

Cadette Girl-Led Matrix

Use this matrix to help you empower your Cadette level girls to take the lead as they choose, plan, do, problem solve, and reflect on the activities that they would like to do in Girl Scouting. When girls step up and take ownership of their decisions, they grow into confident leaders who can make informed and empowered decisions—a valuable skill they’ll carry throughout their lives. Learn more about letting girls lead with the [Girl-Led Progression Chart](#) and [Virtual Girl-Led Progression Chart](#).

Empower Cadette to Lead	How to Support Girls Leading Examples	Cadette Characteristics	Cadette Girl-Led Examples
CHOOSE	Leader asks girls to discuss, plan, and make decisions on what activities they would like to do at their troop meeting or event they are hosting.	Cadettes are able to work with other girls on complex activities using cooperative strategies with limited assistance from adults. They are able to demonstrate a commitment to other members of the group by listening to their ideas and by giving up one’s own idea if another one is deemed better by most of the group.	As a group, girls can decide and plan an activity for a large gathering of people such as a Thinking Day program. Through discussion and compromise they can work out ways to cooperate with each other even when they disagree with the group. Ask questions that help girls come together around a solution or plan of action before offering your own solution or plan.
PLAN	Leader or volunteer acts as a guide, coach and mentor as girls plan for their Silver Award project.	Cadettes are able to create and implement detailed “action plans” for their projects. They are increasingly able to seek out community support and resources to help achieve their goals. They can initiate discussions and activities, and take responsibility for organizing and implementing an activity with little input from adults.	Girls plan and participate in challenging activities or tasks that involve the entire group decision-making and implementation. Girls will share the responsibility and credit for collaborative work. For example, girls can plan on how to implement their Silver Award project by making sure each girl has a role and responsibility.
DO	Girls create a hands-on learning activity for younger girls. Leaders help girls determine the best way to teach something to other people and younger girls.	Cadettes are able to develop hands-on learning activities and games for others and teach other girls these activities	Have girls create a budgeting game for shopping, then help them work out how to present it to younger girls. Suggest and offer feedback on activities that involve mentoring less experienced or younger girls in hands-on learning.
PROBLEM SOLVE	Volunteer asks girls to brainstorm and identify solutions to a problem.	Cadettes are better able to examine issues and ideas from various perspectives. They begin to identify the deeper root causes of issues. Encourage girls to identify multiple causes for a problem they wish to address.	Provide girls with realistic role-play scenarios and discussion questions that allow girls to learn, apply, and practice strategies on their own. For example, hold a mock trial jury or go through an active deliberation process for a “whodunit.”
REFLECT	Volunteers ask girls to reflect on a completed group project by explaining what they did, identifying what they learned, and what they can do better next time.	Cadettes are able to articulate the reasons behind their decisions, share opinions, and/or debate with others. They can report on their action projects, explain the logic underlying their plans, provide details of what they did, and assess the impact of their projects.	Ask girls to evaluate their planned activities and the individual contributions of group members, and then explore how behaviors of individual group members affected the groups common goal. Promote discussion and debate, giving guidelines for depersonalizing arguments – debate without “finger-pointing.”