



**Mapping the Girl Scout
Leadership Experience Outcomes
to the Search Institute's
Youth Developmental Assets**





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OVERVIEW

The toolkit summarizes and explains links between expected outcomes of the Girl Scout Leadership Experience (GSLE) and the Search Institute's 40 developmental assets. It was created over the course of two years through a collaborative process involving researchers at the Girl Scout Research Institute and the Search Institute. The team discussed, reviewed, and evaluated possible connections between the outcomes and assets.

Ultimately, a total of 126 direct and indirect links were identified. These include:

- **47 direct links** between GSLE outcomes and developmental assets
 - Direct connections are most often found between the GSLE outcomes and the internal assets, defined as “personal qualities” that young people need in order to avoid negative risks and to thrive.
 - GSLE Discover outcomes are most directly associated with internal assets related to positive values, social competencies, and positive identity.
 - Connect outcomes are most closely related to internal assets involving social competencies and to external assets involving relationships.
 - Take Action outcomes are most strongly linked to internal assets related to positive values and positive identity.
- **79 indirect links** between GSLE outcomes and developmental assets
 - There is a large number of indirect associations between GSLE Discover outcomes and internal assets related to commitment to learning.
 - Numerous indirect connections exist between Take Action outcomes and external assets involving empowerment, such as communities valuing youth and service to others.

The toolkit uses three different “mappings” to illustrate the linkages between developmental assets and GSLE outcomes: bubble map, cluster view, and explanation view. The bubble map provides a very quick overview of all direct and indirect associations. The cluster view presents these connections by GSLE leadership key (Discover, Connect, or Take Action), and by developmental asset cluster. The explanation view provides detailed accounts of each linkage. Together, these maps present a compelling guide to the characteristics, relationships, and supports that help youth in general, and girls in particular, develop to their fullest potential.



INTRODUCTION: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

The goal of this document is to describe the relationships amongst the Girl Scout Leadership Experience (GSLE) Outcomes and the Search Institute's 40 Developmental Assets.

The Search Institute is a non-profit organization focused on identifying and supporting the growth of critical familial, educational and societal structures that enable the healthy development of all children. Based on basic and applied research, the Search Institute has identified 20 internal characteristics and 20 external supports that together foster healthy growth. Referred to together as the 40 Developmental Assets, the Search Institute framework is meant to provide a comprehensive guide to the overall supports required for positive and healthy youth development.

The Search Institute's 40 Developmental Assets are clustered into eight domains of human development. These clusters describe broader determinants of young people's success, such as "Constructive Use of Time," "Commitment to Learning," and "Social Competencies." When considering the connections between Developmental Assets and GSLE Outcomes, it is also helpful to keep these clusters in mind.

Girl Scouts of the USA promotes healthy youth development by engaging girls across grade-levels in the Girl Scout Leadership Experience (GSLE) to achieve its organizational mission: "to develop girls of courage, confidence and character who make the world a better place." The overarching goal of the GSLE is to help girls *Discover* themselves and their values, *Connect* with others locally and globally, and *Take Action* to make the world a better place. Through Girl Scouting, girls can achieve 15 important leadership benefits or outcomes, associated with the GSLE.

The GSLE is delivered through the National Program Portfolio: Leadership Journeys and [The Girl's Guide to Girl Scouting](#). Importantly, Leadership Journeys are the only national program offerings that include content and activities intentionally tied to girls' achievement of the 15 leadership benefits. Key outcomes are identified by journey theme and grade-level and are included in every leadership journey adult guide. [The Girl's Guide to Girl Scouting](#) includes fun and age-appropriate badge activities written directly to the girls. Badge activities help girls build specific skills in areas of interest to them that enhance their leadership experiences. While badge activities may be intuitively connected to a number of leadership outcomes, they are only intentionally tied to girls' development of a Strong Sense of Self (Discover Outcome 1).

The mission of GSUSA nicely complements that of the Search Institute, and the GSLE Outcomes naturally overlap with a number of the Developmental Assets. However, because the focus of GSUSA is to work directly with girls to develop their courage, confidence and character, the GSLE Outcomes measures are designed to assess girls' leadership characteristics. That is, GSLE Outcomes focus on internal competencies by measuring the growth of skills, attitudes, knowledge and behaviors that equip girls to be leaders. The Outcome measures are not designed to assess the physical or social environments in which girls grow up.

In contrast, The Search Institute focuses on identifying the *necessary structures* that support healthy youth development. Consequently, in addition to identifying key Internal Assets of youth, which are



INTRODUCTION: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

similar to the GSLE leadership characteristics, the Developmental Assets also include External Assets (resources in family and community) considered to be critical supports of healthy development.

Despite this difference in focus, the two groups of indicators are strongly related, as outlined in the attached documents. These “Assets Maps” use three different formats – **Bubble Map**, **Cluster View** and **Explanation View** – to illustrate the connections between the Developmental Assets and GSLE Outcomes. Two kinds of connections, **Direct** and **Indirect**, have been identified and are presented:

- A **Direct** connection between an Outcome and Asset indicates that the achievement of a GSLE Outcome will clearly advance the development of the Asset.
- An **Indirect** connection indicates that the achievement of the GSLE Outcome will support, but not necessarily lead to, the development of the Asset on its own.

As might be expected from the missions of the two organizations, direct connections were most often found between the GSLE Outcomes and the **Internal** Assets, while indirect connections were most often found between the GSLE Outcomes and the **External** Assets. The Explanation View also provides a detailed explanation for each connection.

Finally, two examples are included in this set of documents. The first demonstrates how to use the tool to link Camp outcomes to a funder’s priority of dropout prevention. The second example demonstrates how to develop language and programming that relates GSLE outcomes to the goals of STEM initiatives.

Please note that the Assets Maps do not address each Outcome or Asset by age level. Instead, a relationship was said to exist if a connection was made at any age. In cases where a connection exists at *only* certain age levels, a note is included in the explanation.



CLUSTER VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

DISCOVER OUTCOMES

Achievement of these GSLE Outcomes will directly or indirectly contribute to development of the specified Assets.

1	Girls develop a strong sense of self.		
Asset 2. Positive Family Communication Asset 3. Other Adult Relationships	Asset 21. Achievement Motivation Asset 22. School Engagement	Asset 37. PERSONAL POWER Asset 38. SELF-ESTEEM Asset 40. POSITIVE VIEW OF PERSONAL FUTURE	
Asset 15. POSITIVE PEER INFLUENCE Asset 16. High Expectations	Asset 28. Integrity Asset 31. RESTRAINT		
Asset 18. Youth Programs Asset 20. Time at Home	Asset 35. RESISTANCE SKILLS		
2	Girls develop positive values.		
Asset 7. Community Values Youth Asset 9. SERVICE TO OTHERS	Asset 23. Homework	Asset 32. Planning & Decision Making Asset 33. INTERPERSONAL COMPETENCE Asset 35. RESISTANCE SKILLS	
Asset 15. Positive Peer Influence	Asset 26. CARING Asset 27. EQUALITY & SOCIAL JUSTICE Asset 28. INTEGRITY Asset 29. HONESTY Asset 30. RESPONSIBILITY Asset 31. RESTRAINT	Asset 39. Sense of Purpose	
Asset 19. Religious Community			
3	Girls gain practical life skills.		
Asset 31. RESTRAINT	Asset 34. Cultural Competence Asset 35. RESISTANCE SKILLS		
4	Girls seek challenges in the world.		
Asset 6. Parent Involvement in Schooling	Asset 21. ACHIEVEMENT MOTIVATION Asset 22. School Engagement Asset 25. Reading for Pleasure	Asset 32. Planning & Decision Making Asset 35. Resistance Skills	
Asset 15. Positive Peer Influence Asset 16. High Expectations		Asset 37. Personal Power Asset 28. Self-Esteem Asset 40. Positive View of Personal Future	
Asset 18. Youth Programs	Asset 31. Restraint		
5	Girls develop critical thinking.		
Asset 22. School Engagement Asset 25. Reading for Pleasure	Asset 32. PLANNING & DECISION MAKING Asset 33. Interpersonal Competence Asset 35. Resistance Skills		

KEY: Developmental Asset Clusters

Outcome - Asset Links

External Clusters

SUPPORT
EMPOWERMENT
BOUNDARIES & EXPECTATIONS
TIME USE

Internal Clusters

COMMITMENT TO LEARNING
POSITIVE VALUES
SOCIAL COMPETENCIES
POSITIVE IDENTITY

DIRECT link: ALL CAPS
INDIRECT link: Lower Case



CLUSTER VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

CONNECT OUTCOMES

Achievement of these GSLE Outcomes will directly or indirectly contribute to development of the specified Assets.

1	Girls develop healthy relationships.		
Asset 1. Family Support Asset 2. POSITIVE FAMILY COMMUNICATION Asset 3. OTHER ADULT RELATIONSHIPS Asset 4. Caring Neighborhood Asset 5. Caring School Climate Asset 6. Parent Involvement in Schooling	Asset 11. Family Boundaries Asset 14. Adult Role Models Asset 15. Positive Peer Influence	Asset 33. INTERPERSONAL COMPETENCE Asset 35. RESISTANCE SKILLS Asset 36. PEACEFUL CONFLICT RESOLUTION	
Asset 10. SAFETY	Asset 20. Time at Home	Asset 38. Self-Esteem Asset 40. Positive View of Personal Future	
	Asset 26. Caring Asset 29. Honesty Asset 31. Restraint		
2	Girls promote cooperation and team building.		
Asset 18. Youth Programs	Asset 32. Planning & Decision Making Asset 33. Interpersonal Competence Asset 36. Peaceful Conflict Resolution		
3	Girls can resolve conflicts.		
Asset 2. POSITIVE FAMILY COMMUNICATION	Asset 30. Responsibility	Asset 37. Personal Power	
Asset 10. SAFETY	Asset 33. INTERPERSONAL COMPETENCE Asset 36. PEACEFUL CONFLICT RESOLUTION		
4	Girls advance diversity in a multicultural world.		
Asset 26. Caring Asset 27. EQUALITY & SOCIAL JUSTICE	Asset 33. INTERPERSONAL COMPETENCE Asset 34. CULTURAL COMPETENCE Asset 36. Peaceful Conflict Resolution		
5	Girls feel connected to their communities, locally and globally.		
Asset 3. OTHER ADULT RELATIONSHIPS Asset 4. CARING NEIGHBORHOOD	Asset 13. Neighborhood Boundaries Asset 14. ADULT ROLE MODELS	Asset 34. Cultural Competence	
Asset 7. Community Values Youth Asset 8. Youth as Resources Asset 10. Safety	Asset 18. YOUTH PROGRAMS Asset 19. Religious Community	Asset 39. Sense of Purpose Asset 40. Positive View of Personal Future	
	Asset 24. Bonding to School		

KEY: Developmental Asset Clusters

External Clusters

SUPPORT
EMPOWERMENT
BOUNDARIES & EXPECTATIONS
TIME USE

Internal Clusters

COMMITMENT TO LEARNING
POSITIVE VALUES
SOCIAL COMPETENCIES
POSITIVE IDENTITY

Outcome - Asset Links

DIRECT link: ALL CAPS
INDIRECT link: Lower Case



CLUSTER VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

TAKE ACTION OUTCOMES

Achievement of these GSLE Outcomes will directly or indirectly contribute to development of the specified Assets.

1 Girls can identify community needs.

- Asset 9. Service to Others
- Asset 27. EQUALITY & SOCIAL JUSTICE
- Asset 39. Sense of Purpose

2 Girls are resourceful problem solvers.

- Asset 3. OTHER ADULT RELATIONSHIPS
- Asset 10. Safety
- Asset 28. Integrity
- Asset 32. PLANNING & DECISION MAKING

3 Girls advocate for themselves and others, globally and locally.

- Asset 2. Positive Family Communication
- Asset 3. Other Adult Relationships
- Asset 6. Parent Involvement in Schooling
- Asset 7. Community Values Youth
- Asset 8. Youth as Resources
- Asset 9. Service to Others
- Asset 26. CARING
- Asset 27. EQUALITY & SOCIAL JUSTICE
- Asset 28. INTEGRITY
- Asset 30. RESPONSIBILITY
- Asset 37. PERSONAL POWER
- Asset 39. Sense of Purpose

4 Girls educate and inspire others to act.

- Asset 7. Community Values Youth
- Asset 8. Youth as Resources
- Asset 9. Service to Others
- Asset 39. Sense of Purpose

5 Girls feel empowered to make a difference in the world.

- Asset 7. COMMUNITY VALUES YOUTH
- Asset 8. Youth as Resources
- Asset 16. High Expectations
- Asset 37. PERSONAL POWER
- Asset 38. SELF-ESTEEM
- Asset 39. Sense of Purpose

KEY: Developmental Asset Clusters

Outcome - Asset Links

External Clusters

- SUPPORT
- EMPOWERMENT
- BOUNDARIES & EXPECTATIONS
- TIME USE

Internal Clusters

- COMMITMENT TO LEARNING
- POSITIVE VALUES
- SOCIAL COMPETENCIES
- POSITIVE IDENTITY

DIRECT link: ALL CAPS
 INDIRECT link: Lower Case



BUBBLE MAP: GSLE OUTCOMES & YOUTH DEVELOPMENTAL ASSETS

Search Inst. Developmental Assets	Discover Outcomes					Connect Outcomes					Take Action Outcomes				
	D1	D2	D3	D4	D5	C1	C2	C3	C4	C5	TA1	TA2	TA3	TA4	TA5
1. Family Support						○									
2. Positive Family Communication	○					●		●						○	
3. Other Adult Relationships	○					●				●		●	○		
4. Caring Neighborhood						○				●					
5. Caring School Climate						○									
6. Parent Involvement in Schooling				○		○							○		
7. Community Values Youth		○								○			○	○	●
8. Youth as Resources										○			○	○	○
9. Service to Others		●									○		○	○	
10. Safety						●		●		○		○			
11. Family Boundaries						○									
12. School Boundaries															
13. Neighborhood Boundaries										○					
14. Adult Role Models						○				●					
15. Positive Peer Influence	●	○		○		○									
16. High Expectations	○			○											○
17. Creative Activities															
18. Youth Programs	○			○			○			●					
19. Religious Community		○								○					
20. Time at Home	○					○									
21. Achievement Motivation	○			●											
22. School Engagement	○			○	○										
23. Homework		○													
24. Bonding to School										○					
25. Reading for Pleasure				○	○										
26. Caring		●				○			○				●		
27. Equality and Social Justice		●							●		●		●		
28. Integrity	○	●										○	●		
29. Honesty		●				○									
30. Responsibility		●						○					●		
31. Restraint	●	●	●	○		○									
32. Planning and Decision Making		○		○	●		○					●			
33. Interpersonal Competence		●			○	●	○	●	●						
34. Cultural Competence			○						●	○					
35. Resistance Skills	●	●	●	○	○	●									
36. Peaceful Conflict Resolution						●	○	●	○						
37. Personal Power	●			○				○					●		●
38. Self-Esteem	●			○		○									●
39. Sense of Purpose		○								○	○		○	○	○
40. Positive View of Personal Future	●			○		○				○					

KEY	Discover Outcomes	Connect Outcomes	Take Action Outcomes
● DIRECT association	D1: Strong Sense of Self	C1: Healthy Relationships	TA1: Identify Community Needs
○ INDIRECT association	D2: Positive Values	C2: Cooperation & Team Building	TA2: Problem Solving
	D3: Practical Life Skills	C3: Conflict Resolution	TA3: Advocate for Self/Others
	D4: Seek Challenges	C4: Advance Diversity	TA4: Educate & Inspire Others
	D5: Critical Thinking	C5: Connected to Community	TA5: Empowered to Act



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

D1: STRONG SENSE OF SELF

This outcome describes the foundations of a strong sense of self, with specific focus on confidence in oneself and one's abilities, understanding of one's individual identity, and a strong sense of autonomy. These things lead girls to feel that they are able to achieve their goals and aid girls in the development of a positive self-identity.

Developmental Asset	Asset Cluster	Link	Explanation
15. Positive Peer Influence	Boundaries & Expectations	Direct	Girls with a strong sense of self are likely to seek out friends who have qualities and values they feel are in tune with their own. Such friends may exert positive influence and serve as role models.
31. Restraint	Positive Values	Direct	Girls who have developed a strong sense of self have the confidence and fortitude to show restraint and offer resistance when faced with pressures to engage in risky behaviors.
35. Resistance Skills	Social Competencies	Direct	Girls with a strong sense of self have confidence, autonomy, and a positive identity they wish to preserve. All of these may help them to resist negative peer pressure.
37. Personal Power	Social Competencies	Direct	The development of a positive self-identity is likely to contribute to feelings of personal power and autonomy.
38. Self-Esteem	Positive Identity	Direct	Self-esteem encompasses beliefs about and emotions toward oneself, such as confidence and belief in one's abilities. These are supported by a strong sense of self.
40. Positive View of Personal Future	Positive Identity	Direct	Recognizing one's abilities and strengths enables girls to feel confident about what they can achieve. Rather than being paralyzed by insecurities, girls with a strong sense of self have the confidence to meet difficult challenges and overcome barriers that may be encountered as they pursue their goals.
2. Positive Family Communication	Support	Indirect	As girls develop a strong sense of self through the achievement of this outcome, they may feel more confident to speak openly and positively with their parents and feel comfortable seeking advice from others.
3. Other Adult Relationships	Support	Indirect	The growth of confidence and competence that are associated with this outcome can help girls form strong and supportive relationships with adults.
16. High Expectations	Boundaries & Expectations	Indirect	In achieving this outcome, girls exhibit a strong commitment to accomplishing their goals despite the doubts of others. Their persistence and assurance may in turn lead adults to set and communicate higher expectations for girls.

Developmental Asset	Asset Cluster	Link	Explanation
18. Youth Programs	Constructive Use of Time	Indirect	An increased sense of self and awareness of one's strengths and abilities may propel girls to expand their repertoire of activities by joining other programs/clubs where they can contribute, learn, and make new friends.
20. Time at Home	Constructive Use of Time	Indirect	Girls with a strong sense of self may not feel the need to spend as much unsupervised time with peers in order to be accepted and liked. As such, they may choose to spend their time more constructively.
21. Achievement Motivation	Commitment to Learning	Indirect	The belief in one's abilities that comes with a strong sense of self is a natural motivator towards success.
22. School Engagement	Commitment to Learning	Indirect	As girls come to know their strengths and capabilities, they may become more engaged at school because they feel they can overcome academic challenges.
28. Integrity	Positive Values	Indirect	When girls have a strong sense of self, they like themselves, accept themselves, and are confident in their strengths and capabilities. As such, they may be better able to stand up for their convictions.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

D2: GIRLS DEVELOP POSITIVE VALUES

This outcome emphasizes the development of positive values and beliefs based on the Girl Scout Promise and Law (integrity, honesty, fairness, caring, respecting self and others), and describes the indicators of a positive value system such as commitment to ethical decision making, social justice, and community service and action.

Developmental Asset	Asset Category	Link	Explanation
9. Service to Others	Empowerment	Direct	In achieving this outcome, girls commit to community service and action. Such commitments underlie service to others.
26. Caring	Positive Values	Direct	Girl Scouts promise to "help people at all times," and to "be considerate and caring." This may lead them to place high value on helping others.
27. Equality and Social Justice	Positive Values	Direct	Equality and social justice are values girls develop in Girl Scouting. It is expected that these values will drive their commitment to "making the world a better place."
28. Integrity	Positive Values	Direct	Fairness, honesty, and commitment to ethical decision making are positive values that girls develop as they move towards the achievement of this outcome and that are essential components of integrity.
29. Honesty	Positive Values	Direct	The value of honesty is a key part of the Girl Scout Promise and Law, and it's expected that girls will value and exhibit honesty in their daily life, even when it is not easy.
30. Responsibility	Positive Values	Direct	Taking responsibility (both personal and social) is a quality highly valued and expected in Girl Scouting. It is likely to be observed when this outcome is achieved.
31. Restraint	Positive Values	Direct	As girls achieve this outcome, they internalize values such as responsibility, integrity, and self-respect. Living up to these values may require them to exert restraint and to avoid engaging in risky behaviors.
33. Interpersonal Competence	Social Competencies	Direct	Girl Scouts learn "to help people at all times," and commit to do their best to "be fair, friendly, considerate and caring, and a sister to every Girl Scout." Such values are important to the development of empathy, sensitivity, and friendship.
35. Resistance Skills	Social Competencies	Direct	When girls achieve this outcome, they internalize positive values such as integrity, honesty, and accountability. These serve as a foundation for resisting negative peer pressure.

Developmental Asset	Asset Category	Link	Explanation
7. Community Values Youth	Empowerment	Indirect	As girls demonstrate positive values and their commitment to service, adults in the community may hold them in higher regard and give them more positive feedback. This in turn may lead girls to feel increasingly valued by those around them.
15. Positive Peer Influence	Boundaries & Expectations	Indirect	If girls act on Girl Scout values, they are more likely to be positive role models for one another. Similarly, girls who develop positive values are more likely to choose friends who share these values and reflect this back in good modeling.
23. Homework	Commitment to Learning	Indirect	Girls who achieve this outcome recognize that they are responsible for what they say and do. As such, they may be more likely to complete homework assignments because they better understand their own role in their educational success.
32. Planning and Decision Making	Social Competencies	Indirect	As girls achieve this outcome, they are able to recognize the connections between their values and the choices they make, understanding that they may have to reject certain options to stay in line with their values. Good decision making often rests on being able to evaluate how one's choices reflect her values.
39. Sense of Purpose	Positive Identity	Indirect	This outcome emphasizes the relationship between positive values (including fairness, honesty, and service) and commitment to social justice in the world. As girls achieve this outcome and increasingly see themselves as contributing to positive change in the world, they are also likely to feel a greater sense of purpose.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

D3: GIRLS GAIN PRACTICAL LIFE SKILLS

Girls gain practical life skills that prepare them to make healthy choices and minimize unhealthy behaviors, ensuring a positive, healthy, and independent future.

Developmental Asset	Asset Category	Link	Explanation
31. Restraint	Practical Life Skills	Direct	Girls achieving this outcome are equipped to make better choices and decisions regarding their health. Restraint is a key mechanism by which girls live a healthy lifestyle and avoid negative risk.
35. Resistance Skills	Social Competencies	Direct	As girls learn to make healthy choices with regard to managing their emotions and physical and sexual behavior, they may be more committed to making better choices and to resisting unhealthy behaviors.
34. Cultural Competence	Social Competencies	Indirect	Girls' increased awareness of family and cultural influences on choices for healthy living may improve their cultural competence.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

D4: GIRLS SEEK CHALLENGES IN THE WORLD.

This outcome is about girls developing positive attitudes toward learning, seeking opportunities for expanding knowledge and skills, setting challenging goals for themselves, and taking appropriate risks.

Developmental Asset	Asset Category	Link	Explanation
21. Achievement Motivation	Commitment to Learning	Direct	Through the achievement of this outcome, it is expected that girls' increased interest in learning will result in them setting more challenging goals and demonstrating greater motivation to achieve.
6. Parent Involvement in Schooling	Support	Indirect	Girls' enthusiasm and motivation to learn new things may compel parents to become more involved in their academic pursuits and school activities.
15. Positive Peer Influence	Boundaries & Expectations	Indirect	As a result of a more positive outlook on challenge and growth, girls achieving this outcome may choose friends who challenge them in positive ways (e.g. academic pursuits or trying a new sport) and help them grow. Similarly, they may choose to avoid friends who are bad influences.
16. High Expectations	Boundaries & Expectations	Indirect	Girls achieving this outcome are likely to display more enthusiasm for learning new skills and taking on challenges at which they may not at first succeed. When adults observe this enthusiasm, they may also encourage the young people to set higher standards for success.
18. Youth Programs	Time Use	Indirect	Girls with greater interest in learning may choose to participate in other youth programs or clubs that offer such opportunities.
22. School Engagement	Commitment to Learning	Indirect	When girls succeed at this outcome, they develop a stance towards learning that encourages them to take positive risks in order to grow and master new skills. This positive orientation is likely to result in greater school engagement.
25. Reading for Pleasure	Commitment to Learning	Indirect	As their interest in learning increases, girls may be more inclined to read for pleasure to gain new information and skills.
31. Restraint	Positive Values	Indirect	This outcome emphasizes that, in order to engage in positive risk taking, girls must be able to recognize and avoid negative risk taking. When girls are able to make this distinction they are more likely to show restraint .
32. Planning and Decision Making	Social Competencies	Indirect	Seeing value in new and challenging experiences may help girls plan ahead in ways that lead to more positive futures.
35. Resistance Skills	Social Competencies	Indirect	In achieving this outcome, older girls learn to distinguish between negative and positive risk-taking. Understanding when peer pressure may lead to negative consequences can help girls to resist participation in risky activities.

Developmental Asset	Asset Category	Link	Explanation
37. Personal Power	Positive Identity	Indirect	Girls achieving this outcome may experience greater feelings of personal power because they are actively seeking learning opportunities and setting challenging goals for themselves.
38. Self-Esteem	Positive Identity	Indirect	Girls who succeed at this outcome learn to set challenging yet achievable goals for themselves. By achieving their goals and mastering new experiences, girls will likely increase their self-esteem.
40. Positive View of Personal Future	Positive Identity	Indirect	As girls successfully engage in challenging tasks, they may feel more confidence about achieving challenging goals in their lives. This confidence can lead to a more positive view of themselves and their futures.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

D5: GIRLS DEVELOP CRITICAL THINKING.

This outcome emphasizes girls' examination of ideas from a variety of viewpoints and their use of critical thinking to explore implications of gender issues in their lives and their leadership development.

Developmental Asset	Asset Category	Link	Explanation
32. Planning and Decision Making	Social Competencies	Direct	Achievement of this outcome implies that girls are able to gather and evaluate information and to examine issues from various perspectives. These skills are the foundation of sound decision making and effective planning.
22. School Engagement	Commitment to Learning	Indirect	By gaining critical-thinking skills, girls learn to evaluate information and examine alternate points of view. Doing so can help them find their own voice and may make them more inclined to participate fully in school.
25. Reading for Pleasure	Commitment to Learning	Indirect	As girls sharpen their critical-thinking skills, their desire to be well-informed may propel them to read more as they seek knowledge and information.
33. Interpersonal Competence	Social Competencies	Indirect	Skill in considering others' points of view may enhance girls' sensitivity and help them maintain friendships.
35. Resistance Skills	Social Competencies	Indirect	An important part of critical thinking is understanding the negative effects of stereotypes on individual and group behavior. When girls understand the effects of stereotypes and have the communication skills to reject them, they may be better able to resist negative peer pressure.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

C1: GIRLS DEVELOP HEALTHY RELATIONSHIPS.

This outcome is about girls developing meaningful and caring relationships. Doing so requires them to learn to communicate openly, honestly, and effectively; to protect their rights in relationships; and to seek help when necessary.

Developmental Asset	Asset Category	Link	Explanation
2. Positive Family Communication	Support	Direct	Girls achieving this outcome learn communication and emotional regulation skills that can help them to relate positively with parents and know when to seek help from others.
3. Other Adult Relationships	Support	Direct	As girls become better able to express their needs and opinions, they are likely to interact more positively with adults and thereby to gain greater adult support for their endeavors.
10. Safety	Empowerment	Direct	Being able to understand and develop healthy relationships arms girls with the skills to recognize and avoid unhealthy relationships, which helps to keep them safe. Additionally, an increased ability to address negative treatment by others and to seek help when necessary can lead to feelings of greater safety.
33. Interpersonal Competence	Social Competencies	Direct	In achieving this outcome, girls become better at forming and maintaining positive relationships and demonstrating caring and empathy, which are hallmarks of interpersonal competence.
35. Resistance Skills	Social Competencies	Direct	This outcome describes the skills and experiences that help girls communicate their feelings--both positive and negative--and maintain appropriate boundaries in all kinds of relationships. Being able to do both of these things is an essential component of resisting negative peer pressure.
36. Peaceful Conflict Resolution	Social Competencies	Direct	When they are able to use the healthy relationship skills of communication, boundary setting, and self-respect, girls may be able to resist or resolve conflicts peacefully, rather than choose ineffective and potentially violent solutions.
1. Family Support	Support	Indirect	While girls are strongly influenced by their families, they help shape the dynamics of that family. With the improved communication skills they achieve through this outcome, girls may participate more positively in family relationships. This in turn may improve the quality of support they receive from their families.
4. Caring Neighborhood	Support	Indirect	When girls achieve this outcome, they learn to form and maintain caring relationships. As a result, their neighbors may also show care and interest in the girls.

Developmental Asset	Asset Category	Link	Explanation
5. Caring School Climate	Support	Indirect	When girls develop positive communication and emotional management strategies, they may use these skills to form stronger relationships with teachers and school staff. This in turn may help create an environment more responsive to girls' input.
6. Parent Involvement in Schooling	Support	Indirect	Girls who are able to share school experiences with their parents may influence their parents to become more interested and involved in their schooling.
11. Family Boundaries	Boundaries & Expectations	Indirect	When girls communicate honestly and openly with their parents, parents may be able to maintain clear and fair family rules and to monitor girls' activities more effectively and respectfully.
14. Adult Role Models	Boundaries & Expectations	Indirect	When girls are skillful at developing healthy relationships, they are more likely to build and maintain positive relationships with adults and, as such, may be more receptive to their positive influence.
15. Positive Peer Influence	Boundaries & Expectations	Indirect	Like attracts like. When girls are committed to healthy relationships, they are likely to choose or build positive friendships that mirror their values.
20. Time at Home	Time Use	Indirect	By utilizing the relationship skills they learn through this outcome, girls may develop stronger relationships with their parents and siblings and desire to spend more time engaged in family activities.
26. Caring	Positive Values	Indirect	Healthy relationships are characterized by caring, empathy, and good communication skills. When girls achieve this outcome, they are likely to demonstrate caring behaviors.
29. Honesty	Positive Values	Indirect	Honesty in communication is a core component of healthy relationships. Therefore, girls achieving this outcome may learn how to tell the truth with sensitivity, even when it is not easy, in order to maintain their healthy relationships.
31. Restraint	Positive Values	Indirect	Girls learn to set and maintain personal boundaries in achieving this outcome. Such boundaries may help them apply restraint in order to avoid risky situations in romantic and other relationships.
38. Self-Esteem	Positive Identity	Indirect	Being able to maintain positive, healthy relationships can boost girls' self-esteem by providing them with feelings of social support and belonging.
40. Positive View of Personal Future	Positive Identity	Indirect	Healthy relationships provide girls with a positive support system that can help them feel more confident and optimistic about achieving their goals.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

C2: GIRLS PROMOTE COOPERATION AND TEAM BUILDING.

This outcome emphasizes the value of working together and making decisions that benefit the whole group, building effective teams, being accountable for shared goals, and showing recognition for others' accomplishments and contributions.

Developmental Asset	Asset Category	Link	Explanation
18: Youth Programs	Time Use	Indirect	As girls improve their ability to work well with others on teams, they may feel more adept at being part of groups. As such, they may be more inclined to participate in other youth programs and activities in their communities that involve working with others.
32: Planning and Decision Making	Social Competencies	Indirect	Girls achieving this outcome learn to work well with others and to be accountable for shared goals. This can help them more effectively plan ahead and understand when and how to involve others to achieve their own goals.
33: Interpersonal Competence	Social Competencies	Indirect	As girls achieve this outcome, they learn to make decisions that benefit all involved, listen, affirm others, and build consensus. These skills promote friendship and good relationships.
36: Peaceful Conflict Resolution	Social Competencies	Indirect	This outcome involves being able to recognize the value of working in a group and to effectively help the group work in a cohesive manner. Recognizing the value of working with others and becoming skilled at initiating and maintaining cooperation underlie competent conflict resolution.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

C3: GIRLS CAN RESOLVE CONFLICTS.

This outcome focuses on the ability to recognize and analyze different conflict situations and the development of skills for constructive conflict resolution and prevention.

Developmental Asset	Asset Category	Link	Explanation
2. Positive Family Communication	Support	Direct	As girls learn to prevent and manage conflict positively, they are expected to apply anger management skills and adapt conflict resolution strategies in dealing with their parents and siblings.
10. Safety	Empowerment	Direct	Girls achieving this outcome are able to recognize conflict situations and have the skills to effectively prevent or resolve those conflicts. By recognizing and being able to avoid conflict situations, or being able to calmly defuse conflicts that occur, girls may also be able to avoid or prevent unsafe situations.
33. Interpersonal Competence	Social Competencies	Direct	The ability to effectively handle or prevent conflict is an important element of interpersonal competence. Maintaining friendships requires active conflict resolution skills and increased sensitivity to others' points of view.
36. Peaceful Conflict Resolution	Social Competencies	Direct	Girls achieving this outcome are able to identify and implement non-violent solutions to situations involving conflict.
30. Responsibility	Positive Values	Indirect	As girls learn to recognize, analyze, and resolve conflicts, they may be more inclined to take responsibility for dealing with conflict in their lives because they feel they can manage such situations.
37. Personal Power	Positive Identity	Indirect	Girls who are able to successfully use strategies and resolve conflicts may feel more confident in their ability to control their circumstances and, as such, more optimistic about their futures.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

C4: GIRLS ADVANCE DIVERSITY IN A MULTICULTURAL WORLD.

This outcome emphasizes thinking and acting in ways that promote inclusive environments and respecting and valuing diverse backgrounds, viewpoints, and life experiences.

Developmental Asset	Asset Category	Link	Explanation
27. Equality and Social Justice	Positive Values	Direct	Girls achieving this outcome are expected to promote an inclusive environment, respecting and valuing diversity. Valuing diversity is an essential component of promoting equality.
33. Interpersonal Competence	Social Competencies	Direct	As girls learn to think and act inclusively, they are likely to exhibit greater sensitivity and skill in interacting with diverse people in a variety of settings.
34. Cultural Competence	Social Competencies	Direct	Girls achieving this outcome come to feel more comfortable with and to be respectful of people of diverse cultural/racial/ethnic backgrounds, thus demonstrating cultural competence.
26. Caring	Positive Values	Indirect	At young ages, the focus of this outcome is on relating to and appreciating others for their differences. At older ages girls promote equality and challenge prejudice, thereby demonstrating their caring for and helping of others.
36. Peaceful Conflict Resolution	Social Competencies	Indirect	Being aware of and respecting differences, as well as promoting inclusiveness, may help girls deal with or prevent conflict situations.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

C5: GIRLS FEEL CONNECTED TO THEIR COMMUNITIES, LOCALLY AND GLOBALLY.

This outcome's emphasis is on girls feeling part of their communities and recognizing the importance of building diverse, supportive social networks, for their personal and leadership development.

Developmental Asset	Asset Category	Link	Explanation
3. Other Adult Relationships	Support	Direct	This outcome celebrates girls' efforts to connect with their communities by participating in activities and causes and by building supportive social networks. Through such involvement, girls are likely to meet and interact with adults other than their parents who will choose to offer them support and guidance.
4. Caring Neighborhood	Support	Direct	As girls strengthen relationships in their communities through the achievement of this outcome, they are more likely to experience caring neighbors.
14. Adult Role Models	Boundaries & Expectations	Direct	When girls feel connected to and recognize the importance of building social networks in their communities, they will seek out adults as sources of developmental support. As these relationships are strengthened, such adults are likely to model positive and responsible behaviors.
18. Youth Programs	Time Use	Direct	Girls achieving this outcome may be more likely to take part in youth programs and activities because they recognize the importance of expanding their social connections through community participation.
7. Community Values Youth	Empowerment	Indirect	When girls feel connected to their communities and form networks that include adults, they are more likely to be and feel valued by these adults.
8. Youth as Resources	Empowerment	Indirect	Girls achieving this outcome actively create and maintain connections in their communities. In doing so, they are likely to be viewed as resources and, in turn, to be offered more opportunities to contribute.
10. Safety	Empowerment	Indirect	This outcome describes what it is to be a connected and active member of one's community. Having a strong and supportive network in one's community may help girls feel safer because they know others are watching out for them.
13. Neighborhood Boundaries	Boundaries & Expectations	Indirect	If girls are connected and visible members of their communities, their neighbors may know them better and take a more active role in looking out for their well-being.
19. Religious Community	Time Use	Indirect	This outcome is about connecting to local and global communities. One way girls may connect to their communities is through participation in religious institutions or faith-based organizations.

Developmental Asset	Asset Category	Link	Explanation
24. Bonding to School	Commitment to Learning	Indirect	As girls achieve this outcome and feel more connected to their communities, they may also feel closer to their teachers and schoolmates and care more about their schools.
34. Cultural Competence	Social Competencies	Indirect	Girls achieving this outcome learn about and interact with diverse members of their local and global communities. This serves to increase awareness and comfort in dealing with people of diverse backgrounds.
39. Sense of Purpose	Positive Identity	Indirect	As girls become more engaged in their communities, they may better understand their own passions as well as the value of their contributions. This may lead them to feel a greater sense of purpose.
40. Positive View of Personal Future	Positive Identity	Indirect	Girls achieving this outcome will have an expanded social network from which they may draw to advance their personal and leadership development. Knowing they have such support may help them feel more equipped to achieve personal goals. This, in turn, may give them greater optimism about their futures.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

TA1: GIRLS CAN IDENTIFY COMMUNITY NEEDS.

This outcome is about girls learning how to identify issues in their local and global communities and coming up with realistic possibilities for action.

Developmental Asset	Asset Category	Link	Explanation
27. Equality and Social Justice	Positive Values	Direct	Being able to recognize community needs and to imagine solutions for them are important processes in girls' engagement with social justice issues.
9. Service to Others	Empowerment	Indirect	In achieving this outcome, girls learn how they can serve their communities effectively, and they may become impassioned about making a difference. These sentiments are likely to lead them to engage in service to others.
39. Sense of Purpose	Positive Identity	Indirect	In learning to identify community needs, girls may also learn what moves them to action and how they want to make a difference. This actionable self-knowledge can lead to a greater sense of purpose.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

TA2: GIRLS ARE RESOURCEFUL PROBLEM SOLVERS.

This outcome focuses on girls using their knowledge and skills to set up and implement creative and effective action plans, locate tools and resources, and know when, where, and how to enlist help from others.

Developmental Asset	Asset Category	Link	Explanation
3. Other Adult Relationships	Support	Direct	This outcome presents a framework for successful problem solving that includes knowing when, where, and how to ask for help. Girls with experience and skill in enlisting support from adults will be more likely to receive such support.
32. Planning and Decision Making	Social Competencies	Direct	This outcome describes the attributes of a resourceful problem solver, such as being able to develop a plan of action to reach one's goal, assess progress when plans are implemented, and adjust steps as necessary. Becoming a resourceful problem solver will give girls the skills to make decisions about their goals and how to best plan to reach them.
10. Safety	Empowerment	Indirect	As resourceful problem solvers, girls are able to identify effective solutions to a problem, develop a plan of action, and garner support in their community. These skills may help girls find ways to stay safe as they develop plans to avoid or address dangerous situations and seek help from others.
28. Integrity	Positive Values	Indirect	When faced with situations in which their integrity might be compromised, girls with enhanced problem-solving skills may be better able to negotiate plans of action that will allow them to stay true to themselves and their ideals.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

TA3: GIRLS ADVOCATE FOR THEMSELVES AND OTHERS, GLOBALLY AND LOCALLY.

This outcome emphasizes a girl's ability to speak out on her own behalf and to seek opportunities to act and speak on behalf of others.

Developmental Asset	Asset Category	Link	Explanation
26. Caring	Positive Values	Direct	Girls who speak out on behalf of others demonstrate that they care and place a high value on helping others.
27. Equality and Justice	Positive Values	Direct	In achieving this outcome, girls are prepared and encouraged to become advocates. Advocating for others is a necessary component of promoting equality.
28. Integrity	Positive Values	Direct	In working towards the achievement of this outcome, girls learn and practice speaking up for themselves and others. Experience doing so can embolden young women to act on their convictions.
30. Responsibility	Social Competencies	Direct	When this outcome is achieved, girls actively take responsibility for speaking out on their own behalf as well as acting and speaking out to address social and community issues.
37. Personal Power	Positive Identity	Direct	Girls achieving this outcome are aware of their rights and know how to advocate for and speak out to protect them. Having such knowledge and skills may give girls a greater sense of control and agency in their lives.
2. Positive Family Communication	Support	Indirect	As girls practice their advocacy skills through the achievement of this outcome, they may be more willing and able to express themselves positively and effectively in their families.
3. Other Adult Relationships	Support	Indirect	As girls learn to explain themselves and advocate for their positions, they may be better able to ask for and receive adult feedback and guidance.
6. Parent Involvement in Schooling	Support	Indirect	As girls become interested in issues and advocacy activities within their schools, they may ask their parents for support. This may open the door to greater parental involvement in girls' schooling.
7. Community Values Youth	Empowerment	Indirect	When girls are able to advocate effectively for the things they believe in, they increase the visibility of young people involved in positive activity. This visibility may create a greater awareness in general of the positive value of youth.
8. Youth as Resources	Empowerment	Indirect	As girls become more facile at speaking out on behalf of themselves or others, they may become more active in their communities and, as a result, be offered more opportunities for meaningful involvement.

Developmental Asset	Asset Category	Link	Explanation
9. Service to Others	Empowerment	Indirect	This outcome specifies that girls seek opportunities to act on behalf of others. Doing so demonstrates commitment and service to the community.
39. Sense of Purpose	Positive Identity	Indirect	In achieving this outcome, girls help others through advocacy activities. Sharing their voices and not staying silent about issues of importance to them may deepen girls' sense of purpose.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

TA4: GIRLS EDUCATE AND INSPIRE OTHERS TO ACT.

This outcome is about learning how to effectively explain ideas to others and motivate them to get involved in community service and action.

Developmental Asset	Asset Category	Link	Explanation
7. Community Values Youth	Empowerment	Indirect	When girls are able to inform others about issues of importance and to inspire others to act, they increase the visibility of young people involved in positive endeavors. This, in turn, may lead to an increase in the perception of youth as valuable members of the community.
8. Youth as Resources	Empowerment	Indirect	Success with regard to this outcome indicates that girls are active and committed to their communities and are, therefore, more likely to be seen as resources.
9. Service to Others	Empowerment	Indirect	Girls achieving this outcome are able to motivate others to serve their communities. By communicating their enthusiasm and mobilizing others to serve, girls provide service on multiple levels.
39. Sense of Purpose	Positive Identity	Indirect	Through this outcome girls understand the importance of and gain proficiency in involving others to take action on community issues. As they experience the rewards of motivating others, they may feel a greater sense of purpose.



EXPLANATION VIEW: GSLE OUTCOMES & YOUTH DEVELOPMENT ASSETS

TA5: GIRLS FEEL EMPOWERED TO MAKE A DIFFERENCE IN THE WORLD.

This outcome is about girls feeling empowered to use their leadership skills to effect change in their lives and their world, and about girls feeling that their contributions are valued in the larger community.

Developmental Asset	Asset Category	Link	Explanation
7. Community Values Youth	Empowerment	Direct	When this outcome has been achieved, girls become more active in their communities, are confident in their ability to effect change, and feel that they are valued and appreciated in their communities.
37. Personal Power	Positive Identity	Direct	Girls who find they can make a difference in the lives of others are likely to feel more confident in their ability to control events in their own lives and more positive about their futures.
38. Self-Esteem	Positive Identity	Direct	This outcome indicates that girls feel empowered to use their leadership skills to effect positive change and feel valued for doing so. Feelings of empowerment and value contribute to self-esteem.
8. Youth as Resources	Empowerment	Indirect	When this outcome is met, girls find opportunities to take on meaningful roles in their communities. They do not necessarily wait for such roles to be assigned to them. Girls' active involvement in the community, however, may lead adults to offer them even more prominent roles.
16. High Expectations	Boundaries & Expectations	Indirect	This outcome specifies that girls find and take on opportunities to contribute to community decision making. In doing so, they may raise adults' expectations of what they can accomplish and gain encouragement from adults along the way.
39. Sense of Purpose	Positive Identity	Indirect	With the achievement of this outcome, girls experience how their actions can support or lead to community change. Since sense of purpose is related to one's beliefs of being able to effect change, girls are likely to feel a greater sense of purpose.



Responding to Funder Priorities with GSLE Outcomes: A Step-by-Step Guide to Thinking through the Possibilities

Example 1: Connecting Girl Scout Summer Camp Activities with Funding Priorities

STEP 1: IDENTIFY Funder's Priorities/ Objectives from the documents they provide.

EXAMPLE: DROPOUT PREVENTION

STEP 2: IDENTIFY 3-5 GSLE Outcomes that are most strongly addressed by the Girl Scout program you are implementing. [Consult [Transforming Leadership](#) for a complete description of the GSLE Outcomes.]

By participating in summer camp, girls:

- D1 – Develop a strong sense of self
- C2 – Promote cooperation and team building
- D3 – Gain practical life skills (including the ability to make healthy life choices)

STEP 3: LOCATE statements that explain the connection between the GSLE Outcomes and Assets that seem most relevant to funding priorities. [Copy/paste statements from [GSRI Assets Map: Explanation View](#).]

Example Explanations to Copy/Paste:

- **Relating D1 to Resistance Skills:** Girls with a strong sense of self have confidence, autonomy, and a positive identity they wish to preserve. All of these may help them to resist negative peer pressure.
- **Relating D1 to Positive View of Personal Future:** Recognizing one's abilities and strengths enables girls to feel confident about what they can achieve. Rather than being paralyzed by insecurities, girls with a strong sense of self have the confidence to meet difficult challenges and overcome barriers that may be encountered as they pursue their goals.
- **Relating D3 to Resistance Skills:** As girls learn to make healthy choices with regard to managing their emotions and physical and sexual behavior, they may be more committed to making better choices and to resisting unhealthy behaviors.

STEP 4: CUSTOMIZE AND ADAPT the language in these Explanations to directly address the funder's priority/objective. Be sure to reference the activities girls will do (and/or the processes they will experience) to achieve the GSLE outcomes.

Examples of Customized Language for proposal or pitch:

- Girls will develop a **stronger sense of self** by successfully completing activities and mastering tasks they thought they might not be able to accomplish (e.g., hiking, swimming, science and math activities) and by leading activities. Girls who recognize their value and strengths are less likely to drop out of school.
- Girls will gain **teamwork** by participating in activities (such as challenge courses and canoeing) in which they are required to work together effectively in order to succeed. Being able to work well with others and approach problems with a "can-do attitude" will help girls negotiate potential difficulties in school and avoid social alienation which could lead them to drop out.



Girls & STEM: How Girl Scouting Helps Girls Participate and Achieve in STEM-related Fields

Goals of STEM Initiatives (& Funders)

<p>Increase the number of women and minorities entering higher education in STEM fields.</p>	<p>Improve student achievement in STEM disciplines, thereby increasing college readiness.</p>	<p>Ensure a knowledgeable and diverse workforce moving into the future.</p>
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How Can These Goals Be Achieved?

Increase Knowledge & Awareness	Increase Motivation	Reduce Social Barriers to Participation
<ul style="list-style-type: none"> Knowledge of STEM content through hands-on learning Knowledge of STEM careers Awareness of how STEM contributes to positive social change Awareness of women succeeding in STEM 	<ul style="list-style-type: none"> Increase Interest Increase Competence Build STEM Communities where girls are comfortable and have fun Help girls develop a STEM identity 	<ul style="list-style-type: none"> Build skills in effectively dealing with stereotypes Build skills in resolving conflict Build skills in confronting negative peer perceptions Build teamwork skills Help girls create networks of support and encouragement



How Girl Scouting Contributes *Uniquely* to Achieving These Goals

Processes	Attitudes & Skills (Outcomes)	Program Materials or Activities	Social Experiences
<p>Girl-Led. Having opportunities to practice, improve at, and be recognized for leadership equips girls with competence and the experience base to have strong voices and deal with adversity in STEM courses and careers.</p> <p>-----</p> <p>Cooperative Learning. Learning to work more effectively with other girls can help girls work better with boys too and can teach them to build alliances to accomplish goals, including STEM goals.</p> <p>-----</p> <p>Learning by Doing. When girls “get their hands dirty” with science, math and technology activities, they learn how fun STEM can be, gain an awareness of the range of STEM opportunities available, and learn their own strengths and aptitudes in STEM.</p>	<p>Strong Sense of Self (D1). When girls develop confidence and a positive identity around STEM, they are better able to stand up to negative peer pressure and continue pursuing their interests in STEM.</p> <p>Seeking Challenge (D4). When girls succeed at this outcome, they develop a stance towards learning that encourages them to take positive risks in order to grow and master new skills, including those involved in STEM.</p> <p>Resourceful Problem Solving (TA2). Girls who achieve this outcome are able to develop a plan of action to reach their goal, assess progress, adjust the plan and seek help. These skills can help them succeed in achieving STEM goals too.</p> <p>Conflict Resolution (C3). Girls who have the skills and strategies to manage conflict are less afraid to approach and solve problems with peers who may be teasing them or putting them down.</p>	<ul style="list-style-type: none"> “It’s Your Planet – Love it!” Journey Series Other Journeys using STEM lens GG2GS Badges Financial Literacy activities FIRST Robotics Teams Series resources (e.g., Imagine kits) Day Camps, Series, and Special Events 	<p>Safe All-Girl Spaces activities where girls can feel safe to fail and to learn</p> <p>-----</p> <p>Opportunities to try new things in an environment where there are few social risks</p> <p>-----</p> <p>Communities of STEM Learning in which girls have trusted teammates and mentors</p> <p>-----</p> <p>Female Role Models</p>

Example

Objectives of Funder	Girl Scout Inputs	Example Program
<ul style="list-style-type: none"> • To increase girls' knowledge of STEM careers • To increase girls' confidence in STEM-related classes 	<ul style="list-style-type: none"> • Female Role Models • Safe All-Girl Space • Learning by Doing activities • Cooperative Learning activities • Activities that encourage Resourceful Problem Solving (TA2) • Activities that encourage Conflict Resolution (C3) 	<ul style="list-style-type: none"> • First day of 3-day series for Junior and Cadette Girl Scouts • STEM Focus: Energy • Resources: Pocket Pedometers, Recording sheets, Supplies for Recycled Material Crafting; Supplies for Solar Energy Kit; <i>It's Your Planet-Love It: Get Moving Journey</i> • Personnel: Adult program managers, college student group mentors <p><u>Activity Plan</u></p> <ul style="list-style-type: none"> • Full Group Ice-Breaker. • Small Group Activities. Girls are randomly placed in small groups with 5-10 girls/group. Each group is facilitated by a young woman "mentor" who is studying a STEM subject in college or graduate school. In small groups, girls introduce themselves and then rotate through 3 main stations. <ul style="list-style-type: none"> ○ At one station, girls put on pedometers (which track their kilocalories) and record how much energy they use doing different physical activities (e.g., jumping jacks, walking) for 5 minutes each. They then engage in a discussion comparing their own energy consumption to the energy consumption of their household (see Journey). Math is used in these comparisons, and girls are encouraged to help each other solve problems. ○ At another station, girls look at a variety of products made from recycled goods and then create their own recycled product, e.g., t-shirt bag (see Journey). ○ At another station, girls learn about solar power. As a team, they design and create a solar structure using aluminum foil and other materials. Girls are assigned roles, e.g., planner, materials manager, participation auditor (to make sure everyone is participating), cost manager, design manager, builders, etc. After they have finished building the structure, they measure how much heat these absorb after sitting for 2, 5 and 10 minutes under a bright light. The structures are displayed and team with the greatest heat gain is recognized. • College Student Presentations. Young women mentors each make a 2-3 minute presentation to the full group. The young women describe: what got them interested in STEM, a favorite STEM experience, a problem they had in a STEM-related course and how they went about solving it; and what they would like to do as a career. Girls are encouraged to ask questions. • Review of solar structures. • Group discussion on how to deal with conflicts on teams. Girls talk about their experience of working together and how this is similar to and differs from working with boys on teams. Brainstorming of strategies to work • Evaluation: Short survey and girl-to-girl interviews in which the girls are provided with audio recorders and they interview each other for 5 minutes about what they learned from the Event.



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