

Junior Girl-Led Matrix

Use this matrix to help you empower your Junior 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 Juniors to Lead	How to Support Girls Leading Examples	Junior Characteristics	Junior Girl-Led Examples
CHOOSE	Leader asks girls to decide on what activities they would like to do at their troop meeting or event they are hosting.	Juniors begin to show respect for others opinions and abilities. They are able to strategize and document plans for activities as well as determine how to get and allocate resources.	Using a voting system, girls can decide on activities they would like to organize at an event such as carnival games with prizes or relays and outdoor games. They can decide on procedures for taking care of materials and belongings, managing activities, and for keeping spaces organized and clean.
PLAN	Leader assist girls as they plan for their Bronze Award project.	Juniors are better able to create an “action plan” for their projects. They have a greater ability to locate and use resources that will help accomplish their project goals.	As girls plan for their projects, give girls examples of how individuals manage their roles within cooperative groups. For example, girls can assign roles and plan to assess how they are doing or if they are staying on task.
DO	Girls run an activity with each other where they make or do something from design to finished project. Even though they may make mistakes, they can learn from one another and from the shared experience.	Juniors are able to engage in learning experiences that are hands-on, self-directed, and apply to real-life situations. They are able to design and/or build an item that they try to make or set up for themselves.	Girls do hands-on projects that address real-life situations like designing a tent for camping or setting up a tent by following the manufacturer’s directions. They can create a “how-to” guide of an activity, like writing a new recipe or even a new cookbook.
PROBLEM SOLVE	Volunteer presents a problem for the girls to solve. Volunteer/Leader steps back and let’s the girls try to solve the problem or issue and helps keep the discussion on track by asking questions.	Juniors show greater skill in gathering and evaluating information. They are better able to consider multiple perspectives on issues. Encourage girls to learn about different sides of issues and consider various factors before making decisions.	Girls role-play and discuss realistic scenarios to guide them in their decision-making and problem-solving skills. Girls are able to articulate the logic underlying their actions. Girls are able to describe or demonstrate a conflict-resolution response for various settings (home, school, etc.) and explain why one strategy works in one situation but not another.
REFLECT	Volunteer helps girls reflect on a new experience and asks what they learned and what they can do differently next time.	Juniors are able to articulate the reasons behind their decisions and take responsibility for their own actions. They begin to reflect on decision-making and to make evaluating statements describing why something happened.	Have girls share or write in a journal about the group’s experiences including how they each contributed, what they liked best about the group’s experience together, and acknowledgements of mistakes made. For example, “I decided to do this because....; the project was/was not a success because...”