

# Learn By Doing Progression Chart



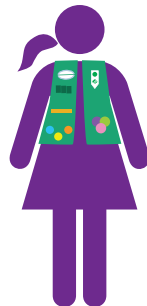
## DAISIES

- 1 Girls explore and create with real materials and tools that are safe and age-appropriate.
- 2 Model learning by doing and demonstrating hands-on activities that require some assistance from a girl.
- 3 Develop activities that get girls “out of their seats” and involved (i.e., acting out role-plays, going on nature walks, dancing).



## BROWNIES

- 1 Encourage girls to answer some of their own questions through hands-on activities.
- 2 Use “scaffolding techniques” by asking girls to do more than they can do on their own, while giving them limited but strategic help.
- 3 Take girls on a nature hike where they must rely on their five senses to achieve a goal.



## JUNIORS

- 1 Girls initiate and take responsibility for their own learning and how to connect their learning to real life.
- 2 Girls begin to reflect on what they have learned and what they might try differently next time.
- 3 Girls use hands-on skills to test their own ideas, skill-building and teaching abilities.



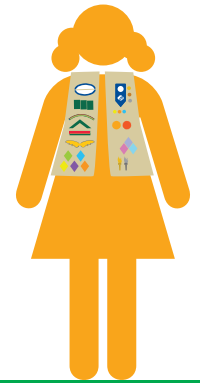
## CADETTES

- 1 Girls ask critical questions to challenge girls to think more deeply or engage more fully in a learning experience.
- 2 Girls experiment with ways to solve real-life problems and to share their methods with others (i.e., best uses of recycled water).
- 3 Girls create hands-on learning activities for less experienced peers or younger girls.



## SENIORS

- 1 Girls are exposed to multiple perspectives and resources for problem-solving and designing projects.
- 2 Girls identify local and global issues that they can address through a Take Action project (i.e., starting an adult literacy program).
- 3 Encourage girls to keep a journal on their hands-on learning projects and talk about how reflecting on experiences could be helpful in the future (i.e., internship for career interests).



## AMBASSADORS

- 1 Girls are exposed to a variety of people and experiences as resources for learning opportunities on local and global levels.
- 2 Girls use innovative ways to connect with people outside their communities on a particular topic (i.e., setting up webinars or starting a public access show).
- 3 Test the limits of learning by doing by leading others within and outside of Girl Scouts in community outreach or political projects.