school dropouts, compared with 12% of males. Females comprise one-half of the population and make up 43% of the dropouts in this age group. (ChildTrends.org, *Child and Youth Indicators Databank: High School Dropout Rates, 2006*)
- In 2005, high school females (14.8%) were nearly half as likely as high school males (27.4%) to use computers more than 3 hours on an average school day for something **not** related to school work (e.g., played video or computer games). (Centers for Disease Control, *Youth Risk Behavior Surveillance—2005*)
- In 2000, the majority of students who took AP tests received a passing score that would earn college credit, but female test takers were less likely than their male counterparts to earn passing scores. (National Science Foundation, *Science and Engineering Indicators 2006*)
- In 2000, sex differences occurred in science coursetaking but not in mathematics. More females than males completed courses in advanced biology, Advanced Placement (AP) or International Baccalaureate (IB) biology, and chemistry. Males completed physics and AP/IB physics courses at higher rates than females. (National Science Foundation, *Science and Engineering Indicators, 2006*)
- In 2000, women earned more than half of the degrees awarded in psychology (78%), biological/agricultural sciences (59%), and social sciences (55%), and almost half (47%) in mathematics. However, women received 21% of bachelors degrees awarded in engineering, 27% in computer sciences, and 43% in physical sciences. (National Science Foundation, *Science and Engineering Indicators 2006*)
- For girls ages 8-12, aspirations after high school are largely educational and professional: 93% for college education; 76% for a career; 67% for marriage; and, 63% for children. (The Girl Scout Research Institute, *Teens Before Their Time (2000)*)

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Also See:

- [Teens Before Their Time](#)
- [The Girl Difference](#)

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Physical and Mental Health



1

Girls and boys from childhood to young adulthood experience varying degrees of physical and mental health. Although recent statistics show a disturbing trend among of youth health behaviors, there is opportunity for youth development and community-based organizations, health and education field, and public policy makers to engage and empower youth in healthy practices.

Also See:

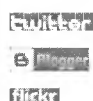
The New Normal? What Girls Say About Healthy Living

Weighing In: Helping Girls Be Healthy Today, Healthy Tomorrow

Statistics

- More than 10 percent of children between the ages of 2 and 5 are overweight, double the proportion since 1980. (Fitness.gov, The President's Council on Physical Fitness and Sports)
- In 2003–2004, Black, non-Hispanic girls were at particularly high risk of being overweight (25%), compared with White, non-Hispanic and Mexican American girls (16% and 17%, respectively). (Childstats.gov, *America's Children in Brief: Key National Indicators of Well-Being, 2006*)
- A daughter's dissatisfaction with her weight is greater if her mother is also dissatisfied with her own weight, in spite of how much a daughter *actually* weighs. (The Girl Scout Research Institute, *The New Normal? What Girls Say About Healthy Living (2006)*)
- In 2005, females were more likely than males to engage in disordered eating with 6% of females reporting vomiting or using laxatives to control weight compared with 3% of males. (ChildTrends.org, *Child and Youth Indicators Databank: Disordered Eating—Symptoms of Bulimia, 2006*)
- Although about two-thirds of girls aged 8 to 17 correctly identified themselves as being either normal weight or overweight, one-third have a distorted idea about their weight—either perceiving themselves as too heavy when they are, in fact, of normal weight, or feeling their weight is "about right" when they actually are too heavy. Specifically, 45% of girls that were overweight and 61% of girls at risk of being overweight see themselves as normal weight, while 14% of normal weight girls believe they are overweight. (The Girl Scout Research Institute, *The New Normal? What Girls Say About Healthy Living (2006)*)
- In 2005, female youth were nearly twice as likely as male youth to report seriously considering suicide (22% versus 12%) and attempting suicide (11% versus 6%). However, males were far more likely to succeed in committing suicide. (ChildTrends.org, *Child and Youth Indicators Databank: Suicidal Teens, 2006*)
- Overall, the prevalence of having seriously considered attempting suicide was higher among white female (21.5%) and Hispanic female (24.2%) than black female (17.1%) students. (Centers for Disease Control, *Youth Risk Behavior Surveillance—2005*)
- In 2005, there were 5.5 million youths aged 12 to 17 (21.8%) who received treatment or counseling for emotional or behavior problems in the year prior to the interview. Adolescent females were more likely than adolescent males to report past year treatment for mental health problems (23.6% vs. 20.0%). (Substance Abuse and Mental Health Services Administration, *National Survey on Drug Use and Health: 2005*)
- In 2005 high school females (8.1%) were nearly twice as likely as their male counterparts (4.6%) to take diet pills, powders, or liquids without a doctor's advice to lose weight or to keep from gaining weight. Further, high school females (6.2%) were three times as likely as their male counterparts (2.8%) to vomit or take laxatives to lose weight or to keep from gaining weight. (Centers for Disease Control, *Youth Risk Behavior Surveillance—2005*)
- For many girls, health is the absence of illness or of unhealthy behavior. Being free of drugs, alcohol, and tobacco was cited by the greatest number (87%) of girls as being very important. (The Girl Scout Research Institute, *The New Normal? What Girls Say About Healthy Living (2006)*)

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Lesbian, and Straight Education Network and the National Association of Secondary School Principals, *The Principal's Perspective: School Safety, Bullying, and Harassment, 2008*)

- Students from schools with an inclusive policy are more likely to feel very safe at school (54% vs. 36%) and one-third as likely to skip a class because they felt uncomfortable or unsafe (5% vs. 16%) (Gay, Lesbian, and Straight Education Network, *From Teasing to Torment: School Climate in America, 2005*)
- Seven in ten (69%) elementary and secondary school principals believed that professional development for school personnel would be most helpful in reducing bullying or harassment of LGBT students in their school. (Gay, Lesbian, and Straight Education Network and the National Association of Secondary School Principals, *The Principal's Perspective: School Safety, Bullying, and Harassment, 2008*)

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Sports and Physical Activity

Tweet 24

1

Although sports and physical activity are a part of girls' and boys' lives in and out of school at varying levels, girls tend to be less active than boys. The sports, education, youth development, and out-of-school time fields can provide opportunity for girls to engage in positive, healthy physical activity.

Also See:

- [The New Normal? What Girls Say About Healthy Living](#)
- [GirlSports Basic National Evaluation](#)

Statistics

- High school females were much more likely (51.7%) than their male counterparts (40%) to **not** attend physical education class one or more days in an average school week. (Centers for Disease Control, *Youth Risk Behavior Surveillance—United States 2005*)
- In 2005, a much higher percentage of adolescent males participate in vigorous physical activity than do their female peers. Within all racial and ethnic subgroups, activity levels for males are between 13 and 19 percentage points higher than for females. For all grades, activity levels for males are between 10 and 20 percentage points higher than for females. (ChildTrends.org, *Child and Youth Indicators Databank: Vigorous Physical Activity by Youth, 2006*)
- In 2005, more high school females (72.2%) than their male counterparts (56.2%) did **not** meet currently recommended levels of physical activity—doing any kind of physical that increased their heart rate and made them breathe hard for a total of at least 60 minutes per day. (Centers for Disease Control, *Youth Risk Behavior Surveillance—United States 2005*)
- The more physically active girls are, the greater their self-esteem and the more satisfied they are with their weight, regardless of how much they weigh. Eighty-three percent of very active girls say that physical activity makes them feel good about themselves. (The Girl Scout Research Institute, *The New Normal? What Girls Say About Healthy Living (2006)*)
- For girls ages 11-17 it is the *perception* of being overweight, not just weight alone, that inhibits participation in sports and physical activities. (The Girl Scout Research Institute, *The New Normal? What Girls Say About Healthy Living (2006)*)
- For teen girls, being both physically active and a team sports participant is associated with a lower prevalence of sexual risk-taking behaviors. (Kulig, K., Brener, N. & McManus, T. *Pediatrics and Adolescent Medicine, 2003*)
- Many girls ages 11–17 say they do not play sports because they do not feel skilled or competent (40%) or because they do not think their bodies look good (23%). (The Girl Scout Research Institute, *The New Normal? What Girls Say About Healthy Living (2006)*)
- A study of school reading texts found that boys were represented in physical activities 65% of the time, while girls were represented 35% of the time. In addition, boys dominated throwing and catching activities, while girls dominated dance and swing-set activities. (Henschel-Pellet, H.A. *Research Quarterly, 2001*)
- In 2001, 1 in 2.5 girls participated in high school sports—up from 1 in 27 in 1971. That figure represented an 800% increase from 1971. For boys, the figure has remained constant at 1 in 2. (Women's Sports Foundation, *Women's Sports and Physical Activity Facts and Statistics, 2007*)
- Overall, females are somewhat less likely than their male counterparts to watch four or more hours of TV on an average weekday. The largest difference appears among twelfth graders, where 17% of females watch four or more hours of TV on an average weekday compared to 24% of males. (ChildTrends.org, *Child and Youth Indicators Databank: Watching Television, 2006*)

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RESEARCH SUMMARY: WHAT GIRLS SAY

While the topic of gender and leadership has been widely explored by social scientists and management practitioners, little or no specific in-depth research has been done on how youth, especially girls, view leadership itself. In particular, little is known about how they understand their leadership experiences, their motivations for pursuing these opportunities, or the implications of their current behaviors and attitudes on their future lives. What kind of leadership does this generation of girls aspire to and connect with? What do we need to know in order to support the next generation of girl and women leaders?

Change It Up! What Girls Say About Redefining Leadership presents findings from a national study of almost 4,000 girls and boys on a broad spectrum of issues related to leadership: how they define it; their experiences, failures, and successes with leadership experimentation; their aspirations, hopes, and fears; the effect of gender biases and stereotypes; and predictors of leadership aspiration. From the evidence of this report, girls are clearly saying we need to “change it up” in how we define and think about leadership.

MAJOR FINDINGS

INSIGHT #1

GIRLS ARE REDEFINING LEADERSHIP IN MEANINGFUL TERMS

The conception of leadership in today's culture is too limiting. Even at a young age, girls have well-formed ideas about what it means to be a leader. The top-of-mind definition of leadership is expressed in terms of authority exercised through command and control. However, both girls and boys find this definition of leadership the least appealing or aspirational. Their preferred definitions of leadership imply personal principles, ethical behavior, and the ability to effect social change.

The gap between the kind of leadership girls aspire to and the conventional command-and-control definition may help explain some of this ambivalence. Girls are also more likely to be driven toward leadership by altruistic motives, whereas boys are more likely to be motivated by power and money.

- Youth set the benchmark for leadership skills very high. Leadership is highly idealized and perceived to require a wide range of skills and qualities that do not seem attainable. **Only 21% of girls believe they currently have most of the key qualities required to be a good leader.**
- The desire to be a leader among Asian American (59%), African American (53%), and Hispanic girls (50%) is higher in comparison with Caucasian girls (34%).
- Over 90% of girls say they want to or would not mind being leaders.

INSIGHT #2

SELF-CONFIDENCE + SKILLS = NEW GIRL LEADERS

Self-confidence is the strongest driver of leadership aspirations. **Youth who report high self-regard on a number of leadership skills and qualities are more likely to aspire to leadership.**

- **Girls from higher income and diverse racial and ethnic backgrounds are more likely to desire leadership.** These girls rate themselves higher on leadership skills and dimensions, are more likely to report having had a leadership experience, and are more likely to think of themselves as leaders. It is these attitudes, self-perceptions, and experiences that drive leadership aspirations in youth, not their race/ethnicity or income.
- The greatest single barrier to leadership seems to be low self-regard about skills and qualities.
- Barriers to leadership are consistent among girls and boys, but **girls experience fears and inhibitions about social acceptance more acutely**, in the form of stress, fear of talking in front of others, aversion to seeming bossy, and peer pressure.
- **External barriers in the general environment still exist for girls and young women.** While most youth (82%) agree that girls and boys are equally good at being leaders, 52% also agree that "girls have to work harder than boys in order to gain positions of leadership." Women are still judged to be better than men at stereotypically "female" things like "taking care of others" and "running a household," while men are judged to be better at things such as "running a state or country" and "running a business."

INSIGHT #3

OPPORTUNITIES + EXPERIENCES + SUPPORT = NEW GIRL LEADERS

Other factors influencing girls' leadership aspirations include family, particularly mothers, and peers—who can play both a negative and a positive role. Participation in organized and informal activities and exposure to leadership opportunities are strongly correlated with leadership aspirations. Yet girls relate that environments in which they can develop leadership skills are scarce. Notably, **youth do not feel they have much power to change things or teach/help others in many environments, which is the kind of leadership they aspire to the most.**

- **Overall, four in six girls (67%) believe they have had some opportunity to be a leader.** The large majority (86%) say their most recent experience being a leader was a positive one. African American and Hispanic girls are more likely than Caucasian girls to report enjoying their experiences as leaders.
- Girls derive greater satisfaction from learning (31% vs. 22%) in leadership experiences; boys derive greater satisfaction from being in charge (26% vs. 16%). Girls and boys equally cite "being able to effect change" as a reason for their positive experiences.

- Girls say their mothers are the most likely to encourage them to be leaders, followed by teachers and fathers. However, 39% of girls report having been discouraged or put down, usually by peers and classmates, when they were trying to lead.
- Youth do not feel they have much power to change things or teach/help others in any environment. When asked to rate environments in which they felt they could effect change, "school" is the highest—at 23%—but "none" gets the same rating. After-school environments are rated significantly lower at 7%.

INSIGHT #4

GIRLS HAVE A RANGE OF LEADERSHIP IDENTITIES

Girls vary widely in terms of their leadership aspirations and self-perceptions and fall into five categories of leadership identity. The categories range from girls (and boys—both sexes fall into exactly the same categories in exactly the same proportions) who think of themselves as leaders and actually want to be leaders to those who do not think of themselves as leaders and do not want to be leaders. A comparison of these groups reveals substantial differences not only among their respective orientations to leadership, but also in relation to their general attitudes, goals, aspirations, and behaviors.

- (36%) **LEADERSHIP VANGUARD:** Youth already think of themselves as leaders and actively desire to be leaders. They have the highest self-confidence, higher focus on academic, personal, and career success, and high social change values.
- (25%) **AMBIVALENT LEADERS:** Youth think of themselves as leaders and would not mind being leaders, although leadership is not expressly a goal for them. They share most of the attributes and behaviors of Vanguard leaders, only to a lesser degree.
- (4%) **HOPEFULS:** Youth want to be leaders but do not think of themselves as leaders. They are not as confident as the Vanguard leaders, or even the Ambivalent leaders.
- (26%) **UNMOTIVATED:** Youth would not mind being leaders but do not think of themselves as leaders. They have relatively low self-confidence and are unmotivated in pursuing leadership opportunities.
- (8%) **REJECTERS:** Youth do not want to be leaders and do not think of themselves as leaders. This group of girls and boys has the lowest self-confidence, feels powerless to change the world, and is more likely to believe that leadership cannot be learned.

CONCLUSIONS AND RECOMMENDATIONS

Girls today aspire to leadership not in the form in which it most commonly appears in the culture—command and control—but to a model that is purpose-driven and oriented toward social change. As well, the leadership aspirations and experiences of youth are greatly dependent on their perceptions of their own abilities and their opportunities and experiences to exercise leadership.

Opportunities to develop leadership skills are scarce, and youth-developing organizations such as the Girl Scouts need to give youth the opportunity to effect change, which is what they are passionate about. The impact of positive adult role models, especially mothers, and supportive environments cannot be underestimated.

Overall, to be relevant to and successful with girls, a leadership program must address their aspirational or preferred definition of leadership, their need for emotional safety, and their desire for social and personal development. To encourage future girl leaders and support those already interested in leadership:

- **Frame communications about leadership in ways that are appealing to girls.** Understand the types of leaders girls want to become and help them realize that vision. Emphasize the skills and activities associated with the program, not just the end result.
- **Help girls see leadership as attainable.** Girls do not need to have all the skills and qualities they associate with being a leader to actually be one.
- **Work on enhancing girls' self-confidence in their skills and abilities.** Leadership can become a natural by-product of this skill and confidence development.
- **Create opportunities for girls to experience a broad range of leadership activities in a supportive environment.** Make clear that leadership is multi-dimensional and encourage girls to experiment with different roles and types, from social change and political activism to the more traditional, in a supportive environment that allows them to attempt new things and "try leadership on."
- **Understand the barriers to leadership for girls, including the fear of peer ridicule and persistent stereotypes about what it means to be "feminine."** Things like speaking in front of others and not wanting to upset anyone can be prohibitive.
- **Do not treat girls as one homogenous group.** Understand where girls already are in terms of leadership and help guide them forward in the most appropriate way for them.
- **Identify and create opportunities to engender positive leadership aspirations, behaviors, goals, and self-perceptions across environments.** This includes school, home, house of worship, peer group, community organizations, and the Internet, among others.

METHODOLOGY

The study combined qualitative and quantitative research from the Girl Scout Research Institute and Fluent, a New York based research firm. In January of 2007, researchers conducted focus groups and ethnographies with 165 girls, boys, and mothers in four regions across the country. Upon completion of the qualitative research, a nationwide online survey was administered to a national stratified sample of 2,475 girls and 1,514 boys between the ages of 8 and 17 years. The online survey was fielded from June 22, 2007, to June 29, 2007. The margin of error did not exceed 1.5%. The sample was weighted to reflect the U.S. Census representation of racial/ethnic groups among the target-age population.

is the preeminent organization for and leading authority on girls, with 3.6 million girl and adult members. Now in its 96th year, Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

, formed in 2000, is a center for research and public policy information on the healthy development of girls. Its main goal is to elevate the voices of girls on key issues that affect their lives, such as their emotional and physical health and safety. The GSRI originates national projects and initiatives, synthesizes existing research, and conducts outcomes evaluation to support the development of Girl Scout programs and to provide information to educational institutions, not-for-profits, government agencies, public policy organizations, parents seeking ways to support their daughters, and girls themselves. The GSRI includes staff and advisers who have expertise in child development and advisers from academia, industry, government, and not-for-profit organizations.

, located in Washington, D.C., educates representatives of the legislative and executive branches of federal, state, and local government and advocates for public policy issues important to girls and Girl Scouting.

Source: *Change It Up! What Girls Say About Redefining Leadership* (2008)

Pamela Marsch

From: Marge Larson <mstoneking@girlscoutsalaska.org>
Sent: Friday, December 09, 2011 2:29 PM
To: annafair@gci.net; hultberg@gci.net; Rep. Berta Gardner; bethkerttula@gci.net; Sen. Bettye Davis; Sen. Cathy Giessel; cathym@riemunoz.com; charissemillett@yahoo.com; corajcampbell@gmail.com; lesilmcguire@yahoo.com; Sen. Linda Menard; Rep. Lindsey Holmes; Rep. Mia Costello; Rep. Peggy Wilson; erika.fagerstrom@alaska.gov; Rep. Sharon Cissna; susan.bell@alaska.gov; wilson6T@yahoo.com
Subject: Girl Scouts of Alaska Troop 49
Attachments: CIUI Research Summary-What Girls Say (Eng).pdf; Girl Scouts Declares 2012 the Year of the Girl.doc

Dear Girl Scout Troop 49;

Girl Scouts of Alaska is very grateful for Honorary Troop 49. Your enthusiastic response to launching Troop 49 this past year affirmed your commitment to the girls of Alaska, their welfare and leadership potential, today and into the future. You can renew your membership online for 2012 at <http://www.girlscoutsalaska.org/for-girls/join>.

As 2011 comes to a close, we want to share some highlights of what Girl Scouts in Alaska has been up to and give you a preview of what 2012 will bring. 2012 is the centennial of Girl Scouts of the USA. In 2011:

- Our rural traveling day camp served 22 Southwest villages, reaching 33% of the region's K-12 girls. This program has been growing for ten years now. We work in partnership with Job Corps, Food Bank, and local tribal organizations to make it happen.
- Over 2,200 Alaskan girls went to Girl Scout camp this summer.
- In Southeast and the Yukon-Kuskokwim regions, 500 new girls experienced Girl Scouts for the first time.
- Over 1,600 girls in Bethel, Juneau, Kodiak, Ketchikan, Sitka, Soldotna, Mat-Su, and Anchorage spent a day doing hands-on science and technology activities with female Alaskan scientists in our signature Women of Science & Technology events.
- Dozens of girls in Kodiak, Juneau, Wasilla, Soldotna, and Ketchikan learned outdoor living skills such as shelter building, outdoor cooking, tent pitching and lashing, and fire-building.
- We kicked off our 100th Anniversary celebration at our Statewide Encampment, drawing nearly 1,000 girls and 400 adults from all over the state. Girls camped out at the Palmer State Fairgrounds for three nights. Thanks to hundreds of Alaskan volunteer presenters, girls discovered new experiences from civil defense to roller derby to wildlife management. A NASA astronaut visited and shared her experience as one of the first women in the space program and what life is like in space.
- Forty Alaskan teenagers traveled abroad, and twenty-six Alaskan teenagers traveled in the U.S. through Girl Scouts.
- In November, Girl Scouts of Alaska sent six girls to the national Girl Scout Leadership Institute (GSLI) where they learned about leadership, marketing, global citizenship, and more. GSLI participants reported back:
 - The top three things they feel are most important: education, environment, and women's issues.
 - The biggest concern in American girls' daily lives is body image.
 - They asked the adults to demonstrate leadership and Girl Scout pride.

- The GSLI co-occurred with the triennial Girl Scout National Convention, held this year in Houston, Texas. This year's Convention was particularly special, as it launched the national 100th anniversary celebration and the **Year of the Girl**. The following key messages were shared over and over at Convention:
 - Girl Scouts has done amazing things for girls and women in the first 100 years; We've grown from the original 18-girl troop to over 50 million girls served;
 - 10% adult women were once Girl Scouts, and 2/3 of women leaders are former Girl Scouts;
 - Women make up 50% of the US workforce and over 50% of college grads;
 - Women are the great untapped leadership resource;
 - Girl Scouts is the pipeline for building leadership in both girls and women;
 - Girls think about leadership differently than boys. Girls think it is about helping others and working collaboratively to make a difference in the community. Boys think of leadership as power and making money (Source: Girl Scout Research Institute *Change it Up*; summary report attached).
 - The challenge for Girl Scouts in the next 100 years is to bring gender balance to the leadership of this country and this world.

One of the convention highlights was the internal kickoff of 2012 as the **Year of the Girl**, which evoked great excitement and energy. Building on that, we are excited to share the attached **Year of the Girl** press release, which will be distributed to national media this week. Additionally, a Web page www.girlscouts.org/YearoftheGirl/ is live on www.girlscouts.org and is a place you can go to for additional information about the **Year of the Girl**. On that website, you will have the ability to share your e-mail address to receive additional information as the campaign progresses.

As part of the **Year of the Girl** campaign, Girl Scouts of the USA will launch on January 31 a landmark cause asking all members of society to join us in support of girls to help them realize their leadership potential. We will encourage mothers, fathers, and all adults, corporations, members of government, as well as other nonprofits to help girls reach their leadership potential -- because when girls succeed, so does society. We all have a role to play in making that happen. Together, we can get girls there.

We'll be in touch again soon to share with you our 2012 Girl Scouts of Alaska event calendar as well as ways you can join us in celebrating 100 years of Girl Scouting and promoting **Year of the Girl**. In the meantime, please **save the date for the evening of March 17th**, when we'll be commemorating our centennial and raising funds for girls in Southeast Alaska at the **Girl Scouts of Alaska, Southeast Auction** right there in Juneau.

Yours in Girl Scouting,

Marge Stoneking
CEO
Girl Scouts of Alaska
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Inspiring Girls to Lead
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Girl Scouts Declares 2012 the Year of the Girl

CEO Anna Maria Chávez Announces Girl Scouts Plans to Start Transforming American Leadership During the Iconic Organization's 100th Anniversary

NEW YORK, N.Y. — In a move designed to focus national attention on girls and the issues they face, Girl Scouts of the USA (GSUSA) has declared 2012 the Year of the Girl: a celebration of girls, recognition of their leadership potential, and a commitment to creating a coalition of like-minded organizations and individuals in support of balanced leadership in the workplace and in communities across the country.

The announcement comes as GSUSA assumes new leadership under CEO Anna Maria Chávez and prepares to celebrate its centennial in 2012, using this important moment in its history to launch a major initiative to change the landscape for girls and young women. The initiative, which also includes the largest fundraising and advocacy campaign dedicated to girls' issues in the nation's history, will be formally announced in January and will extend well beyond the Year of the Girl in 2012.

"The Year of the Girl is only a beginning," said GSUSA Chief Executive Officer Anna Maria Chávez. "We can't transform American leadership in a year, but we can transform expectations in a year. We can transform awareness in a year. We can set in motion a generational change, and make certain that a baby girl born in 2012 will experience her life in a new and vastly different world. Only Girl Scouts, with its scale and time-honored place in society, can launch this initiative. If not us, who? If not now, when? When girls succeed, so does society. We know that together, we can get her there."

This declaration serves as the foundation for Girl Scouts' broader, multiyear, multipronged effort to break down societal barriers that hinder girls from leading and achieving success in everything from technology and science to business and industry.

During the Year of the Girl, local Girl Scout offices nationwide will mix celebrations of the organization's 100 years as the premier leadership experience for girls with efforts to create a sense of urgency around girls' issues.

"Girl Scouts is at the forefront of building girl leaders, GSUSA National President Connie L. Lindsey said. "We embrace the opportunity we have to develop the next generation and future generations of leaders that understand the interconnectedness of the global community. Our girls will understand that they matter. And when they dream their future, they see a world of shared leadership: where the values of courage, confidence, and character really do make the world a better place."

About Girl Scouts of the USA

Founded in 1912, Girl Scouts of the USA is the preeminent leadership development organization for girls, with 3.2 million girl and adult members worldwide. Girl Scouts is the leading authority on girls' healthy development, and builds girls of courage, confidence, and character, who make the world a better place. The organization serves girls from every corner of the United States and its territories. Girl Scouts of the USA also serves American girls and their classmates attending American and international schools overseas in 90 countries. For more information on how to join, volunteer, reconnect, and donate to Girl Scouts, call 800-GSUSA-4-U or visit www.girlscouts.org.

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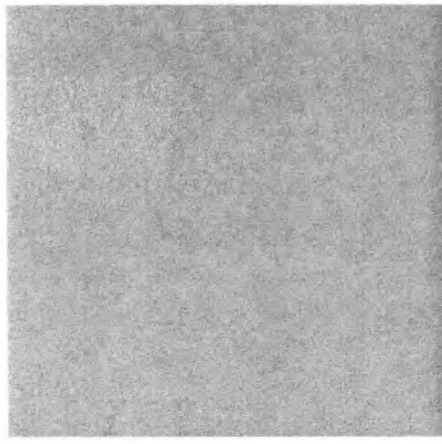
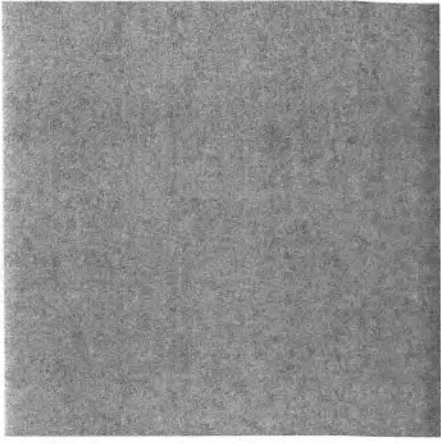
**Focusing on Outcomes of the
New Girl Scout Leadership Experience**



Girl Scouts®

**TRANSFORMING
LEADERSHIP**

Discover



Connect



Take Action



TRANSFORMING LEADERSHIP

**Focusing on Outcomes of the
New Girl Scout Leadership Experience**

GIRL SCOUTS OF THE USA



Chair, National Board of Directors

Patricia Diaz Dennis

Chief Executive Officer

Kathy Cloninger

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In Girl Scouts, leadership isn't just
about building future leaders—it's about
building girl leaders for today.

—Kathy Cloninger, CEO, Girl Scouts of the USA

THE NEW GIRL SCOUT LEADERSHIP EXPERIENCE

From founding libraries in America's heartland to establishing free medical clinics in India, each year 2.6 million Girl Scouts take the lead in bettering their communities and the world. Girl leaders have been at the heart of Girl Scouts since its founding in 1912,

when Juliette Gordon Low recognized that developing girls' leadership abilities was critical for ensuring they would be the change-makers of the future.

Since Low's time, the world has changed dramatically. Social, cultural, and economic shifts that once took shape over a generation or more are now rapid and often have a global impact. This ever more complex and uncertain world clearly requires a new kind of leader—one who values diversity, inclusion, and collaboration and is committed to improving neighborhoods, communities, and the world.

Girl Scouts is, as it always has been, the organization best positioned to offer girls the tools they need to be successful leaders now and throughout their lives. As Girl Scouting approaches its 100th anniversary, the Movement is using its expertise to create a completely new approach for *what* girls do in Girl Scouting, *how* they do it, and how they will *benefit*.

**A good leader is someone who works
with others to make things happen.**

—Annie, 17, Girl Scout Senior, North Carolina

Called the New Girl Scout Leadership Experience, this model engages girls in **discovering** themselves, **connecting** with others, and **taking action** to make the world a better place. This model begins with a definition of leadership that girls understand and believe in: a leader, girls say, is defined not only by the qualities and skills one has, but also by how those qualities and skills are used to make a difference in the world.

Research suggests that the youth development field is moving from the model of one individual leader to a model of shared leadership. This more inclusive and empowering approach is also the one girls most value (see *Exploring Girls' Leadership*, Girl Scout Research Institute, 2007). It encourages girls to take increasing responsibility for designing and implementing activities, and this results in extensive opportunities for them to see how their actions can impact the lives of others.

To develop and evaluate this model objectively, youth development experts, volunteers, and council and national staff identified 15 anticipated outcomes, or benefits, of the leadership experience. Tying the new program experience to outcomes serves three vital functions: to measure the impact of the experience; to determine what modifications are needed; and to communicate, to internal and external audiences, how girls are benefiting.

**Leadership is knowing what you believe
and putting it into action.**

—Meaghan, 14, Girl Scout Cadette, Ohio

The Framework

The New Girl Scout Leadership Experience identifies three “keys” to leadership:

Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect: Girls care about, inspire, and team with others locally and globally.

Take Action: Girls act to make the world a better place.

All experiences in Girl Scouting incorporate the Discover, Connect, and Take Action keys to leadership. Girl Scout experiences are also, as much as possible, girl led and encourage learning by doing (experiential learning), and cooperative learning. These three processes promote the fun and friendship that have always been so integral to Girl Scouting.

As girls take part in Girl Scouts, facilitators can review the outcomes, and the signs of those outcomes, to gauge the benefits of the experience. The signs of the outcomes reflect what girls might think, say, or do—during and after a leadership experience—and help adults determine the success of the experience.

Outcomes charts, organized by the three Leadership Keys and by grade level, detail all 15 outcomes. Although detailed and comprehensive, the charts are an easy-to-use reference and can be used in varying ways. For example, volunteers coaching girls through experiences will want to know where related outcomes and signs are in the charts and how they fit into the leadership model. The signs are simply examples; they are not official assessments of ability and are not to be used to compare one girl to another.

Understanding the Model

The diagram at right shows the various components of the leadership experience and their tie to the larger goal that girls have the courage, confidence, and character to make the world a better place. When Discover, Connect, and Take Action activities are *girl led* and involve *learning by doing* and *cooperative learning*, girls achieve the desired and expected short-term leadership outcomes, ultimately resulting in Girl Scouting achieving its mission.

THE NEW GIRL SCOUT
LEADERSHIP EXPERIENCE

FOCUS OF
GIRL SCOUT
ACTIVITIES

**Discover
Connect
Take Action**

GIRL SCOUT
PROCESSES

**Girl Led
Learning by Doing
Cooperative Learning**

15 SHORT-TERM
AND INTERMEDIATE
OUTCOMES

**Girls gain specific
knowledge, skills,
attitudes, behaviors,
and values in
Girl Scouting.**

LONG-TERM OUTCOME

**Girls lead with
courage, confidence,
and character
to make the world
a better place.**

Outcomes in the New Girl Scout Leadership Experience

The diagram at right lists the 15 leadership outcomes and where they “live” within the Discover, Connect, and Take Action keys of leadership.

You may be wondering: How do you know that girls are having an effective leadership experience? Surely, discovering, connecting, and taking action are different for Girl Scout Brownies and Girl Scout Seniors.

The signs are what let adults know if girls at each grade level are achieving leadership skills. Checking the outcomes is like noting road signs on a journey—the signs that let you know you’re getting closer to your destination. Similarly, seeing the age-appropriate signs during Girl Scout activities lets adults know that girls are achieving the intended outcomes.

Definitions of each outcome, and the signs for each, are organized in user-friendly reference tables beginning on page 23. Each outcome has its own reference table, as does each grade level. The tables are organized exactly as they are listed in the diagram at right, under the Discover, Connect, and Take Action keys to leadership.

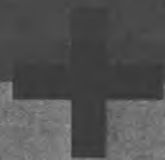
**THE 15 OUTCOMES
OF THE NEW GIRL SCOUT
LEADERSHIP EXPERIENCE**

Discover



- 1 Girls develop a strong sense of self.
- 2 Girls develop positive values.
- 3 Girls gain practical life skills.
- 4 Girls seek challenges in the world.
- 5 Girls develop critical thinking.

Connect



- 1 Girls develop healthy relationships.
- 2 Girls promote cooperation and team building.
- 3 Girls can resolve conflicts.
- 4 Girls advance diversity in a multicultural world.
- 5 Girls feel connected to their communities, locally and globally.

Take Action



- 1 Girls can identify community needs.
- 2 Girls are resourceful problem solvers.
- 3 Girls advocate for themselves and others, locally and globally.
- 4 Girls educate and inspire others to act.
- 5 Girls feel empowered to make a difference in the world.

Leadership

Reading the Outcome Reference Tables

Each outcome reference table has six sections, one for each of the six Girl Scout grade levels:

Girl Scout Daisy (grades K–1)

Girl Scout Brownie (grades 2–3)

Girl Scout Junior (grades 4–5)

Girl Scout Cadette (grades 6–8)

Girl Scout Senior (grades 9–10)

Girl Scout Ambassador (grades 11–12)

Most likely, you will zero in on those outcomes you find most meaningful—ones that relate to a specific grade level or a specific impact on girls.

The chart at right shows one section of an outcome reference table and what each row and column mean.

**SECTION FROM THE
OUTCOME REFERENCE
TABLES FOR
GIRL SCOUT BROWNIES**

This heading shows where the outcome belongs within the three keys to leadership development (Discover, Connect, Take Action).

This part of the table names the outcome and gives its definition.

Connect

OUTCOME

1

Girls develop healthy relationships.

Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Brownie 2-3	begin to understand how their behavior contributes to maintaining healthy relationships.	identify healthy/unhealthy behaviors (e.g., honesty, caring, bullying) when presented with a relationship scenario.
	are better able to show empathy toward others.	make empathetic statements (e.g., "I helped Kim with that because she was getting frustrated") and/or report being more caring in their interactions with others.

This column shows the Girl Scout grade level.

This column defines the outcome for each grade level.

This column gives the signs of what girls might do or say that shows they achieved the outcome.

Using the Outcome Reference Tables

The outcome reference tables are being used to create resources and awards to ensure that girls engage in activities that lead to leadership skills. The Girl Scout Research Institute is using the tables to design a national system of outcomes measurement. Councils can also use the tables in a variety of ways, even focusing on one particular outcome at a time. Keep in mind, however, that according to the Girl Scout approach, leadership is the result of discovering, connecting, and taking action, so it is important to incorporate outcomes from all three Leadership Keys.

When Implementing Girl Scout Program

The signs in the outcome reference tables can give council staff ideas about how to design activities. A council, for example, may want to organize activities that help Girl Scout Cadettes feel empowered to make a difference in the world. The Take Action outcome reference table suggests that this can be accomplished at the Cadette level by providing opportunities for girls to feel that their opinions, ideas, and contributions are taken seriously by adults.

When Writing a Grant Proposal

Suppose a council fund development team is writing a grant proposal to support a program that helps Girl Scout Juniors develop a strong sense of self. The Discover outcome reference tables can be used to explain to potential funders what a strong sense of self means for this grade level and what its signs are. The fund development team can then include this information in its grant proposal.

When Training Volunteers

Suppose a council adult learning team wants to guide volunteers on partnering with Girl Scout Juniors so that the girls advance diversity. The Connect outcome reference table shows that for Girl Scout Juniors, advancing diversity means being able to identify discrimination and being more aware of ways to promote inclusiveness. The indicators suggest that the adult learning team should select activities for volunteer development that focus on how Girl Scout Juniors might identify discrimination.

When Recruiting

Suppose a council membership team wants to recruit adult volunteers based on a community's specific needs. The council could, for example, choose the outcome of gaining practical life skills, with a focus on healthy living. Outcomes from across all grade levels could be used to appeal to a broad range of volunteers. The membership team can also look at the indicators in the reference table to detail the signs of this outcome—further incentive for healthy-minded adults to volunteer in the community.

SHARE HOW YOU USE THE TABLES

As you discover other ways to make use of the reference tables, e-mail the Girl Scout Research Institute (gsresearch@girlscouts.org) so your ideas can be shared with other councils and Girl Scouts of the USA.

What leadership means to me is
bringing others together as one and
helping them do things they have
never tried before.

—Shelby, 11, Girl Scout Junior, Colorado

Looking Ahead

Now that we have begun to chart the benefits of the New Girl Scout Leadership Experience and orient staff and volunteers to those benefits, plans are under way to develop measurement systems.

Through spring 2008, the GSRI will test measurements of the New Girl Scout Leadership Experience outcomes and program processes in a pilot study. Developing the signs for how the processes of girl led, learning by doing, and cooperative learning look for each grade level will be a major part of the work. The results will provide a baseline for future comparisons and initial measurement tools that will be ready in time for the 2008 National Council Session. The GSRI is also working with councils to develop a five-year plan for an integrated local/national outcomes measurement system. *Exploring Girls' Leadership* and an original study (forthcoming 2008) will further illuminate what leadership means for girls, which factors encourage them to aspire to leadership, and how Girl Scouting can make a difference.

The New Girl Scout Leadership Experience represents a leap forward in how Girl Scouting builds girls of courage, confidence, and character. By achieving the intended outcomes, girls will be prepared to be leaders who make the world a better place.

Discover

Connect

OUTCOMES ARRANGED BY
LEADERSHIP KEY

Take Action

LEADERSHIP KEY

Discover

Girls understand themselves and their values and use their knowledge and skills to explore the world.

OUTCOMES

1 Girls develop a strong sense of self.

2 Girls develop positive values.

3 Girls gain practical life skills.

4 Girls seek challenges in the world.

5 Girls develop critical thinking.

Discover

OUTCOME

1

Girls develop a strong sense of self.

Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social, and cultural identities.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls ...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might ... *
Daisy K-1	are better able to recognize their strengths and abilities.	make positive statements about their abilities or demonstrate to others what they can do (e.g., "I was a good friend to Luna today").
Brownie 2-3	positively identify with their gender and cultural, linguistic, racial, and ethnic groups.	name things they like about being a girl. recognize how their characteristics make them unique (e.g., when drawing a picture of themselves, a girl can say, "I am Korean, and I speak Korean and English").
	have increased confidence in their abilities.	express pride in their accomplishments when speaking with others.
Junior 4-5	are better able to recognize how situations, attitudes, and the behaviors of others affect their sense of self.	compare how various situations (home, school, etc.) bring out various aspects of self.
	gain a clearer sense of their individual identities in relation to, and apart from, outside influences.	report increased confidence in dealing with outside pressures that try to dictate their thoughts and behaviors (e.g., peer pressure, advertising, cultural traditions).
Cadette 6-8	are better able to negotiate the effects of sociocultural factors, gender issues, and stereotyping/bias on to their sense of self.	describe how cultural influences affect their self-image (e.g., magazines dictating "right" body shape and size; effects of racist/sexist comments). make use of strategies to resist peer pressure (e.g., communicate with confidence, take responsibility for own actions).
	show an increase in self-efficacy.	report increased belief in their ability to achieve personal goals.
Senior 9-10	are better able to recognize and address personal and social barriers to reaching personal goals.	make connections between societal issues (e.g., prejudice based on gender or race) and their opportunities to achieve goals. report on ways they overcame gender, ethnic, and/or economic challenges to achieving their goals.
	are better able to recognize the multiple demands and expectations of others while establishing their own individuality.	describe challenges they face in finding a balance between accepting group beliefs and thinking/making decisions for themselves.
Ambassador 11-12	feel they are better equipped to pursue future/life goals.	report that they have options and possibilities for pursuing life/career goals. report increased confidence to get the job/education they envision.
	increase their sense of autonomy.	report being more self-reliant.

*Can you think of other sample indicators/signs?

Discover

OUTCOME

2

Girls develop positive values.

Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice and community service and action.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	begin to understand the values inherent in the Girl Scout Promise and Law.	identify actions that are fair/unfair, honest/dishonest in various scenarios.
	recognize that their choices of actions or words have an effect on others and the environment.	give an example of when their actions made something better for someone else.
Brownie 2-3	begin to apply values inherent in the Girl Scout Promise and Law in various contexts.	explain how they will take responsibility on the playground, at home, and at school.
	are better able to examine positive and negative effects of people's actions on others and the environment.	explain the difference between right and wrong choices. provide alternative choices to actions that harm the environment (e.g., throw plastic bottles in recycle bin, not in trash can).
Junior 4-5	gain greater understanding of ethical decision-making in their lives.	give examples of using the Girl Scout Promise and Law in deciding to "do what's right."
	have increased commitment to engage in sustainable community service and action.	feel it's important to help people and the environment in ways that will have a long-term positive impact. exhibit increased interest in Take Action Projects on issues of fairness and social justice in their communities.
Cadette 6-8	are better able to examine their own and others' values from individual, cultural, and global perspectives.	report greater appreciation for the diversity of values based on individual and/or cultural differences.
	demonstrate increased commitment to addressing issues of fairness, ethics, and justice in their communities.	identify instances that raise questions about issues of fairness, ethics, and/or social justice in their communities.
Senior 9-10	are better able to recognize and resolve ethical dilemmas.	give examples of making ethical decisions in their everyday lives and can explain why they made them (e.g., consider both direct and indirect consequences of their actions).
	strengthen their own and others' commitment to being socially, politically, and environmentally engaged citizens of their communities.	report increased positive attitudes of social responsibility and citizenship.
Ambassador 11-12	act consistently with a considered and self-determined set of values.	choose educational and career goals in line with the values they consider important.
	demonstrate commitment to promoting sustainable solutions to regional, national, and/or global problems.	report increased interest in learning more about making a sustainable impact beyond their local communities.

*Can you think of other sample indicators/signs?

Discover

OUTCOME

3

Girls gain practical life skills—girls practice healthy living.**

Girls gain skills that prepare them for a positive, healthy, and independent future.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	gain greater knowledge of what is healthy for mind and body.	name behaviors that contribute to good health (e.g., eating fruit, getting exercise).
Brownie 2-3	are better at making healthy choices and minimizing unhealthy behaviors.	identify two hours of after-school sports as healthier than two hours of after-school computer games. name healthy choices they make (e.g., walking every day, choosing healthy snacks).
Junior 4-5	gain greater understanding of what it means to be emotionally and physically healthy.	describe how being stressed can affect physical health.
	are more aware of family, cultural, and media influences on making healthy choices.	list ways in which media promotes/inhibits healthy behavior (e.g., fast food ads).
Cadette 6-8	are increasingly committed to practicing and promoting healthy behavior.	report increased interest in learning more about how exercise, diet, relaxation, and other activities can give balance to their lives.
	are more knowledgeable about how family and cultural differences affect healthy living.	give examples of various cultures' definitions and practices of healthy living.
Senior 9-10	act as role models for younger girls in making healthy choices.	describe strategies for resisting pressure to engage in unhealthy behaviors (e.g., alcohol use or unhealthy dieting).
	show cultural sensitivity in their efforts to promote healthy living in their communities.	report increased knowledge of specific health needs in their diverse communities (e.g., responsive to religious or cultural beliefs).
Ambassador 11-12	are better able to address health issues in their lives, their local communities, and globally.	report using self-care practices to bring balance to their lives. identify ways their school's health education could better address the needs of young women.
	are more interested in leading and/or participating in advocacy projects related to health issues, globally or locally.	report increased knowledge of organizations that advocate for health-related issues, locally or globally.

*Can you think of other sample indicators/signs?

**Healthy Living is one example of a practical life skill. Outcomes and indicators for other practical skills will be developed over time.

Discover

OUTCOME

4

Girls seek challenges in the world.

Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves, and take appropriate risks.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	demonstrate increased interest in learning new skills.	ask lots of questions/make lots of observations about the world around them.
Brownie 2-3	are more open to learning or doing new and challenging things.	enjoy trying new activities (e.g., building a fire, pitching a tent). report doing things they thought they couldn't do.
	recognize that one can learn from mistakes.	feel it is OK to make mistakes and might describe an instance in their own lives where they learned from a mistake.
Junior 4-5	increasingly recognize that positive risk-taking is important to personal growth and leadership.	when asked to identify attitudes important to accomplishing goals, mention risk-taking and give examples from their own lives.
	are better at exploring new skills and ideas.	report using a variety of resources to pursue topics of interest (e.g., the Internet, popular culture, art, poetry).
Cadette 6-8	are better able to distinguish positive and negative risk-taking.	when given risk-taking scenarios, identify and distinguish between positive and negative risk (e.g., riding with a driver who has been drinking vs. calling home for a ride even though parents will be angry).
	recognize the importance of challenging oneself for one's positive growth.	report how setting challenging goals helped them do better in school.
Senior 9-10	demonstrate increased enthusiasm for learning new skills and ideas and expanding existing ones.	increasingly offer their own ideas for exploring new topics or making existing ones more challenging.
	show increased courage to challenge their own and others' beliefs and opinions.	engage in a discussion with someone who has different political views. express preferences even when they differ from the majority's opinion.
Ambassador 11-12	increasingly set challenging goals for the future.	see themselves in roles/positions they previously considered unattainable.
	have increased confidence to discuss and address challenging issues and contradictions in their lives and in their local and global communities.	look for ways personal habits conflict with achieving goals that are important to them (e.g., fighting global warming). learn more about a controversial issue from someone who has experienced injustice or from a victim's advocate.

*Can you think of other sample indicators/signs?

Discover

OUTCOME

5

Girls develop critical thinking.

Girls learn to examine ideas from a variety of viewpoints and further use critical thinking to explore implications of gender issues for their lives and their leadership development.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	recognize that the thoughts and feelings of others can vary from their own.	make statements that show they recognize another's feelings or opinions, such as "You are sad" and/or "You are happy."
Brownie 2-3	are increasingly able to consider other viewpoints in deciding what to do or believe.	listen to and consider each others' opinions when making decisions.
	are better able to recognize and examine stereotypes (based on gender, race, income, ability, etc.) that they encounter.	identify ways they or others are treated differently based on gender, race, income, and ability and can explain why stereotyping is harmful.
Junior 4-5	show greater skill in gathering and evaluating information.	consider various factors before deciding what to believe (e.g., how credible is the source of information, is there a hidden agenda).
	are better able to consider multiple perspectives on issues.	show increased interest in learning about different sides of issues (e.g., with other girls, in public forums).
Cadette 6-8	are better able to examine issues and ideas from various perspectives.	debate or discuss various perspectives on an issue they are concerned about (e.g., women's rights, global warming).
	have increased understanding of positive and negative ways that media impact their own and others' lives.	give examples of how TV shows can promote sexism, racism, and other -isms or how the Internet can promote freedom of information or allow disinformation.
Senior 9-10	are better able to analyze their own and others' thinking processes.	give examples of the steps they followed and why they made a specific decision or formed an opinion.
	are better able to apply critical thinking skills to challenge stereotypes and biases.	question assumptions behind inequities they encounter (e.g., female athletes earning less than male athletes).
Ambassador 11-12	are increasingly able to address local/global/societal barriers to women's leadership.	discuss various obstacles facing women leaders now and in the past (e.g., discrimination based on gender, race, class, ability). express interest in Take Action Projects that address gender inequality, locally or globally.

*Can you think of other sample indicators/signs?

LEADERSHIP KEY

Connect

Girls care about, inspire, and team with others locally and globally.

OUTCOMES

- 1** Girls develop healthy relationships.
- 2** Girls promote cooperation and team building.
- 3** Girls can resolve conflicts.
- 4** Girls advance diversity in a multicultural world.
- 5** Girls feel connected to their communities, locally and globally.

Connect

OUTCOME

1

Girls develop healthy relationships.

Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	are better able to demonstrate helpful and caring behavior.	spontaneously offer to help someone in need of assistance (e.g., opening door, carrying package).
	are better able to identify and communicate their feelings to others.	express their feelings verbally (e.g., "I feel lonely when the others don't include me"), rather than nonverbally (e.g., crying, withdrawing, lashing out).
Brownie 2-3	begin to understand how their behavior contributes to maintaining healthy relationships.	identify healthy/unhealthy behaviors (e.g., honesty, caring, bullying) when presented with a relationship scenario.
	are better able to show empathy toward others.	make empathetic statements (e.g., "I helped Kim with that because she was getting frustrated") and/or report being more caring in their interactions with others.
Junior 4-5	strengthen communication skills for maintaining healthy relationships.	name communication strategies that help them in their relationships (e.g., listening to the ideas of others, encouraging others instead of criticizing them).
	are more competent in addressing negative treatment by others.	identify bullying tactics and aggressive behaviors in others. name people they can turn to for help when dealing with difficulties in relationships.
Cadette 6-8	have more positive, trusting relationships with others.	report having at least one girl or adult they can talk to about anything.
	are able to use positive communication and relationship-building skills.	give examples of behaviors they use to promote mutual respect, trust, and understanding.
	feel more comfortable with new feelings that accompany adolescence and ways of expressing feelings in relationships, including sexual feelings.	talk about healthy decision-making (e.g., encouraging self-respect in themselves and others) when presented with relationship scenarios.
Senior 9-10	are better able to recognize and address challenges to forming and maintaining healthy relationships with others.	recognize that people hold different beliefs about relationships (e.g., based on gender, culture). identify behaviors that hinder the development of positive relationships (e.g., backstabbing, gossip).
	have increased knowledge of what healthy dating entails.	report that it is important to be able to communicate their needs effectively. recognize unhealthy dating behaviors when presented with a dating scenario.
Ambassador 11-12	strengthen strategies for maintaining healthy relationships.	give examples of using assertive behaviors and might explain when and why these work/don't work.
	are better able to protect their rights in relationships.	actively seek information on healthy dating behaviors (e.g., how to avoid risky sexual activity, where to get help for abusive relationships). report knowing whom to contact when faced with unhealthy relationships (e.g., a hotline, school counselor, trusted adults).

Can you think of other sample indicators/signs?

Connect

OUTCOME

2

Girls promote cooperation and team building.

Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for shared goals, and show recognition for others' accomplishments and contributions.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	begin to learn how to work well with others.	name something about themselves that helps them work well in a group (e.g., "I listen well").
Brownie 2-3	gain a better understanding of cooperative and team-building skills.	be able to identify strengths or talents that each girl brings to group projects (e.g., "Monica is good at drawing and I am a really good singer"). describe ways to make group projects more fun (e.g., switching roles, brainstorming, listening to each other).
Junior 4-5	are better able to initiate and maintain cooperation on their teams.	with minimal adult guidance, apply specific strategies for promoting cooperation (e.g., listening to all ideas, rotating tasks and roles, developing shared goals).
	increasingly recognize how cooperation contributes to a project's success.	consistently prefer solving problems in teams or as a group and explain why this can be more effective than working alone.
Cadette 6-8	have a greater understanding of team building.	list criteria for what makes a good team (e.g., clear roles, trust, respect, diversity).
	are better able to address obstacles to effective group work and team building.	describe obstacles to group work (e.g., not being willing to compromise, concern with individual interests over group goals, always wanting to be the person talking) and suggest possible solutions.
Senior 9-10	strengthen their abilities to build effective teams to accomplish shared goals.	identify specific strategies for building effective teams (e.g., paying attention to interests, strengths, team dynamics). demonstrate that they can reach consensus on common goals.
	are committed to mentoring others on effective strategies for cooperative work and team building.	help others work better as a team (e.g., encourage them to reach consensus on project goals, create "listening" exercises for other girls, recognize each others' achievements).
Ambassador 11-12	are able to promote cooperation and effective team building in their communities.	describe how their Take Action Project encouraged sustained cooperation among various people/organizations in their communities.
	recognize the value of cooperation and team building for effective leadership and for their future careers.	report that cooperation and team-building skills helped them in other spheres of their lives.

*Can you think of other sample indicators/signs?

Connect

OUTCOME

3

Girls can resolve conflicts.

Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and prevention.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	begin to understand what conflict is.	give examples of conflict situations in their lives.
	learn simple conflict-resolution strategies.	express feelings using "I statements" when they find themselves in a conflict situation (e.g., "I'm sorry I hurt your feelings").
Brownie 2-3	are better able to apply basic strategies for conflict resolution when conflicts arise.	name helpful ways to deal with anger/frustration in a conflict (e.g., talk things out instead of acting out or hitting).
Junior 4-5	are better able to select conflict-resolution strategies to fit the situation.	describe and/or demonstrate conflict-resolution responses for various settings, such as home, school, or neighborhood. explain why one strategy works in one situation but not another (e.g., at home can resolve conflict with sibling by talking with parent; but this would not work at the playground).
	are better at analyzing conflict situations.	give reasons why they fight with each other.
Cadette 6-8	strengthen their conflict-resolution and prevention strategies.	say how they manage their emotions (e.g., anger, hurt) to diffuse a conflict situation (e.g., don't lose their temper).
	have a greater understanding of how conflict-resolution skills contribute to effective leadership.	give examples of how their conflict-resolution skills helped them succeed on a project.
Senior 9-10	can increasingly apply effective strategies for conflict resolution and prevention.	report using effective anger-management skills and strategies.
	are better able to analyze conflict situations in their communities and globally, and offer possible solutions.	identify deeper social roots of conflicts among various groups in their communities (e.g., conflicting interests, racism, sexism, other forms of prejudice). describe how certain conflicts in their communities can be avoided by applying prevention strategies they learned.
Ambassador 11-12	are better able to develop their own approaches to conflict resolution and prevention.	give examples of how they adapted conflict-resolution strategies to personal situations (e.g., argument with parent or at a teen dance).
	increasingly apply conflict-resolution skills to working toward peaceful and fair relations in their communities.	report using conflict-resolution skills to contribute to peace and fairness in their communities (e.g., become peer mediators at school).

Can you think of other sample indicators/signs?

Connect

OUTCOME

4

Girls advance diversity in a multicultural world.

Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might...*
Daisy K-1	recognize that it's OK to be different.	identify characteristics that make them different from other girls (e.g., hair color, food preferences, other likes/dislikes, family structure).
	increasingly relate to others in an inclusive manner.	notice when others are excluded from activities (e.g., "It's not fair that no one is playing with Annie").
Brownie 2-3	begin to understand the meaning of diversity.	explore their differences and similarities (e.g., based on culture, ethnicity, ability, life experiences).
	strengthen their appreciation of differences in others.	not make fun—and might encourage others not to make fun—of those who look/talk/behave differently from themselves.
Junior 4-5	recognize the value of promoting diversity in the world.	report that it's important to promote inclusiveness in various contexts and can explain why. demonstrate increased interest in interacting with others from different backgrounds (e.g., ethnicity, culture, class, religion, gender, ability).
	develop greater awareness of various forms of discrimination in the world.	when presented with various situations (e.g., from stories, news, movies, music, or their community), identify discrimination.
Cadette 6-8	are more aware of the issues, perspectives, and experiences of people from various backgrounds, locally and globally.	identify main challenges as well as privileges that various groups experience in today's world (e.g., women and men, ethnicities, abilities).
	learn strategies for promoting diversity and creating more inclusive environments.	actively include people of diverse backgrounds in their activities/events. actively encourage others to behave in inclusive ways (e.g., petition for a wheelchair-accessible park gazebo, use effective ways to speak out against exclusion and discrimination).
	can examine the negative impact of stereotyping, prejudice, discrimination, and privilege on their lives and the lives of others.	when given examples from the media, describe the negative impact of stereotyping and prejudice (based on ethnicity, religion, language, class, sexuality, gender, and ability).
Senior 9-10	are actively engaged in promoting diversity and tolerance.	create materials to educate others on how to contribute to more inclusive environments with their peers, in school, in their neighborhoods, etc. (e.g., Web sites, how-to guides, events).
	are increasingly able to address challenges to promoting inclusive attitudes and diversity.	plan activities/events showing the harmful consequences of prejudice and discrimination on people in their communities. place high value on empathy and open-mindedness when interacting with people from diverse backgrounds.
Ambassador 11-12	are actively engaged in promoting diversity and tolerance, locally and/or globally.	give examples of meaningful collaboration with people from diverse backgrounds for their global Take Action Projects.
	are increasingly able to address various challenges to promoting inclusive attitudes and diversity, locally and/or globally.	identify the main reasons that prevent people from embracing diversity (e.g., racism, sexism, lack of education, lack of empathy) and can suggest possible solutions (e.g., increase understanding by educating people about diverse cultural values and traditions).

*Can you think of other sample indicators/signs?

Connect

OUTCOME

5

Girls feel connected to their communities, locally and globally.

Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive, social networks for their personal and leadership development.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	are better able to identify people and places that make up their community and understand their various contributions.	identify people who provide services in their communities (e.g., doctors provide medical care, teachers provide education).
	gain increased understanding of how they belong to various groups in their communities.	give examples of the various groups to which they belong (e.g., Girl Scouts, sports team, religious community).
Brownie 2-3	have greater interest in participating in community events, activities, and social networks.	positively describe their participation in at least one community event and/or activity (e.g., help at a cancer walk, start a "Park Keeper" club).
	recognize the importance of being part of a larger community.	give examples of how group/community members help and support each other (e.g., in their neighborhood, school).
Junior 4-5	are better able to recognize the importance of knowing about, and actively participating in, community groups.	identify various sources of information for what is going on in their communities (e.g., the Internet, magazines, interviews with people). describe how being involved in their communities resulted in stronger connections to others (e.g., Take Action Project resulted in an adult from the community volunteering to teach girls a particular skill).
	begin to feel part of a larger community of girls/women.	enjoy connecting with girls/women locally, nationally, or globally (e.g., through reading about them, face-to-face interactions, e-mail).
Cadette 6-8	strengthen existing relationships and seek to create new connections with others in their communities.	use various ways to connect with others, locally and globally (e.g., the Internet, get-togethers, <i>destinations</i> , events). feel more confident contacting community members for help with community service and action projects (e.g., teachers, youth organizations, after-school clubs).
	gain greater understanding of the importance of community networks for themselves and others.	describe how their participation in larger communities supported their personal and leadership goals (e.g., provided safe environment, helped gain skills).
Senior 9-10	actively seek to bring people together in local and global networks.	give an example of organizing a local or global event that brought together diverse members of their communities. develop friendships with Girl Guides from other countries (e.g., e-mail pals, joint international projects, visits to World Centers).
	feel that their connections with diverse members of their communities are important resources for personal and leadership development.	make friends with girls/women through the World Association of Girl Guides and Girl Scouts (WAGGGS) and can explain why these connections are important to them.
Ambassador 11-12	have extensive feelings of connection with their local and global communities.	report more positive attitudes toward different members of their communities. place high value on providing support for diverse members of their communities.

Can you think of other sample indicators/signs?

LEADERSHIP KEY

Take Action

Girls act to make the world a better place.

OUTCOMES

- 1** Girls can identify community needs.
- 2** Girls are resourceful problem solvers.
- 3** Girls advocate for themselves and others, locally and globally.
- 4** Girls educate and inspire others to act.
- 5** Girls feel empowered to make a difference in the world.

Take Action

OUTCOME

1

Girls can identify community needs.

Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	gain increased knowledge of their communities' assets.	name people/places they consider helpful and valuable in their communities.
Brownie 2-3	develop basic strategies to identify community issues.	use various ways to gain information about their communities (e.g., the Internet, library, personal interviews). list things about their community that are valuable and things that could be improved.
	gain a greater understanding of how Take Action Projects might impact their communities.	explain how the issue they agreed to take action on can benefit their community (e.g., other girls, families, a church).
Junior 4-5	learn to use strategies to determine issues that deserve action.	use community asset mapping to identify opportunities to better their communities.
	are better able to determine whether projects can be realistically accomplished.	consider time and/or financial constraints before selecting an issue to tackle.
Cadette 6-8	strengthen their ability to decide which community issue deserves action.	report using a variety of tools (e.g., community mapping, interviewing, observations) to identify needs, assets, and potential impact of their planned projects.
	begin to address deeper causes of issues in their communities.	identify multiple causes for a problem they wish to address. explain the difference between a quick fix and long-term solutions (e.g., reading to someone learning English as a second language vs. teaching someone to read).
Senior 9-10	are more skilled in identifying their local or global communities' needs that they can realistically address.	report considering multiple factors before deciding on the appropriateness of a project for their community (e.g., feasibility, balance of assets and needs, sustainable impact). seek advice from community members/leaders before selecting issues for action.
	choose Take Action Projects that aim to address deeper causes of issues in their communities.	feel confident using tools that help them identify root causes of community problems (e.g., causal mapping).
Ambassador 11-12	are more skilled in identifying issues that balance feasibility with achieving long-term changes in their local or global communities.	identify community partners that can continue their project goals into the future.
	choose Take Action Projects that aim to address deeper causes of issues in their communities.	interview staff and residents of a homeless shelter to identify root causes of homelessness in that community.

*Can you think of other sample indicators/signs?

Take Action

OUTCOME

2

Girls are resourceful problem solvers.

Girls can use their knowledge and skills to set up and implement creative and effective "action plans," locate tools and resources they need, and know when, where, and how to enlist help from others.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	learn the basics of planning a project.	with adult guidance, make a list of resources needed to complete their project (e.g., materials for creating get-well cards for a children's hospital).
Brownie 2-3	are better able to develop a basic plan to reach a goal or a solution to a problem.	identify two or three steps and resources (people, materials, information) needed to reach a goal or solve a problem (e.g., how to get ready for camp).
	are better able to create alternative solutions to problems.	reflect on a real-life problem or a scenario and state an alternative solution, such as "Next time, I will do this instead."
Junior 4-5	are better able to create an "action plan" for their projects.	outline steps, resources, and time lines and assign responsibilities for their project with minimal adult guidance. report increased confidence in creating action plans for their goals.
	gain a greater ability to locate and use resources that will help accomplish their project goals.	feel confident contacting community partners who can help them achieve their goals (e.g., school officials who can display girls' fliers on bulletin boards).
Cadette 6-8	are able to create and implement detailed action plans for their projects.	demonstrate independence in thinking through the required components of their action plans (e.g., location of resources, time lines, responsibilities). report being more able to keep themselves "on track," requesting adult help if needed.
	increasingly seek out community support and resources to help achieve their goals.	identify people/organizations in their communities to help on some aspect of their project (e.g., obtain editing guidance for media projects).
Senior 9-10	are better able to effectively plan and carry out action projects with minimal adult guidance.	create detailed action plans, organize, and coordinate with others in the community, managing time and anticipating possible problems and resource needs on their own.
	are able to assess their progress and adjust strategies as necessary.	identify alternative ways to accomplish goals if initial plans prove unsuccessful. identify things they could do better and/or differently next time they work on a community service or action project.
Ambassador 11-12	are better able to independently plan, organize, and manage Take Action Projects.	report increased knowledge and skill in various aspects of project planning and implementation. monitor their own progress and determine criteria for success.
	actively seek partnerships to achieve greater community participation and impact for their Take Action Projects.	describe their efforts to engage community partners—locally or globally—in the implementation of community service and action projects. explain how partnerships with others maximize the impact of their Take Action Projects.

*Can you think of other sample indicators/signs?

Take Action

OUTCOME

3

Girls advocate for themselves and others, locally and globally.

Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	recognize that they can act on behalf of others.	recognize situations when they can "make something better" for someone else (e.g., through words or actions).
Brownie 2-3	gain a better understanding of their rights and those of others.	name rights people have in their schools, families, or communities (e.g., to be safe, to be treated fairly, to be heard).
	learn and begin to apply basic advocacy skills.	define what advocacy means and give examples of advocates in their communities. use words or actions to show concern and intervene when another person is not being treated well (e.g., stand up for someone being teased).
Junior 4-5	strengthen their abilities to effectively speak out or act for themselves and others.	identify concrete steps they can take to effect desired changes (e.g., who to contact about creating safer streets for bicycling in their neighborhood).
Cadette 6-8	recognize the importance of advocacy in accomplishing positive changes for themselves and others.	can give examples of how youth can influence and/or participate in community decision-making (e.g., influence the library to remain open longer, start a teen hotline, form an antidiscrimination group).
	gain greater ability to use specific advocacy skills to address issues of interest.	report using various strategies to speak out for themselves and others on issues of interest (e.g., writing letters, petitions, creating public announcements).
Senior 9-10	have a greater understanding of how the decisions and policies of various institutions have effects on their lives and the lives of others.	report increased knowledge about how public decisions in their schools, communities, and local governments affect people's private lives (e.g., decisions about education, juvenile justice).
	use advocacy skills and knowledge to be more active on behalf of a cause, issue, or person, locally or globally.	give examples of advocating for an issue in their school or neighborhood (e.g., more healthful cafeteria food, increased awareness of eating disorders, reproductive health, effects of poverty).
Ambassador 11-12	recognize that they have the rights and abilities to participate in the development of public policy that affects their lives and the lives of others.	report increased interest and confidence in participating in projects or initiatives that promote positive social changes.
	are better able to consider the community/global impact of their advocacy efforts.	describe how their advocacy efforts helped their community or the broader society.
	actively seek partnerships with other organizations that provide support and resources for their advocacy efforts.	report working with organizations that share their advocacy goals.

*Can you think of other sample indicators/signs?

Take Action

OUTCOME

4

Girls educate and inspire others to act.

Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	are better able to assist peers and seek help from them.	respond to requests for help/assistance with actions or words.
Brownie 2-3	are better able to explain their ideas or teach new skills to others.	demonstrate or teach a skill to other girls (e.g., how to sell cookies, how to make a puppet).
	can communicate their reasons for engaging in community service and action.	explain why they chose a community action project (e.g., meals to seniors, holiday gifts to needy children), how/why it benefited others, and what they learned from it.
Junior 4-5	learn various strategies to communicate and share Take Action Projects with others.	use various ways to tell others about their Take Action Projects (e.g., fliers, presentations). explain what makes a successful persuasive message/action for various audiences (e.g., presentation to peers, petitions to officials).
Cadette 6-8	show increased commitment to educate others on how to better their communities.	organize a show-and-tell for younger Girl Scouts to educate them about how to be more active in community affairs.
	are better able to identify and select various methods for informing others about their Take Action Projects.	report knowing how to tailor their messages to various audiences (e.g., young girls vs. senior citizens).
Senior 9-10	are better at inspiring and mobilizing others to become more engaged in community service and action.	shape messages (e.g., in a flier, speech, publication, or Web campaign) to explain the importance of taking action on an issue they care about. organize an awareness day in their schools on an issue they care about (e.g., emotional health, Internet safety).
Ambassador 11-12	are better able to evaluate the effectiveness of their efforts to reach/educate diverse audiences and can adjust their communication strategies accordingly.	implement innovative ways to access hard-to-reach audiences (e.g., using the Internet to engage remote rural populations). work with other youth/community organizations to spread their messages more effectively.

*Can you think of other sample indicators/signs?

Take Action

OUTCOME

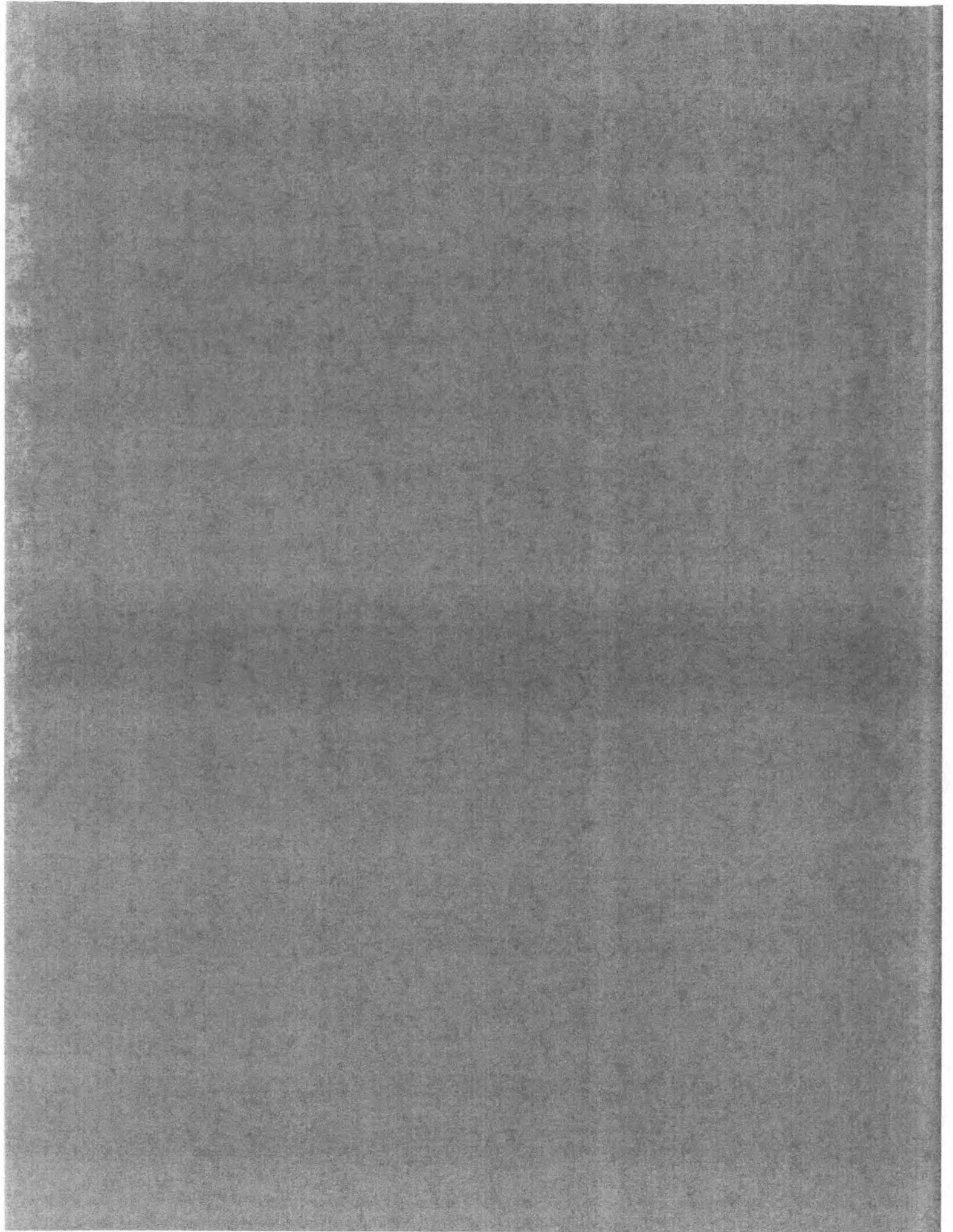
5

Girls feel empowered to make a difference in the world.

Girls feel empowered to use their leadership skills to effect change in their lives and their world and feel their contributions are valued in the larger community.

GIRL SCOUT GRADE LEVEL	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Daisy K-1	feel their actions and words are important to others.	give an example of something they have done to make them feel like an important part of their group (e.g., help choose an activity, lead a game, help make up a rule).
Brownie 2-3	increasingly feel they have important roles and responsibilities in their groups and/or communities.	describe ways their actions contributed to bettering something (for their families, neighborhood, environment).
	exhibit increased determination to create changes for themselves and others.	give examples when they succeeded in making a positive change for themselves or others.
Junior 4-5	are more confident in their power to effect positive change.	describe various expressions of power around them (e.g., power over others, power to do something, power with others). explain how shared power helped them create better or longer-lasting changes (e.g., working together vs. doing it alone).
	feel they have greater opportunities for involvement in the decision-making of their communities.	give examples of when they participated in the decision-making processes in their Girl Scout council, church, school, etc.
Cadette 6-8	feel more valued by others for their ability to apply leadership skills toward positive change.	feel that their opinions, ideas, and contributions are taken seriously by adults. express pride that their Take Action Projects improved functioning of some aspect of their communities (e.g., contributed to cleaner air, safer streets, better opportunities for young people).
	have increased confidence to participate in decision-making processes in their groups or communities.	show interest in providing and/or receiving input from community members on community issues.
Senior 9-10	are better able to address challenges to their feeling of empowerment.	identify internal and/or external barriers to feeling empowered to create change (e.g., not being taken seriously because they are "just kids"). describe strategies for ensuring that their voices and opinions are heard.
	feel they have greater access to community resources and more equal relationships with adults in their communities.	report that adults in their communities invite their input and/or participation in community affairs.
Ambassador 11-12	feel capable of using their skills to better the functioning and governance of communities, locally or globally.	create an action plan that could be implemented to include more young people in setting town priorities.
	feel their projects and ideas are valued/respected by stakeholders in their local and/or global communities.	give examples of positive reports (e.g., local news coverage) about their Take Action Projects.

*Can you think of other sample indicators/signs?



Daisy

Brownie

Junior

Cadette

Senior

Ambassador

OUTCOMES ARRANGED BY
GRADE LEVEL

GIRL SCOUT GRADE LEVEL

Daisy

grades K-1



Girl Scout Daisies understand themselves and their values and use their knowledge and skills to explore the world.

DISCOVER OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls develop a strong sense of self: Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social, and cultural identities.</p>	<p>are better able to recognize their strengths and abilities.</p>	<p>make positive statements about their abilities or demonstrate to others what they can do (e.g., "I was a good friend to Luna today").</p>
<p>Girls develop positive values: Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice and community service and action.</p>	<p>begin to understand the values inherent in the Girl Scout Promise and Law.</p>	<p>identify actions that are fair/unfair, honest/dishonest in various scenarios.</p>
	<p>recognize that their choices of actions or words have an effect on others and the environment.</p>	<p>give an example of when their actions made something better for someone else.</p>
<p>Girls gain practical life skills—girls practice healthy living:** Girls gain skills that prepare them for a positive, healthy, and independent future.</p>	<p>gain greater knowledge of what is healthy for mind and body.</p>	<p>name behaviors that contribute to good health (e.g., eating fruit, getting exercise).</p>
<p>Girls seek challenges in the world: Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves, and take appropriate risks.</p>	<p>demonstrate increased interest in learning new skills.</p>	<p>ask lots of questions/make lots of observations about the world around them.</p>
<p>Girls develop critical thinking: Girls learn to examine ideas from a variety of viewpoints and further use critical thinking to explore implications of gender issues for their lives and their leadership development.</p>	<p>recognize that the thoughts and feelings of others can vary from their own.</p>	<p>make statements that show they recognize another's feelings or opinions, such as "You are sad" and/or "You are happy."</p>

* Can you think of other sample indicators/signs?

** Healthy Living is one example of a practical life skill. Outcomes and indicators for other practical skills will be developed over time.

Girl Scout Daisies care about, inspire, and team with others locally and globally.

CONNECT OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls develop healthy relationships: Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.</p>	<p>are better able to demonstrate helpful and caring behavior.</p>	<p>spontaneously offer to help someone in need of assistance (e.g., opening door, carrying package).</p>
	<p>are better able to identify and communicate their feelings to others.</p>	<p>express their feelings verbally (e.g., "I feel lonely when the others don't include me"), rather than nonverbally (e.g., crying, withdrawing, lashing out).</p>
<p>Girls promote cooperation and team building: Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for their shared goals, and show recognition for others' accomplishments and contributions.</p>	<p>begin to learn how to work well with others.</p>	<p>name something about themselves that helps them work well in a group (e.g., "I listen well").</p>
<p>Girls can resolve conflicts: Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and prevention.</p>	<p>begin to understand what conflict is.</p>	<p>give examples of conflict situations in their lives.</p>
	<p>learn simple conflict-resolution strategies.</p>	<p>express feelings using "I statements" when they find themselves in a conflict situation (e.g., "I'm sorry I hurt your feelings").</p>
<p>Girls advance diversity in a multicultural world: Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.</p>	<p>recognize that it's OK to be different.</p>	<p>identify characteristics that make them different from other girls (e.g., hair color, food preferences, other likes/dislikes, family structure).</p>
	<p>increasingly relate to others in an inclusive manner.</p>	<p>notice when others are excluded from activities (e.g., "It's not fair that no one is playing with Annie").</p>
<p>Girls feel connected to their communities, locally and globally: Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive social networks for their personal and leadership development.</p>	<p>are better able to identify people and places that make up their community and understand their various contributions.</p>	<p>identify people who provide services in their communities (e.g., doctors provide medical care, teachers provide education).</p>
	<p>gain increased understanding of how they belong to various groups in their communities.</p>	<p>give examples of the various groups to which they belong (e.g., Girl Scouts, sports team, religious community).</p>

*Can you think of other sample indicators/signs?

Girl Scout Daisies act to make the world a better place.

TAKE ACTION OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls can identify community needs: Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.</p>	<p>gain increased knowledge of their communities' assets.</p>	<p>name people/places they consider helpful and valuable in their communities.</p>
<p>Girls are resourceful problem solvers: Girls can use their knowledge and skills to set up and implement creative and effective "action plans," locate tools and resources they need, and know when, where, and how to enlist help from others.</p>	<p>learn the basics of planning a project.</p>	<p>with adult guidance, make a list of resources needed to complete their project (e.g., materials for creating get-well cards for a children's hospital).</p>
<p>Girls advocate for themselves and others, locally and globally: Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.</p>	<p>recognize that they can act on behalf of others.</p>	<p>recognize situations when they can "make something better" for someone else (e.g., through words or actions).</p>
<p>Girls educate and inspire others to act: Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.</p>	<p>are better able to assist peers and seek help from them.</p>	<p>respond to requests for help/assistance with actions or words.</p>
<p>Girls feel empowered to make a difference in the world: Girls feel empowered to use their leadership skills to effect change in their lives and their world, and feel their contributions are valued in the larger community.</p>	<p>feel their actions and words are important to others.</p>	<p>give an example of something they have done to make them feel like an important part of their group (e.g., help choose an activity, lead a game, help make up a rule).</p>

*Can you think of other sample indicators/signs?

GIRL SCOUT GRADE LEVEL

Brownie

grades 2-3



Girl Scout Brownies understand themselves and their values and use their knowledge and skills to explore the world.

DISCOVER OUTCOMES	BY GRADE LEVEL Girls ...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might ... *
Girls develop a strong sense of self: Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social, and cultural identities.	positively identify with their gender and cultural, linguistic, racial, and ethnic groups.	name things they like about being a girl. recognize how their characteristics make them unique (e.g., when drawing a picture of themselves, a girl can say, "I am Korean, and I speak Korean and English").
	have increased confidence in their abilities.	express pride in their accomplishments when speaking with others.
Girls develop positive values: Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice and community service and action.	begin to apply values inherent in the Girl Scout Promise and Law in various contexts.	explain how they will take responsibility on the playground, at home, and at school.
	are better able to examine positive and negative effects of people's actions on others and the environment.	explain the difference between right and wrong choices. provide alternative choices to actions that harm the environment (e.g., throw plastic bottles in recycle bin, not in trash can).
Girls gain practical life skills—girls practice healthy living:** Girls gain skills that prepare them for a positive, healthy, and independent future.	are better at making healthy choices and minimizing unhealthy behaviors.	identify two hours of after-school sports as healthier than two hours of after-school computer games. name healthy choices they make (e.g., walking every day, choosing healthful snacks).
Girls seek challenges in the world: Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves, and take appropriate risks.	are more open to learning or doing new and challenging things.	enjoy trying new activities (e.g., building a fire, pitching a tent). report doing things they thought they couldn't do.
	recognize that one can learn from mistakes.	feel it is OK to make mistakes and might describe an instance in their own lives where they learned from a mistake.
Girls develop critical thinking: Girls learn to examine ideas from a variety of viewpoints and further use critical thinking to explore implications of gender issues for their lives and their leadership development.	are increasingly able to consider other viewpoints in deciding what to do or believe.	listen to and consider each others' opinions when making decisions.
	are better able to recognize and examine stereotypes (based on gender, race, income, ability, etc.) that they encounter.	identify ways they or others are treated differently based on gender, race, income, and ability and can explain why stereotyping is harmful.

*Can you think of other sample indicators/signs?

**Healthy Living is one example of a practical life skill. Outcomes and indicators for other practical skills will be developed over time.

Girl Scout Brownies care about, inspire, and team with others, locally and globally.

CONNECT OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls develop healthy relationships: Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.</p>	<p>begin to understand how their behavior contributes to maintaining healthy relationships.</p>	<p>identify healthy/unhealthy behaviors (e.g., honesty, caring, bullying) when presented with a relationship scenario.</p>
	<p>are better able to show empathy toward others.</p>	<p>make empathetic statements (e.g., "I helped Kim with that because she was getting frustrated") and/or report being more caring in their interactions with others.</p>
<p>Girls promote cooperation and team building: Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for their shared goals, and show recognition for others' accomplishments and contributions.</p>	<p>gain a better understanding of cooperative and team-building skills.</p>	<p>be able to identify strengths or talents that each girl brings to group projects (e.g., "Monica is good at drawing and I am a really good singer"). describe ways to make group projects more fun (e.g., switching roles, brainstorming, listening to each other).</p>
<p>Girls can resolve conflicts: Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and prevention.</p>	<p>are better able to apply basic strategies for conflict resolution when conflicts arise.</p>	<p>name helpful ways to deal with anger/frustration in a conflict (e.g., talk things out instead of acting out or hitting).</p>
<p>Girls advance diversity in a multicultural world: Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.</p>	<p>begin to understand the meaning of diversity.</p>	<p>explore their differences and similarities (e.g., based on culture, ethnicity, ability, life experiences).</p>
	<p>strengthen their appreciation of differences in others.</p>	<p>not make fun—and might encourage others not to make fun—of those who look/talk/ behave differently from themselves.</p>
<p>Girls feel connected to their communities, locally and globally: Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive social networks for their personal and leadership development.</p>	<p>have greater interest in participating in community events, activities, and social networks.</p>	<p>positively describe their participation in at least one community event and/or activity (e.g., help at a cancer walk, start a "Park Keeper" club).</p>
	<p>recognize the importance of being part of a larger community.</p>	<p>give examples of how group/community members help and support each other (e.g., in their neighborhood, school).</p>

*Can you think of other sample indicators/signs?

Girl Scout Brownies act to make the world a better place.

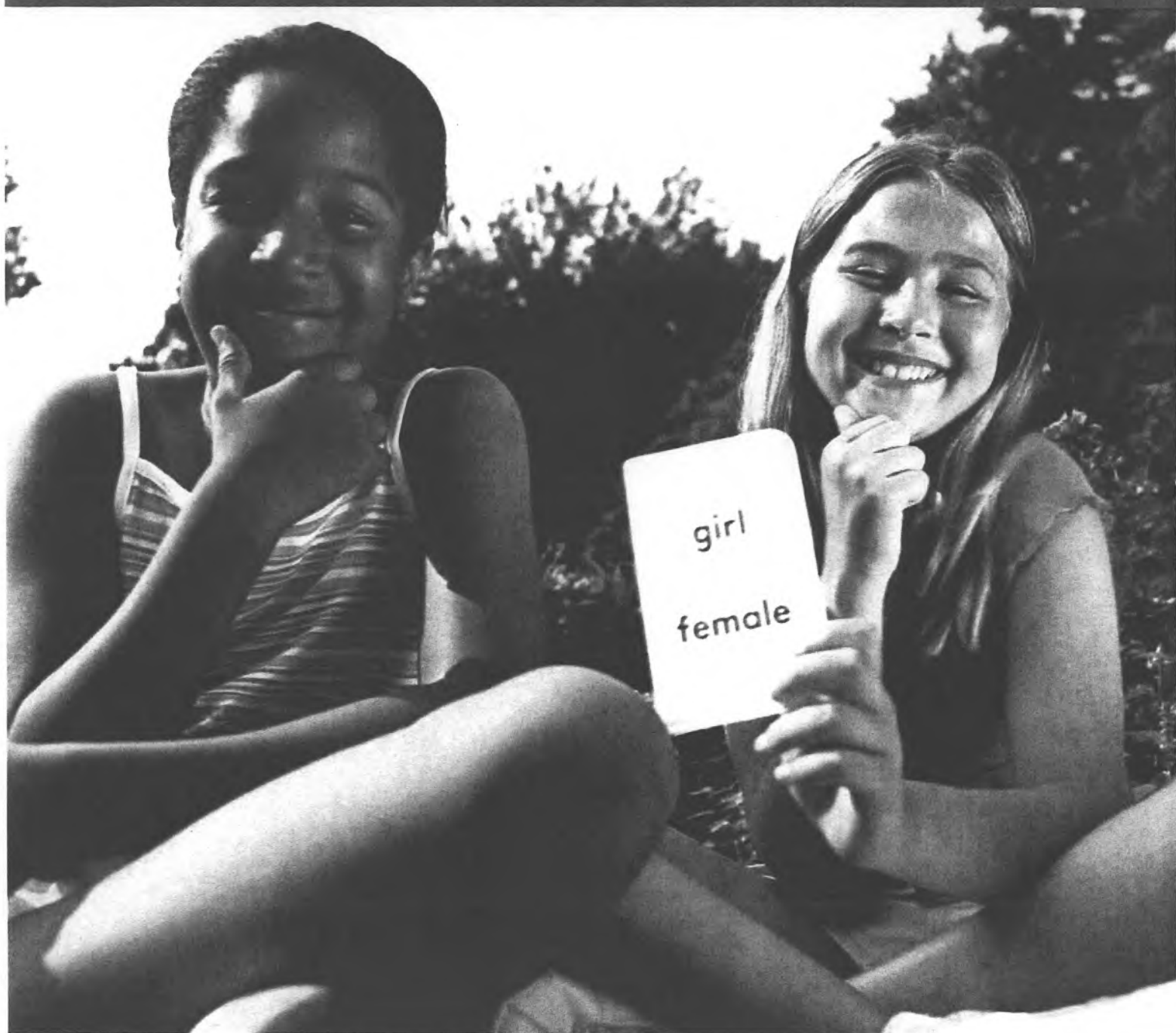
TAKE ACTION OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls can identify community needs: Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.</p>	<p>develop basic strategies to identify community issues.</p>	<p>use various ways to gain information about their communities (e.g., the Internet, library, personal interviews). list things about their community that are valuable and things that could be improved.</p>
	<p>gain a greater understanding of how Take Action Projects might impact their communities.</p>	<p>explain how the issue they agreed to take action on can benefit their community (e.g., other girls, families, a church).</p>
<p>Girls are resourceful problem solvers: Girls can use their knowledge and skills to set up and implement creative and effective "action plans," locate tools and resources they need, and know when, where, and how to enlist help from others.</p>	<p>are better able to develop a basic plan to reach a goal or a solution to a problem.</p>	<p>identify two or three steps and resources (people, materials, information) needed to reach a goal or solve a problem (e.g., how to get ready for camp).</p>
	<p>are better able to create alternative solutions to problems.</p>	<p>reflect on a real-life problem or a scenario and state an alternative solution, such as "Next time, I will do this instead."</p>
<p>Girls advocate for themselves and others, locally and globally: Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.</p>	<p>gain a better understanding of their rights and those of others.</p>	<p>name rights people have in their schools, families, or communities (e.g., to be safe, to be treated fairly, to be heard).</p>
	<p>learn and begin to apply basic advocacy skills.</p>	<p>define what advocacy means and give examples of advocates in their communities. use words or actions to show concern and intervene when another person is not being treated well (e.g., stand up for someone being teased).</p>
<p>Girls educate and inspire others to act: Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.</p>	<p>are better able to explain their ideas or teach new skills to others.</p>	<p>demonstrate or teach a skill to other girls (e.g., how to sell cookies, how to make a puppet).</p>
	<p>can communicate their reasons for engaging in community service and action.</p>	<p>explain why they chose a community action project (e.g., meals to seniors, holiday gifts to needy children), how/why it benefited others, and what they learned from it.</p>
<p>Girls feel empowered to make a difference in the world: Girls feel empowered to use their leadership skills to effect change in their lives and their world, and feel their contributions are valued in the larger community.</p>	<p>increasingly feel they have important roles and responsibilities in their groups and/or communities.</p>	<p>describe ways their actions contributed to bettering something (for their families, neighborhood, environment).</p>
	<p>exhibit increased determination to create changes for themselves and others.</p>	<p>give examples when they succeeded in making positive change for themselves or others.</p>

*Can you think of other sample indicators/signs?

GIRL SCOUT GRADE LEVEL

Junior

grades 4–5



Girl Scout Juniors understand themselves and their values and use their knowledge and skills to explore the world.

DISCOVER OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Girls develop a strong sense of self: Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social, and cultural identities.	are better able to recognize how situations, attitudes, and the behaviors of others affect their sense of self.	compare how various situations (home, school, etc.) bring out various aspects of self.
	gain a clearer sense of their individual identities in relation to, and apart, from outside influences.	report increased confidence in dealing with outside pressures that try to dictate their thoughts and behaviors (e.g., peer pressure, advertising, cultural traditions).
Girls develop positive values: Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice and community service and action.	gain greater understanding of ethical decision-making in their lives.	give examples of using the Girl Scout Promise and Law in deciding to "do what's right."
	have increased commitment to engage in sustainable community service and action.	feel it's important to help people and the environment in ways that will have a long-term positive impact. exhibit increased interest in Take Action Projects on issues of fairness and social justice in their communities.
Girls gain practical life skills—girls practice healthy living:** Girls gain skills that prepare them for a positive, healthy, and independent future.	gain greater understanding of what it means to be emotionally and physically healthy.	describe how being stressed can affect physical health.
	are more aware of family, cultural, and media influences on making healthy choices.	list ways in which media promotes/inhibits healthy behavior (e.g., fast food ads).
Girls seek challenges in the world: Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves, and take appropriate risks.	increasingly recognize that positive risk-taking is important to personal growth and leadership.	when asked to identify attitudes important to accomplishing goals, mention risk-taking and give examples from their own lives.
	are better at exploring new skills and ideas.	report using a variety of resources to pursue topics of interest (e.g., the Internet, popular culture, art, poetry).
Girls develop critical thinking: Girls learn to examine ideas from a variety of viewpoints and further use critical thinking to explore implications of gender issues for their lives and their leadership development.	show greater skill in gathering and evaluating information.	consider various factors before deciding what to believe (e.g., how credible is the source of information, is there a hidden agenda).
	are better able to consider multiple perspectives on issues.	show increased interest in learning about different sides of issues (e.g., with other girls, in public forums).

* Can you think of other sample indicators/signs?

** Healthy Living is one example of a practical life skill. Outcomes and indicators for other practical skills will be developed over time.

Girl Scout Juniors care about, inspire, and team with others locally and globally.

CONNECT OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls develop healthy relationships: Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.</p>	<p>strengthen communication skills for maintaining healthy relationships.</p>	<p>name communication strategies that help them in their relationships (e.g., listening to the ideas of others, encouraging others instead of criticizing them).</p>
	<p>are more competent in addressing negative treatment by others.</p>	<p>identify bullying tactics and aggressive behaviors in others. name people they can turn to for help when dealing with difficulties in relationships.</p>
<p>Girls promote cooperation and team building: Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for their shared goals, and show recognition for others' accomplishments and contributions.</p>	<p>are better able to initiate and maintain cooperation on their teams.</p>	<p>with minimal adult guidance, apply specific strategies for promoting cooperation (e.g., listening to all ideas, rotating tasks and roles, developing shared goals).</p>
	<p>increasingly recognize how cooperation contributes to a project's success.</p>	<p>consistently prefer solving problems in teams or as a group and explain why this can be more effective than working alone.</p>
<p>Girls can resolve conflicts: Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and prevention.</p>	<p>are better able to select conflict-resolution strategies to fit the situation.</p>	<p>describe and/or demonstrate conflict-resolution responses for various settings, such as home, school, or neighborhood. explain why one strategy works in one situation but not another (e.g., at home can resolve conflict with sibling by talking with parent; but this would not work at the playground).</p>
	<p>are better at analyzing conflict situations.</p>	<p>give reasons why they fight with each other.</p>
<p>Girls advance diversity in a multicultural world: Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.</p>	<p>recognize the value of promoting diversity in the world.</p>	<p>report that it's important to promote inclusiveness in various contexts and can explain why. demonstrate increased interest in interacting with others from different backgrounds (e.g., ethnicity, culture, class, religion, gender, ability).</p>
	<p>develop greater awareness of various forms of discrimination in the world.</p>	<p>when presented with various situations (e.g., from stories, news, movies, music, or their community), identify discrimination.</p>
<p>Girls feel connected to their communities, locally and globally: Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive social networks for their personal and leadership development.</p>	<p>are better able to recognize the importance of knowing about and actively participating in community groups.</p>	<p>identify various sources of information for what is going on in their communities (e.g., the internet, magazines, interviews with people). describe how being involved in their communities resulted in stronger connections to others (e.g., Take Action Project resulted in an adult from the community volunteering to teach girls a particular skill).</p>
	<p>begin to feel part of a larger community of girls/women.</p>	<p>enjoy connecting with girls/women locally, nationally, or globally (e.g., through reading about them, face-to-face interactions, e-mail).</p>

*Can you think of other sample indicators/signs?

Girl Scout Juniors act to make the world a better place.

TAKE ACTION OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls can identify community needs: Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.</p>	<p>learn to use strategies to determine issues that deserve action.</p>	<p>use community asset mapping to identify opportunities to better their communities.</p>
	<p>are better able to determine whether projects can be realistically accomplished.</p>	<p>consider time and/or financial constraints before selecting an issue to tackle.</p>
<p>Girls are resourceful problem solvers: Girls can use their knowledge and skills to set up and implement creative and effective "action plans," locate tools and resources they need, and know when, where, and how to enlist help from others.</p>	<p>are better able to create an "action plan" for their projects.</p>	<p>outline steps, resources, and time lines and assign responsibilities for their project with minimal adult guidance. report increased confidence in creating action plans for their goals.</p>
	<p>gain a greater ability to locate and use resources that will help accomplish their project goals.</p>	<p>feel confident contacting community partners who can help them achieve their goals (e.g., school officials who can display girls' fliers on bulletin boards).</p>
<p>Girls advocate for themselves and others, locally and globally: Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.</p>	<p>strengthen their abilities to effectively speak out or act for themselves and others.</p>	<p>identify concrete steps they can take to effect desired changes (e.g., whom to contact about creating safer streets for bicycling in their neighborhood).</p>
<p>Girls educate and inspire others to act: Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.</p>	<p>learn various strategies to communicate and share Take Action Projects with others.</p>	<p>use various ways to tell others about their Take Action Projects (e.g., fliers, presentations). explain what makes a successful persuasive message/action for various audiences (e.g., presentation to peers, petitions to officials).</p>
<p>Girls feel empowered to make a difference in the world: Girls feel empowered to use their leadership skills to effect change in their lives and their world, and feel their contributions are valued in the larger community.</p>	<p>are more confident in their power to effect positive change.</p>	<p>describe various expressions of power around them (e.g., power over others, power to do something, power with others). explain how shared power helped them create better or longer-lasting changes (e.g., working together vs. doing it alone).</p>
	<p>feel they have greater opportunities for involvement in the decision-making of their communities.</p>	<p>give examples of when they participated in the decision-making processes in their Girl Scout council, church, school, etc.</p>

*Can you think of other sample indicators/signs?

Cadette

grades 6–8



Girl Scout Cadettes understand themselves and their values and use their knowledge and skills to explore the world.

DISCOVER OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might...*
Girls develop a strong sense of self: Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social, and cultural identities.	are better able to negotiate the effects of sociocultural factors, gender issues, and stereotyping/bias on their sense of self.	describe how cultural influences affect their self-image (e.g., magazines dictating "right" body shape and size; effects of racist/sexist comments). make use of strategies to resist peer pressure (e.g., communicate with confidence, take responsibility for own actions).
	show an increase in self-efficacy.	report increased belief in their ability to achieve personal goals.
Girls develop positive values: Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice and community service and action.	are better able to examine their own and others' values from individual, cultural, and global perspectives.	report greater appreciation for the diversity of values based on individual and/or cultural differences.
	demonstrate increased commitment to addressing issues of fairness, ethics, and justice in their communities.	identify instances that raise questions about issues of fairness, ethics, and/or social justice in their communities.
Girls gain practical life skills—girls practice healthy living:** Girls gain skills that prepare them for a positive, healthy, and independent future.	are increasingly committed to practicing and promoting healthy behavior.	report increased interest in learning more about how exercise, diet, relaxation, and other activities can give balance to their lives.
	are more knowledgeable about how family and cultural differences affect healthy living.	give examples of various cultures' definitions and practices of healthy living.
Girls seek challenges in the world: Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves, and take appropriate risks.	are better able to distinguish positive and negative risk-taking.	when given risk-taking scenarios, identify and distinguish between positive and negative risk (e.g., riding with a driver who has been drinking vs. calling home for a ride even though parents will be angry).
	recognize the importance of challenging oneself for one's positive growth.	report how setting challenging goals helped them do better in school.
Girls develop critical thinking: Girls learn to examine ideas from a variety of viewpoints and further use critical thinking to explore implications of gender issues for their lives and their leadership development.	are better able to examine issues and ideas from various perspectives.	debate or discuss various perspectives on an issue they are concerned about (e.g., women's rights, global warming).
	have increased understanding of positive and negative ways that media impact their own and others' lives.	give examples of how TV shows can promote sexism, racism, and other -isms or how the Internet can promote freedom of information or allow disinformation.

* Can you think of other sample indicators/signs?

** Healthy Living is one example of a practical life skill. Outcomes and indicators for other practical skills will be developed over time.

Girl Scout Cadettes care about, inspire, and team with others locally and globally.

CONNECT OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls develop healthy relationships: Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.</p>	<p>have more positive, trusting relationships with others.</p>	<p>report having at least one girl or adult they can talk to about anything.</p>
	<p>are able to use positive communication and relationship-building skills.</p>	<p>give examples of behaviors they use to promote mutual respect, trust, and understanding.</p>
	<p>feel more comfortable with new feelings that accompany adolescence and ways of expressing feelings in relationships, including sexual feelings.</p>	<p>talk about healthy decision-making (e.g., encouraging self-respect in themselves and others) when presented with relationship scenarios.</p>
<p>Girls promote cooperation and team building: Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for their shared goals, and show recognition for others' accomplishments and contributions.</p>	<p>have a greater understanding of team building.</p>	<p>list criteria for what makes a good team (e.g., clear roles, trust, respect, diversity).</p>
	<p>are better able to address obstacles to effective group work and team building.</p>	<p>describe obstacles to group work (e.g., not being willing to compromise, concern with individual interests over group goals, always wanting to be the person talking) and suggest possible solutions.</p>
<p>Girls can resolve conflicts: Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and prevention.</p>	<p>strengthen their conflict resolution and prevention strategies.</p>	<p>say how they manage their emotions (e.g., anger, hurt) to diffuse a conflict situation (e.g., don't lose their temper).</p>
	<p>have a greater understanding of how conflict-resolution skills contribute to effective leadership.</p>	<p>give examples of how their conflict-resolution skills helped them succeed on a project.</p>
<p>Girls advance diversity in a multicultural world: Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.</p>	<p>are more aware of the issues, perspectives, and experiences of people from various backgrounds, locally and globally.</p>	<p>identify main challenges and privileges that various groups experience in today's world (e.g., women and men, ethnicities, abilities).</p>
	<p>learn strategies for promoting diversity and creating more inclusive environments.</p>	<p>actively include people of diverse backgrounds in their activities/events. actively encourage others to behave in inclusive ways (e.g., petition for a wheelchair-accessible park gazebo, use effective ways to speak out against exclusion and discrimination).</p>
	<p>can examine the negative impact of stereotyping, prejudice, discrimination, and privilege on their lives and the lives of others.</p>	<p>when given examples from the media, describe the negative impact of stereotyping and prejudice (based on ethnicity, religion, language, class, sexuality, gender, and ability).</p>
<p>Girls feel connected to their communities, locally and globally: Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive social networks for their personal and leadership development.</p>	<p>strengthen existing relationships and seek to create new connections with others in their communities.</p>	<p>use various ways to connect with others, locally and globally (e.g., the Internet, get-togethers, <i>destinations</i>, events). feel more confident contacting community members for help with community service and action projects (e.g., teachers, youth organizations, after-school clubs).</p>
	<p>gain greater understanding of the importance of community networks for themselves and others.</p>	<p>describe how their participation in larger communities supported their personal and leadership goals (e.g., provided safe environment, helped gain skills).</p>

* Can you think of other sample indicators/signs?

Girl Scout Cadettes act to make the world a better place.

TAKE ACTION OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls can identify community needs: Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.</p>	strengthen their ability to decide which community issue deserves action.	report using a variety of tools (e.g., community mapping, interviewing, observations) to identify needs, assets, and potential impact of their planned projects.
	begin to address deeper causes of issues in their communities.	identify multiple causes for a problem they wish to address. explain the difference between a quick fix and long-term solutions (e.g., reading to someone learning English as a second language vs. teaching someone to read).
<p>Girls are resourceful problem solvers: Girls can use their knowledge and skills to set up and implement creative and effective "action plans," locate tools and resources they need, and know when, where, and how to enlist help from others.</p>	are able to create and implement detailed action plans for their projects.	demonstrate independence in thinking through the required components of their action plans (e.g., location of resources, time lines, responsibilities). report being more able to keep themselves "on track," requesting adult help if needed.
	increasingly seek out community support and resources to help achieve their goals.	identify people/organizations in their communities to help on some aspect of their project (e.g., obtain editing guidance for media projects).
<p>Girls advocate for themselves and others, locally and globally: Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.</p>	recognize the importance of advocacy in accomplishing positive changes for themselves and others.	give examples of how youth can influence and/or participate in community decision-making (e.g., influence the library to remain open longer, start a teen hotline, form an antidiscrimination group).
	gain greater ability to use specific advocacy skills to address issues of interest.	report using various strategies to speak out for themselves and others on issues of interest (e.g., writing letters, petitions, creating public announcements).
<p>Girls educate and inspire others to act: Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.</p>	show increased commitment to educate others on how to better their communities.	organize a show-and-tell for younger Girl Scouts to educate them about how to be more active in community affairs.
	are better able to identify and select various methods for informing others about their Take Action Projects.	report knowing how to tailor their messages to various audiences (e.g., young girls vs. senior citizens).
<p>Girls feel empowered to make a difference in the world: Girls feel empowered to use their leadership skills to effect change in their lives and their world, and feel their contributions are valued in the larger community.</p>	feel more valued by others for their ability to apply leadership skills toward positive change.	feel that their opinions, ideas, and contributions are taken seriously by adults. express pride that their Take Action Projects improved functioning of some aspect of their communities (e.g., contributed to cleaner air, safer streets, better opportunities for young people).
	have increased confidence to participate in decision-making processes in their groups or communities.	show interest in providing and/or receiving input from community members on community issues.

* Can you think of other sample indicators/signs?

GIRL SCOUT GRADE LEVEL

Senior

grades 9–10



Girl Scout Seniors understand themselves and their values and use their knowledge and skills to explore the world.

DISCOVER OUTCOMES	BY GRADE LEVEL Girls . . .	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might . . . *
Girls develop a strong sense of self: Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social, and cultural identities.	are better able to recognize and address personal and social barriers to reaching personal goals.	make connections between societal issues (e.g., prejudice based on gender or race) and their opportunities to achieve goals. report on ways they overcame gender, ethnic, and/or economic challenges to achieving their goals.
	are better able to recognize the multiple demands and expectations of others while establishing their own individuality.	describe challenges they face in finding a balance between accepting group beliefs and thinking/making decisions for themselves.
Girls develop positive values: Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice and community service and action.	are better able to recognize and resolve ethical dilemmas.	give examples of making ethical decisions in their everyday lives and can explain why they made them (e.g., consider both direct and indirect consequences of their actions).
	strengthen their own and others' commitment to being socially, politically, and environmentally engaged citizens of their communities.	report increased positive attitudes of social responsibility and citizenship.
Girls gain practical life skills—girls practice healthy living:** Girls gain skills that prepare them for a positive, healthy, and independent future.	act as role models for younger girls in making healthy choices.	describe strategies for resisting pressure to engage in unhealthy behaviors (e.g., alcohol use or unhealthy dieting).
	show cultural sensitivity in their efforts to promote healthy living in their communities.	report increased knowledge of specific health needs in their diverse communities (e.g., responsive to religious or cultural beliefs).
Girls seek challenges in the world: Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves, and take appropriate risks.	demonstrate increased enthusiasm for learning new skills and ideas and expanding existing ones.	increasingly offer their own ideas for exploring new topics or making existing ones more challenging.
	show increased courage to challenge their own and others' beliefs and opinions.	engage in a discussion with someone who has different political views. express preferences even when they differ from the majority's opinion.
Girls develop critical thinking: Girls learn to examine ideas from a variety of viewpoints and further use critical thinking to explore implications of gender issues for their lives and their leadership development.	are better able to analyze their own and others' thinking processes.	give examples of the steps they followed and why they made a specific decision or formed an opinion.
	apply critical thinking skills to challenge stereotypes and biases in their lives and in society.	question assumptions behind inequities they encounter (e.g., female athletes earning less than male athletes).

Can you think of other sample indicators/signs?

Healthy Living is one example of a practical life skill. Outcomes and indicators for other practical skills will be developed over time.

Girl Scout Seniors care about, inspire, and team with others, locally and globally.

CONNECT OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls develop healthy relationships: Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.</p>	<p>are better able to recognize and address challenges to forming and maintaining healthy relationships with others.</p>	<p>recognize that people hold different beliefs about relationships (e.g., based on gender, culture). identify behaviors that hinder the development of positive relationships (e.g., backstabbing, gossip).</p>
	<p>have increased knowledge of what healthy dating entails.</p>	<p>report that it is important to be able to communicate their needs effectively. recognize unhealthy dating behaviors when presented with a dating scenario.</p>
<p>Girls promote cooperation and team building: Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for their shared goals, and show recognition for others' accomplishments and contributions.</p>	<p>strengthen their abilities to build effective teams to accomplish shared goals.</p>	<p>identify specific strategies for building effective teams (e.g., paying attention to interests, strengths, team dynamics). demonstrate that they can reach consensus on common goals.</p>
	<p>are committed to mentoring others on effective strategies for cooperative work and team building.</p>	<p>help others work better as a team (e.g., encourage them to reach consensus on project goals, create "listening" exercises for other girls, recognize each others' achievements).</p>
<p>Girls can resolve conflicts: Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and prevention.</p>	<p>can increasingly apply effective strategies for conflict resolution and prevention.</p>	<p>report using effective anger-management skills and strategies.</p>
	<p>are better able to analyze conflict situations in their communities and globally, and offer possible solutions.</p>	<p>identify deeper social roots of conflicts among various groups in their communities (e.g., conflicting interests, racism, sexism, other forms of prejudice). describe how certain conflicts in their communities can be avoided by applying prevention strategies they learned.</p>
<p>Girls advance diversity in a multicultural world: Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.</p>	<p>are actively engaged in promoting diversity and tolerance.</p>	<p>create materials to educate others on how to contribute to more inclusive environments with their peers, in school, in their neighborhoods. (e.g., Web sites, how-to guides, events).</p>
	<p>are increasingly able to address challenges to promoting inclusive attitudes and diversity.</p>	<p>plan activities/events showing the harmful consequences of prejudice and discrimination on people in their communities. place high value on empathy and open-mindedness when interacting with people from diverse backgrounds.</p>
<p>Girls feel connected to their communities, locally and globally: Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive social networks for their personal and leadership development.</p>	<p>actively seek to bring people together in local and global networks.</p>	<p>give an example of organizing a local or global event that brought together diverse members of their communities. develop friendships with Girl Guides from other countries (e.g., e-mail pals, joint international projects, visits to World Centers).</p>
	<p>feel that their connections with diverse members of their communities are important resources for personal and leadership development.</p>	<p>make friends with girls/women through the World Association of Girl Guides and Girl Scouts (WAGGGS) and can explain why these connections are important to them.</p>

*Can you think of other sample indicators/signs?

Girl Scout Seniors act to make the world a better place.

TAKE ACTION OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls can identify community needs: Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.</p>	<p>are more skilled in identifying their local or global communities' needs that they can realistically address.</p>	<p>report considering multiple factors before deciding on the appropriateness of a project for their community (e.g., feasibility, balance of assets and needs, sustainable impact). seek advice from community members/leaders before selecting issues for action.</p>
	<p>choose Take Action Projects that aim to address deeper causes of issues in their communities.</p>	<p>feel confident using tools that help them identify root causes of community problems (e.g., causal mapping).</p>
<p>Girls are resourceful problem solvers: Girls can use their knowledge and skills to set up and implement creative and effective "action plans," locate tools and resources they need, and know when, where, and how to enlist help from others.</p>	<p>are better able to effectively plan and carry out action projects with minimal adult guidance.</p>	<p>create detailed action plans, organize, and coordinate with others in the community, managing time and anticipating possible problems and resource needs on their own.</p>
	<p>are able to assess their progress and adjust strategies as necessary.</p>	<p>identify alternative ways to accomplish goals if initial plans prove unsuccessful. identify things they could do better and/or differently next time they work on a community service or action project.</p>
<p>Girls advocate for themselves and others, locally and globally: Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.</p>	<p>have a greater understanding of how the decisions and policies of various institutions have effects on their lives and the lives of others.</p>	<p>report increased knowledge about how public decisions in their schools, communities, and local governments affect people's private lives (e.g., decisions about education, juvenile justice).</p>
	<p>use advocacy skills and knowledge to be more active on behalf of a cause, issue or person, locally or globally.</p>	<p>give examples of advocating for an issue in their school or neighborhood (e.g., more healthful cafeteria food, increased awareness of eating disorders, reproductive health, effects of poverty).</p>
<p>Girls educate and inspire others to act: Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.</p>	<p>are better at inspiring and mobilizing others to become more engaged in community service and action.</p>	<p>shape messages (e.g., in a flier, speech, publication, or Web campaign) to explain the importance of taking action on an issue they care about. organize an awareness day in their schools on an issue they care about (e.g., emotional health, Internet safety).</p>
<p>Girls feel empowered to make a difference in the world: Girls feel empowered to use their leadership skills to effect change in their lives and their world, and feel their contributions are valued in the larger community.</p>	<p>are better able to address challenges to their feeling of empowerment.</p>	<p>identify internal and/or external barriers to feeling empowered to create change (e.g., not being taken seriously because they are "just kids"). describe strategies for ensuring that their voices and opinions are heard.</p>
	<p>feel that they have greater access to community resources and more equal relationships with adults in their communities.</p>	<p>report that adults in their communities invite their input and/or participation in community affairs.</p>

*Can you think of other sample indicators/signs?

GIRL SCOUT GRADE LEVEL

Ambassador

grades 11-12



Girl Scout Ambassadors understand themselves and their values and use their knowledge and skills to explore the world.

DISCOVER OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls develop a strong sense of self: Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social, and cultural identities.</p>	<p>feel they are better equipped to pursue future/ life goals.</p>	<p>report that they have options and possibilities for pursuing life/career goals. report increased confidence to get the job/education they envision.</p>
	<p>increase their sense of autonomy.</p>	<p>report being more self-reliant.</p>
<p>Girls develop positive values: Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice and community service and action.</p>	<p>act consistently with a considered and self-determined set of values.</p>	<p>choose educational and career goals in line with the values they consider important.</p>
	<p>demonstrate commitment to promoting sustainable solutions to regional, national, and/or global problems.</p>	<p>report increased interest in learning more about making a sustainable impact beyond their local communities.</p>
<p>Girls gain practical life skills—girls practice healthy living:** Girls gain skills that prepare them for a positive, healthy, and independent future.</p>	<p>are better able to identify health issues in their lives, their local communities, and globally.</p>	<p>report using self-care practices to bring balance to their lives. identify ways their school's health education could better address the needs of young women.</p>
	<p>are more interested in leading and/or participating in advocacy projects related to health issues, globally or locally.</p>	<p>report increased knowledge of organizations that advocate for health-related issues, locally or globally.</p>
<p>Girls seek challenges in the world: Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves, and take appropriate risks.</p>	<p>increasingly set challenging goals for the future.</p>	<p>see themselves in roles/positions they previously considered unattainable.</p>
	<p>have increased confidence to discuss and address challenging issues and contradictions in their lives and in their local and global communities.</p>	<p>look for ways personal habits conflict with achieving goals that are important to them (e.g., fighting global warming). learn more about a controversial issue from someone who has experienced injustice or from a victim's advocate.</p>
<p>Girls develop critical thinking: Girls learn to examine ideas from a variety of viewpoints and further use critical thinking to explore implications of gender issues for their lives and their leadership development.</p>	<p>are increasingly able to address local/global/ societal barriers to women's leadership.</p>	<p>discuss various obstacles facing women leaders now and in the past (e.g., discrimination based on gender, race, class, ability, etc.). express interest in Take Action Projects that address gender inequality locally or globally.</p>

*Can you think of other sample indicators/signs?

**Healthy Living is one example of a practical life skill. Outcomes and indicators for other practical skills will be developed over time.

Girl Scout Ambassadors care about, inspire, and team with others locally and globally.

CONNECT OUTCOMES	BY GRADE LEVEL Girls ...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might ... *
<p>Girls develop healthy relationships: Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.</p>	strengthen strategies for maintaining healthy relationships.	give examples of using assertive behaviors and might explain when and why these work/don't work.
	are better able to protect their rights in relationships.	actively seek information on healthy dating behaviors (e.g., how to avoid risky sexual activity, where to get help for abusive relationships). report knowing whom to contact when faced with unhealthy relationships (e.g., a hotline, school counselor, trusted adults).
<p>Girls promote cooperation and team building: Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for their shared goals, and show recognition for others' accomplishments and contributions.</p>	are able to promote cooperation and effective team building in their communities.	describe how their Take Action Project encouraged sustained cooperation among various people/organizations in their communities.
	recognize the value of cooperation and team building for effective leadership and for their future careers.	report that cooperation and teambuilding skills helped them in other spheres of their lives.
<p>Girls can resolve conflicts: Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and prevention.</p>	are better able to develop their own approaches to conflict resolution and prevention in their lives and communities.	give examples of how they adapted conflict-resolution strategies to personal situations (e.g., argument with parent or at a teen dance).
	increasingly apply conflict-resolution skills to working toward peaceful and fair relations in their communities.	report using conflict-resolution skills to contribute to peace and fairness in their communities (e.g., become peer mediators at school).
<p>Girls advance diversity in a multicultural world: Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.</p>	are actively engaged in promoting diversity and tolerance, locally and/or globally.	give examples of meaningful collaboration with people from diverse backgrounds for their global Take Action Projects.
	are increasingly able to address challenges to promoting inclusive attitudes and diversity locally and/or globally.	identify the main reasons that prevent people from embracing diversity (e.g., racism, sexism, lack of education, lack of empathy) and can suggest possible solutions (e.g., increase understanding by educating people about diverse cultural values and traditions).
<p>Girls feel connected to their communities, locally and globally: Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive social networks for their personal and leadership development.</p>	have extensive feelings of connection with their local and global communities.	report more positive attitudes toward different members of their communities. place high value on providing support for diverse members of their communities.

*Can you think of other sample indicators/signs?

Girl Scout Ambassadors act to make the world a better place.

TAKE ACTION OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
<p>Girls can identify community needs: Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.</p>	<p>are more skilled in identifying issues that balance feasibility with achieving long-term changes in their local or global communities.</p>	<p>identify community partners that can continue their project goals into the future.</p>
	<p>choose Take Action Projects that aim to address deeper causes of issues in their communities.</p>	<p>interview staff and residents of a homeless shelter to identify root cause of homelessness in the community.</p>
<p>Girls are resourceful problem solvers: Girls can use their knowledge and skills to set up and implement creative and effective "action plans," locate tools and resources they need, and know when, where, and how to enlist help from others.</p>	<p>are better able to independently plan, organize, and manage Take Action Projects.</p>	<p>report increased knowledge and skill in various aspects of project planning and implementation. monitor their own progress and determine criteria for success.</p>
	<p>actively seek partnerships to achieve greater community participation and impact for their Take Action Projects.</p>	<p>describe their efforts to engage community partners—locally or globally—in the implementation of community service and action projects. explain how partnerships with others maximize the impact of their Take Action Projects.</p>
<p>Girls advocate for themselves and others, locally and globally: Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.</p>	<p>recognize that they have the rights and abilities to participate in the development of public policy that affects their lives and the lives of others.</p>	<p>report increased interest and confidence in participating in projects or initiatives that promote positive social changes.</p>
	<p>are better able to consider the community/global impact of their advocacy efforts.</p>	<p>describe how their advocacy efforts helped their community or the broader society.</p>
	<p>actively seek partnerships with other organizations that provide support and resources for their advocacy efforts.</p>	<p>report working with organizations that share their advocacy goals.</p>
<p>Girls educate and inspire others to act: Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.</p>	<p>are better able to evaluate the effectiveness of their efforts to reach/educate diverse audiences and can adjust their communication strategies accordingly.</p>	<p>implement innovative ways to access hard-to-reach audiences (e.g., using the Internet to engage remote rural populations). work with other youth/community organizations to spread their messages more effectively.</p>
<p>Girls feel empowered to make a difference in the world: Girls feel empowered to use their leadership skills to effect change in their lives and their world, and feel their contributions are valued in the larger community.</p>	<p>feel capable of using their skills to better the functioning and governance of communities, locally or globally.</p>	<p>create an action plan that could be implemented to include more young people in setting town priorities.</p>
	<p>feel their projects and ideas are valued/respected by stakeholders in their local and/or global communities.</p>	<p>give examples of positive reports (e.g., local news coverage) about their Take Action Projects.</p>

*Can you think of other sample indicators/signs?

Acknowledgments

The information in this document draws upon an extensive review of available research and professional literature in the fields of education, youth development, psychology, and related disciplines. To obtain a bibliography, write to gsresearch@girlscouts.org.

The New Girl Scout Leadership Experience was made possible thanks to the contributions of girls and adults throughout the Girl Scout community and experts from a variety of fields. Girl Scouts of the USA thanks:

Girls in and out of Girl Scouts, volunteers, and Girl Scout council staff from Arizona, California, Connecticut, Colorado, the District of Columbia, Florida, Georgia, Indiana, Maryland, Massachusetts, Michigan, Missouri, New Jersey, New York, North Carolina, Ohio, Texas, Utah, and Washington that took part in focus groups and council and regional work sessions

195 Girl Scout councils that participated in conference calls

4,500 Girl Scouts and volunteers who took part in strategy cafés (informal discussion forums) during the 2005 National Council Session

Members of the Program Advisory Group Councils:

Girl Scout Council of the Congaree Area, Inc.; Girl Scouts of Freedom Valley; Girl Scouts of Kentuckiana, Inc.; Girl Scouts of Manitou Council, Inc.; Girl Scouts of Maumee Valley Council, Inc.; Girl Scouts of Southwest Texas; Girl Scouts of Santa Clara County

Members of the Program Gap Team:

Girl Scouts of Central Maryland, Inc.; Glowing Embers Girl Scout Council, Inc.; Girl Scout Great Rivers Council, Inc.; Girl Scouts of Pine Valley Council, Inc.

Experts in the youth development field from Connecticut College, Harvard Family Research Project/Harvard Graduate School of Education, Innovation Center for Community and Youth Development, National 4-H, the Search Institute, University of Arizona, University of Illinois, University of Minnesota, The Forum for Youth Investment, and University of Michigan

ActKnowledge, a research organization dedicated to working with not-for-profits, foundations, and governmental agencies that uses the Theory of Change process as a participatory tool to help organizations create detailed plans for decision-making and evaluation

SPEC Associates, a research and evaluation firm and a long-time consultant to Girl Scouts of the USA in its efforts to measure program processes and outcomes

Smarty Pants, a youth market research and strategic consulting organization

Goodwin Group, a corporate design firm specializing in the youth industry

112TH CONGRESS
1ST SESSION

S. RES. 310

Designating 2012 as the "Year of the Girl" and congratulating Girl Scouts of the USA on its 100th anniversary.

IN THE SENATE OF THE UNITED STATES

NOVEMBER 3, 2011

Ms. MIKULSKI (for herself and Ms. COLLINS) submitted the following resolution; which was referred to the Committee on the Judiciary

RESOLUTION

Designating 2012 as the "Year of the Girl" and congratulating Girl Scouts of the USA on its 100th anniversary.

Whereas, for more than 100 years, Girl Scouts of the USA (referred to in this preamble as "Girl Scouts") has inspired girls to lead with courage, confidence and character;

Whereas the Girl Scout movement began on March 12, 1912, when Juliette "Daisy" Gordon Low (a native of Savannah, Georgia) organized a group of 18 girls and provided the girls with the opportunity to develop physically, mentally, and spiritually;

Whereas the goal of Daisy Low was to bring together girls of all backgrounds to develop self-reliance and resourcefulness, and to prepare each girl for a future role as a professional woman and active citizen outside the home;

Whereas, within a few years, there were nearly 70,000 Girl Scouts throughout the United States, including the territory of Hawaii;

Whereas Girl Scouts established the first troops for African-American girls in 1917 and the first troops for girls with disabilities in 1920;

Whereas today more than 50,000,000 women in the United States are alumnae of the Girl Scouts, and approximately 3,300,000 girls and adult volunteers are active members of the Girl Scouts;

Whereas Girl Scouts live in every corner of the United States, Puerto Rico, the territories of the United States, and more than 90 countries overseas;

Whereas Girl Scouts is the largest member of the World Association of Girl Guides and Girl Scouts, a global movement comprised of more than 10,000,000 girls in 145 countries worldwide;

Whereas the robust program of Girl Scouts helps girls develop as leaders and build confidence by learning new skills;

Whereas the award-winning Girl Scout Leadership Program helps each girl discover herself and her values;

Whereas the Girl Scout Leadership Program leadership model helps girls develop skills such as critical thinking, problem solving, cooperation and team building, conflict resolution, advocacy, and other important life skills;

Whereas core programs around Science, Technology, Engineering and Math (referred to in this preamble as "STEM"), environmental stewardship, healthy living, financial literacy, and global citizenship help girls develop a solid foundation in leadership;

Whereas STEM programming, first introduced in 1913 with the “electrician” and “flyer” badges, offers girls of every age science, technology, engineering, and math activities that are relevant to everyday life;

Whereas the award-winning STEM program helps girls build strong, hands-on foundations to become future female leaders and meet the growing need for skilled science and technology professionals in the United States;

Whereas healthy living programs—

(1) help each Girl Scout build the skills necessary to maintain a healthy body, an engaged mind, and a positive spirit; and

(2) teach girls about fitness and nutrition, body image, self-esteem, and relational issues, especially bullying;

Whereas through the 100th Anniversary Take Action Project, “Girl Scouts Forever Green”, Girl Scouts is honoring the commitment of Juliette Low to the outdoors by engaging families, friends, and communities to improve the environment and protect the natural resources of the United States;

Whereas the financial literacy programming of Girl Scouts, most notably the iconic Girl Scout Cookie Program, helps girls set financial goals and gain the confidence needed to ultimately take control of their own financial future;

Whereas the beloved tradition of the Girl Scout Cookie Program has a proven legacy in the United States, as more than 80 percent of highly successful businesswomen were Girl Scouts;

Whereas Girl Scouts has also helped millions of young girls become good global citizens through international ex-

changes, travel, “take action” and service projects, and newer programs such as “twinning” (where girls in the United States connect with girls in other countries) and virtual Girl Scout troops;

Whereas Girl Scouts has helped girls advance diversity in a multicultural world, connect with local and global communities, and feel empowered to make a difference in the world;

Whereas the Girl Scout Gold Award, the highest honor in Girl Scouting, requires a girl to make a measurable and sustainable difference in the community by—

- (1) assessing a need;
- (2) designing a solution;
- (3) finding the resources and the support to implement the solution;
- (4) completing the project; and
- (5) inspiring others to sustain the project;

Whereas the Gold Award honors leadership in the Girl Scout tradition because Gold Award recipients have already changed the world as high school students;

Whereas two-thirds of the most accomplished women in public service in the United States were Girl Scouts;

Whereas research by Girl Scouts shows that Girl Scouts alumnae—

- (1) have a positive sense of self;
- (2) are engaged in community service;
- (3) are civically engaged;
- (4) have attained high levels of education; and
- (5) are successful according to many economic indicators;

Whereas, in addition to the outstanding programs that Girl Scouts offers, Girl Scouts has evolved into the premier expert on the healthy growth and development of girls;

Whereas, since the founding of the Girl Scout Research Institute in 2000, the Institute has become an internationally recognized center for original research, research reviews, and surveys that provide significant insights into the lives of girls;

Whereas the research conducted by Girl Scouts not only informs Girl Scout program development and delivery, but also helps bring the voice of girls to key issues in the public sphere;

Whereas, by bringing greater attention to the health, education, and developmental needs of girls, Girl Scouts provides a voice for girls with policymakers, business leaders, educators, and all other stakeholders who care about the healthy growth and development of girls;

Whereas Girl Scouts ensures that issues such as STEM education, bullying prevention, unhealthy perceptions of beauty as portrayed by the media, and many other important issues—

(1) are brought to the attention of the public; and

(2) are addressed through public policy at the national, State, and local levels; and

Whereas Girl Scouts of the USA is recognizing its 100th anniversary by designating 2012 as the “Year of the Girl”:
Now, therefore, be it

1 *Resolved*, That the Senate—

2 (1) recognizes the importance of empowering

3 girls to lead with courage, confidence, and character;

- 1 (2) congratulates Girl Scouts of the USA on its
- 2 100th anniversary; and
- 3 (3) designates 2012 as the "Year of the Girl".

○

112TH CONGRESS
1ST SESSION

H. RES. 460

Expressing support for designation of 2012 as the “Year of the Girl” and celebrating the 100th anniversary of Girl Scouts of the USA.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 4, 2011

Ms. WASSERMAN SCHULTZ (for herself and Ms. GRANGER) submitted the following resolution; which was referred to the Committee on Oversight and Government Reform

RESOLUTION

Expressing support for designation of 2012 as the “Year of the Girl” and celebrating the 100th anniversary of Girl Scouts of the USA.

Whereas for more than 100 years, Girl Scouts of the USA has inspired generations of girls to lead with courage, confidence, and character;

Whereas the Girl Scout Movement began on March 12, 1912, when Savannah, Georgia, native Juliette “Daisy” Gordon Low gathered 18 girls to provide them the opportunity to develop physically, mentally, and spiritually;

Whereas Daisy Low’s goal was to bring together girls of all backgrounds to develop self-reliance and resourcefulness as well as prepare them for future roles as professional women and for active citizenship outside the home;

Whereas within just a few years, there were nearly 70,000 Girl Scouts nationwide, including the territory of Hawaii;

Whereas the first African-American troops were established in 1917, and by 1920, troops for girls with disabilities were established;

Whereas today, more than 50,000,000 women in the United States are Girl Scout alumnae, and 3,300,000 girls and adult volunteers are active members;

Whereas Girl Scouts live in every corner of the United States, Puerto Rico, United States territories, and more than 90 countries overseas;

Whereas Girl Scouts is the largest member of the World Association of Girl Guides and Girl Scouts, a global movement comprised of more than 10,000,000 girls in 145 countries worldwide;

Whereas Girl Scouts' robust program helps girls develop as leaders and build confidence by learning new skills;

Whereas the award winning Girl Scout Leadership Program helps girls discover themselves and their values, connect with others, and take action to make the world a better place;

Whereas this leadership model helps girls develop skills such as critical thinking, problem solving, cooperation and team building, conflict resolution, advocacy, and other important life skills;

Whereas core programs around Science, Technology, Engineering and Math (STEM), environmental stewardship, healthy living, financial literacy, and global citizenship help girls develop a solid foundation in leadership;

Whereas Girl Scouts' STEM programming, first introduced in 1913 with the "electrician" and "flyer" badges, offers girls of every age science, technology, engineering, and math activities that are relevant to everyday life;

Whereas these award-winning programs help girls build strong, hands-on foundations to become future female leaders and meet the growing need for skilled science and technology professionals in the United States;

Whereas healthy living programs help Girl Scouts build the skills they need to keep their bodies healthy, their minds engaged, and their spirits positive and teaches girls about fitness and nutrition, body image, self esteem, and relational issues, especially bullying;

Whereas through the 100th Anniversary Take Action Project, Forever Green, Girl Scouts is honoring Daisy Low's commitment to the outdoors by engaging families, friends, and communities to improve the environment and protect its natural resources;

Whereas Girl Scouts' financial literacy programming, notably, the iconic Girl Scout cookie sale, helps girls set financial goals and gain the confidence they need to ultimately take control of their own financial future;

Whereas this beloved United States tradition has a proven legacy, more than 80 percent of highly successful businesswomen were Girl Scouts;

Whereas Girl Scouts has also helped millions of young girls become good global citizens through international exchanges, travel, take action and service projects, and newer programs like "twinning" and virtual Girl Scout troops;

Whereas Girl Scouts has helped girls advance diversity in a multicultural world, connect with their communities, locally and globally, and feel empowered to make a difference in the world;

Whereas the Girl Scout Gold Award, the highest honor in Girl Scouting, requires girls to make a measurable and sustainable difference in their community, assess a need and design a solution, find the resources and the support to make it happen, complete the project, and also inspire others to sustain it;

Whereas the Gold Award honors leadership in the Girl Scout tradition and Gold Award recipients have already changed the world as high school students;

Whereas two-thirds of the Nation's most accomplished women in public service were Girl Scouts;

Whereas Girl Scouts' research shows that Girl Scouts alumnae have a positive sense of self, are engaged in community service, are civically engaged, have attained high levels of education, and are successful on a number of economic indicators;

Whereas beyond its outstanding program, Girl Scouts has evolved into the premier expert on girls' healthy growth and development;

Whereas since its founding in 2000, the Girl Scout Research Institute has become an internationally recognized center for original research, research reviews, and surveys that provide significant insights into the lives of girls;

Whereas Girl Scouts' research informs not only Girl Scouts' program development and delivery, but also helps bring girls' voices to key issues in the public sphere;

Whereas by bringing greater attention to girls' health, education, and developmental needs, Girl Scouts is the voice for girls with policymakers, business leaders, educators, and all other stakeholders who care about girls' healthy growth and development;

Whereas Girl Scouts ensures that issues, such as STEM education, bullying prevention, unhealthy perceptions of beauty as portrayed by the media, and many other important issues, are brought to the public's attention, and addressed through public policy at the national, State, and local level; and

Whereas Girl Scouts of the USA is recognizing its 100th anniversary by designating 2012 as the "Year of the Girl":
Now, therefore, be it

- 1 *Resolved*, That the House of Representatives—
- 2 (1) recognizes the importance of empowering
- 3 girls to lead with courage, confidence, and character;
- 4 (2) congratulates Girl Scouts of the USA on its
- 5 100th anniversary; and
- 6 (3) supports the "Year of the Girl".

○

REFERENCE TITLE: girl scouts; centennial

State of Arizona
House of Representatives
Fiftieth Legislature
Second Regular Session
2012

HCR 2041

Introduced by
Representatives Yee, Alston, Brophy McGee, Burges, Farley, Gowan, Hobbs,
Lesko, Miranda C, Miranda R, Pancrazi, Pierce, Proud, Seel, Tovar,
Senators Aboud, Cajero Bedford, Crandall, Gray, Lopez: Representatives
Barton, Campbell, Court, Crandell, Dial, Fann, Forese, Goodale, Gray R,
Judd, Mesnard, Meyer, Urie, Senators Allen, Gallardo, Jackson, Murphy,
Nelson, Pierce S, Reagan

A CONCURRENT RESOLUTION

HONORING GIRL SCOUTS OF THE USA ON ITS ONE HUNDRETH ANNIVERSARY.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Whereas, for more than 100 years, Girl Scouts of the USA (Girl Scouts)
2 has inspired girls around the world to lead with courage, confidence and
3 character; and

4 Whereas, the Girl Scout movement began on March 12, 1912, when Juliette
5 "Daisy" Gordon Low, a native of Savannah, Georgia, organized a group of 18
6 girls to provide them with the opportunity to develop physically, mentally
7 and spiritually; and

8 Whereas, Miss Low's goals were to bring together girls of all
9 backgrounds to develop self-reliance and resourcefulness and to prepare each
10 girl for a future role as a professional woman and active citizen outside the
11 home; and

12 Whereas, within a few years, there were nearly 70,000 Girl Scouts
13 throughout the United States, including the territory of Hawaii; and

14 Whereas, Girl Scouts established the first troops for African-American
15 girls in 1917 and the first troops for girls with disabilities in 1920; and

16 Whereas, today more than 50,000,000 women in the United States are
17 alumnae of the Girl Scouts, and approximately 3,300,000 girls and adult
18 volunteers are active members of the Girl Scouts; and

19 Whereas, the robust program of Girl Scouts helps girls develop as
20 leaders and build confidence by learning new skills and discovering herself
21 and her values; and

22 Whereas, through their participation in Girl Scout activities and
23 programs, girls develop such skills as critical thinking, problem solving,
24 cooperation and team building, conflict resolution, advocacy and other vital
25 skills that will remain with them throughout their lives; and

26 Whereas, healthy living programs help each Girl Scout to maintain a
27 healthy body, an engaged mind and a positive spirit by teaching them about
28 fitness and nutrition, body image, self-esteem and relational issues,
29 especially bullying; and

30 Whereas, Girl Scouts promotes financial literacy, most notably through
31 the iconic Girl Scout Cookie Program, which helps girls set financial goals
32 and gain the confidence needed to ultimately take control of their own
33 financial future; and

34 Whereas, by bringing greater attention to the health, education, and
35 developmental needs of girls, Girl Scouts provides a voice for girls with
36 policymakers, business leaders, educators, and all other stakeholders who
37 care about the healthy growth and development of girls; and

38 Whereas, Girl Scouts of the USA is recognizing its 100th anniversary by
39 designating 2012 as the "Year of the Girl".

40 Therefore

41 Be it resolved by the House of Representatives of the State of Arizona, the
42 Senate concurring:

43 That the Members of the Legislature congratulate Girl Scouts of the USA
44 on the auspicious occasion of its 100th anniversary and honor this outstanding
45 organization for a century of empowering girls to lead with courage,
46 confidence and character.

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1 House Resolution

2 A resolution honoring the 100th anniversary of Girl
 3 Scouts of the United States of America and recognizing
 4 2012 as "The Year of the Girl" in the State of
 5 Florida.

6
 7 WHEREAS, on March 12, 1912, Juliette "Daisy" Gordon Low
 8 gathered 18 local girls together in Savannah, Georgia, for a
 9 Girl Scouts meeting to provide them the opportunity to develop
 10 physically, mentally, and spiritually, and

11 WHEREAS, on June 10, 1915, the organization was
 12 incorporated as Girl Scouts, Inc., under the laws of the
 13 District of Columbia, and on March 16, 1950, Girl Scouts of the
 14 United States of America was chartered by the United States
 15 Congress, and

16 WHEREAS, over the last 100 years, the Girl Scouts have
 17 helped millions of girls and women develop courage, confidence,
 18 and character, equipping them with the skills to make the world
 19 a better place, and

20 WHEREAS, presently, there are more than 50 million Girl
 21 Scouts alumnae and 3.2 million active members in the United
 22 States, with additional troops and groups in more than 145
 23 countries worldwide, and

24 WHEREAS, the award winning Girl Scout Leadership Program
 25 helps girls discover themselves and their values, connect with
 26 others, and take action, and

27 WHEREAS, this leadership model helps girls develop skills
 28 such as critical thinking, problem solving, cooperation and team

F L O R I D A H O U S E O F R E P R E S E N T A T I V E S

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2012

29 building, conflict resolution, advocacy, and other important
30 life skills, and

31 WHEREAS, core programs around science, technology,
32 engineering, and math (STEM), environmental stewardship, healthy
33 living, financial literacy, and global citizenship help girls
34 develop a solid foundation in leadership, and

35 WHEREAS, since its founding in 2000, the Girl Scout
36 Research Institute has become an internationally recognized
37 center for original research, research reviews, and surveys that
38 provide significant insights into the lives of girls, and



39 WHEREAS, through the dedication, time, and talent of
40 volunteers of different backgrounds, abilities, and areas of
41 expertise, the Girl Scouts Program has been delivered to over
42 100,000 girls in grades K-12 across the State of Florida, NOW,
43 THEREFORE,

44


45 Be It Resolved by the House of Representatives of the State of
46 Florida:

47

48 That Girl Scouts of the United States of America is
49 recognized and commended on the occasion of its 100th
50 anniversary and that 2012 is recognized as "The Year of the
51 Girl" in the State of Florida.

Tracking in:



 Q
 private files

In bill text the following have special meaning:
green underline denotes added text
~~dark red struck out text denotes deleted text~~
 red text denotes vetoed text
 The symbol, , indicates a link to an affected code section

2012 FL S 2020

AUTHOR: Rich

VERSION: Adopted

VERSION DATE: 01/17/2012

Florida Senate - 2012(NP) SR 2020
 By Senator Rich

Senate Resolution

A resolution recognizing 2012 as the "Year of the Girl" and celebrating 100 years of Girl Scouting in the State of Florida.

WHEREAS, March 12, 2012, marks the 100th Anniversary of the Girl Scouts of the United States of America, which began in 1912 when Juliette "Daisy" Gordon Low, a native of Savannah, Georgia, gathered 18 girls to provide them the opportunity to develop physically, mentally, and spiritually, and

WHEREAS, for 100 years, Girl Scouting has helped build courage, confidence, and character in millions of girls and women who aspire to make the world a better place, and

WHEREAS, this leadership model assists girls in developing skills, such as critical thinking, problem solving, cooperation, team building, conflict resolution, advocacy, and other important life skills, and

WHEREAS, the award-winning Girl Scout Leadership Program aids girls in discovering themselves and their values, connecting with others, and taking action to make the world a better place, and

WHEREAS, core programs that focus on science, technology, engineering, math, environmental stewardship, healthy living, financial literacy, and global citizenship help girls develop a solid foundation in leadership, and

WHEREAS, since its founding in 2000, the Girl Scout Research Institute, an extension of the Girl Scouts of the United States of America, has become an internationally recognized center that conducts original research, evaluations, reviews, and surveys; releases critical facts and findings; and provides resources essential for the advancement of the well being and safety of girls living in today's world, and

WHEREAS, through the dedication, time, and talent of volunteers of different backgrounds, abilities, and areas of expertise, the Girl Scout program is available to more than 100,000 participating girls in grades K-12 across the state of Florida, and

WHEREAS, more than 50 million American women are Girl Scout alumnae today, and 3.3 million girls and adult volunteers in the United States are active members in the Girls Scouts, and

WHEREAS, Girl Scouts is the largest member of the World Association of Girl Guides and Girl Scouts, a global movement comprised of more than 10 million girls in 145 countries worldwide,

NOW, THEREFORE,

Be It Resolved by the Senate of the State of Florida:

That 2012 be recognized as the "Year of the Girl" and that the Girl Scouts of the United States of America be applauded for 100 years of leadership and expertise as the voice for and of girls.

List of Witnesses for Testimony on SCR17

Marge Stoneking- Girl Scouts of Alaska CEO

Jane Angvik- Girl Scouts of Alaska Board Chair/Lifetime Member