

Senior Girl-Led Matrix

Use this matrix to help you empower your Senior 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 Seniors to Lead	How to Support Girls Leading Examples	Senior Characteristics	Senior Girl-Led Examples
CHOOSE	Leader acts as a coach and mentor to girls as they choose and make decisions for all of their troop activities, outings, adventures, community service, Take Action and Gold Award projects.	Seniors demonstrate increased enthusiasm for learning new skills and ideas and expanding existing ones. They are able to initiate discussions, projects, and activities inside and outside of Girl Scouts, and take primary responsibility for organizing and implementing them without being asked.	As girls work together on a common goal they increasingly offer their own ideas for exploring new topics or making existing ones more challenging. They can brainstorm as a group to decide on what cause or issue to address and volunteer for challenging real-world tasks with group consensus.
PLAN	Volunteer acts as a resource as girls plan their troop activities, product program and Gold Award project.	Seniors are better able to effectively plan and carry out projects with minimal adult guidance. They are able to assess their progress and adjust strategies as necessary.	Seniors completing Take Action projects or the Gold Award can create detailed action plans, organize, and coordinate with others in the community, manage time, and anticipate possible problems and resource needs on their own.
DO	Girls can engage less experienced peers or younger girls in volunteer projects.	Seniors can take on a mentoring role that helps younger girls to explore their leadership interests. They can volunteer or create volunteer programs to guide or teach younger girls.	Expose girls to leadership experiences, inside and outside of Girl Scouts, that enable them to teach, help, or guide others. For example, earning the Volunteer-in-Training award or assisting elderly neighbors.
PROBLEM SOLVE	Volunteers let girls lead problem solving discussions. Girls identify a problem they wish to solve, identify potential root causes of the problem and take action to find solutions.	Seniors are more skilled in identifying their local or global communities' needs that they can realistically address. They are better able to analyze problems and offer possible solutions. Encourage girls to seek advice from community members/leaders.	As Seniors begin to carry out their problem-solving plans, they can identify alternative ways to accomplish goals if initial plans prove unsuccessful. They can identify things they could do better and/or differently next time they work on a community service or action project.
REFLECT	Volunteers ask girls to reflect on the activities they planned for the year to inform their planning decisions for the next year.	Seniors are able to reflect on learning and make modifications to activities when needed. They can develop a system for evaluating their own progress in hands-on learning, and then discuss the system with others who have different ideas.	Encourage girls to keep a journal of their hands-on learning projects and to share how their reflection on their experiences could be helpful to them in the future (ex. Internships for career interests). Model documentation of learning, reflection, and planning for future action.