

The Service Unit Playbook:

Setting the Scene



Living the Girl Scout Law

Honest & Fair

Service unit team members lead by example by always being truthful and fair. They take the time to get to know the volunteers they work with by learning to see the good in each person and giving everyone a fair chance.

Considerate & Caring

As leaders in their communities, service unit team members put themselves in other's shoes. They anticipate the needs of others and address these needs with kindness.

Friendly & Helpful

Three words that can describe service unit team members are genuine, authentic, and encouraging. They listen closely to others and guide volunteers to become leaders.

Dedicated to Making the World a Better Place

Each year, service units host activities, projects, and programs that help teach others how to make positive contributions in the community. Service unit team members are leaders in gently guiding volunteers and girls in creating impactful events.

Experts in Using Resources Wisely

Service unit teams empower others to create a positive footprint by using resources wisely. They work with their service units to create sustainable strategies that will help the community become successful.

Service Unit Foundations.....	4
<i>Service Unit Team Member Check-In.....</i>	<i>5</i>
The Girl Scout Movement.....	9
Your Service Unit Health.....	11
.....	11
<i>Administrative Health.....</i>	<i>11</i>
<i>Membership Health.....</i>	<i>13</i>
<i>The How-To Guide of Girl Scout Membership.....</i>	<i>15</i>
<i>Building Strong Service Unit Recruitment.....</i>	<i>15</i>
<i>Building Strong Service Unit Retention.....</i>	<i>15</i>
<i>Girl Programming Health.....</i>	<i>16</i>
<i>Service Unit Adult Learning Program Health.....</i>	<i>17</i>
Volunteer Support.....	18
<i>Service Unit Meetings.....</i>	<i>18</i>
<i>Service Unit Meeting Topics.....</i>	<i>19</i>
<i>Meeting Engagement.....</i>	<i>20</i>
<i>Seating Suggestions.....</i>	<i>21</i>
<i>Service Unit Meeting Checklist.....</i>	<i>22</i>
<i>Agenda Builder.....</i>	<i>23</i>
<i>Meeting Roles and Group Norms.....</i>	<i>26</i>
Planning Service Unit Girl Programs.....	28
<i>GSLE Planning Guide.....</i>	<i>29</i>
.....	<i>29</i>
<i>GSLE Planning Guide.....</i>	<i>29</i>
.....	<i>30</i>
<i>Service Unit Record of Events.....</i>	<i>31</i>
<i>Service Unit Record of Girl Events.....</i>	<i>32</i>
<i>Planning for Change: Setting Service Unit Goals.....</i>	<i>34</i>
Planning for Change: Setting Service Unit Goals.....	35
<i>Planning for Change: Service Unit Manager Self-Assessment.....</i>	<i>36</i>

Service Unit Foundations

A Girl Scout service unit is a community of volunteers and girls in a geographic area defined by a cluster of schools. The service unit (SU) team is an essential support system that organizes training, mentorship, girl programs, as well as membership support for volunteers, girls, and caregivers.

Take a look at your service unit's foundation by answering the questions below. This is a great activity to do with the entire service unit team.

1. As a service unit we excel at:

2. This year, some of the things we would like to improve are:

3. Two strategies we use to recognize team members are:

4. Current or upcoming team vacancies include:

5. Two strategies we will use to recruit volunteers onto the service unit team will be:

6. Two strategies we use to create team role succession are:

Service Unit Team Member Check-In

Let's launch into the new year!

Check-in with each member of the service unit team. Consider their strengths, areas to work on, and activities to complete this year.

Example:

Service Unit Registrar				Name: Jane Doe
Focus area:	Strengths:	Areas to work on this year:	Trainings to complete in 2019:	Core activities to lead this year:
The service unit registrar educates team members of registration procedures to ensure the accuracy of membership records.	Responds to emails within two days Calls troops individually to ensure all members renew	Attend more service unit meetings Learn more about Excel	Registrar Roundtable	Spring Membership Campaign

Service Unit Manager				Name:
Focus area:	Strengths:	Areas to work on this year:	Trainings to complete in 2019:	Core activities to lead this year:
The service unit manager works with the service unit team and troop leaders to create a healthy and sustainable service unit.				

Service Unit Registrar			Name:	
Focus area:	Strengths:	Areas to work on this year:	Trainings to complete in 2019:	Core activities to lead this year:
The service unit registrar educates team members of registration procedures to ensure the accuracy of membership records.				

Service Unit Treasurer			Name:	
Focus area:	Strengths:	Areas to work on this year:	Trainings to complete in 2019:	Core activities to lead this year:
The service unit treasurer educates volunteers in the financial procedures for troop and service unit management of Girl Scout funds.				

Lead Membership Recruiter			Name:	
Focus area:	Strengths:	Areas to work on this year:	Trainings to complete in 2019:	Core activities to lead this year:
The lead membership recruiter collaborates with the regional recruitment specialist to develop a year-round recruitment plan.				

Service Unit Activities Consultant			Name:	
Focus area:	Strengths:	Areas to work on this year:	Trainings to complete in 2019:	Core activities to lead this year:
The activities consultant advises the service unit team and troops in safety management for regional activities.				

Service Unit Fall Product Program Coordinator			Name:	
Focus area:	Strengths:	Areas to work on this year:	Trainings to complete in 2019:	Core activities to lead this year:
The service unit fall product program coordinator facilitates the fall product program.				

Service Unit Cookie Coordinator			Name:	
Focus area:	Strengths:	Areas to work on this year:	Trainings to complete in 2019:	Core activities to lead this year:
The service unit cookie coordinator facilitates the cookie program.				

SHARE Coordinator			Name:	
Focus area:	Strengths:	Areas to work on this year:	Trainings to complete in 2019:	Core activities to lead this year:
The SHARE coordinator leads the service unit's fundraising efforts for the <i>Share Her Annual Real Expense</i> campaign.				

Service Unit Recognitions Chair			Name:	
Focus area:	Strengths:	Areas to work on this year:	Trainings to complete in 2019:	Core activities to lead this year:
The service unit recognitions chair coordinates adult appreciation efforts.				



“I’ve got something for the girls of Savannah, and all of America, and all the world, and we are going to start it tonight!” --Juliette Gordon Low

The Girl Scout Movement

As a service unit team member you lead the charge in the Girl Scout Movement. In 2017, Girl Scouts USA published the *The Girl Scout Impact Survey* and identified seven key findings in the ways that Girl Scouts positively shapes the lives of girls.

The *Girl Scout Impact Survey* key findings:

1. Girl Scouts exhibit stronger leadership outcomes than non-Girl Scouts.
2. Girl Scouts are more likely than non-Girl Scouts to participate in out-of-school-time activities that engage them in active learning.
3. Girl Scouts helps girls do well in the classroom and beyond!
4. Girl Scouts are more likely than non-Girl Scouts to have an adult in their lives who helps them pursue goals and plan for the future.
5. Girl Scouts are twice as likely as non-Girl Scouts to participate in activities that shape their character and open up new worlds to them.
6. Supportive adults and the Girl Scout processes help Girl Scouts develop the Girl Scout Leadership Experience (GSLE) outcomes.
7. Girl Scouts can support girls during their turbulent teen years.

In addition, The Girl Scout Leadership Experience equips girls to develop the five GSLE outcomes: Strong Sense of Self, Positive Values, Challenge Seeking, Healthy Relationships, and Community Problem Solving.

“And the benefits of Girl Scouting are not exclusive to particular demographic; all Girl Scouts are equally likely to develop the five GSLE outcomes. Regardless of social class, zip code, race/ethnicity, or degree of engagement in other extracurricular activities. This means no matter where girls live or what their age or background, Girl Scouts can help them develop to their full potential.”—*Girl Scout Impact Survey*

Girl Scouts benefits all girls. That’s one of the reasons inclusion is a focus with the Girl Scout Movement. Girl Scouts San Diego has a focused effort in recruitment and inclusion that is supported by two different initiatives:

1. The Girl Scout San Diego strategic plan includes “Reach more Girls” as a lead objective.
2. All troops in San Diego are encouraged to adopt the new troop standard: Daisies, Brownies, and Juniors have 12 girls or more per troop. Cadettes, Seniors, and Ambassadors have six or more girls per troop.

Reflect on the spirit of inclusion in your service unit by answering the following questions:

1. Our service unit supports a spirit of inclusion within service unit and troops by:

2. Two strategies we can take to create a feeling of welcome at service unit events are:

3. We inform troops of Girl Scout financial assistance programs by:

4. We encourage Girl Scout troops to open to new members by:

5. One impact that Girl Scouts has had in our community is:

6. Our service unit shares about the benefits of Girl Scouts in our community by:



“Girl Scouting rises within you and inspires you to put forth your best.” – Juliette Gordon Low

Your Service Unit Health

The service unit team leads the service unit in developing processes that ensure service unit sustainability as Girl Scouts continue their legacy in San Diego. The health of the service unit is measured in four categories. These include administrative leadership, membership, girl programming, and adult learning programs.

SHARE History and Goals

2018

- Gift count:
- Contribution total:

2019

- Gift count:
- Contribution total:

2020

Goals

- Contribution goal:

Administrative Health

Evaluate your service unit’s administrative health by answering these questions:

1. We seek volunteer participation and leadership at schools across our service unit by:

2. We effectively communicate and distribute information to our volunteers by:

3. We equip volunteers to confidently address financial matters in their troop by:

4. We encourage a spirit of philanthropy in our service unit by:

Membership Health

Membership History and Goals		Troop History and Goals	
2016	<ul style="list-style-type: none">• Total girl:• Retained girl:• New girl:	2016	<ul style="list-style-type: none">• Retained troops:• New troops:
2017	<ul style="list-style-type: none">• Total girl:• Retained girl:• New girl:	2017	<ul style="list-style-type: none">• Retained troops:• New troops:
2018	<ul style="list-style-type: none">• Total girl:• Retained girl:• New girl:	2018	<ul style="list-style-type: none">• Retained troops:• New troops:
2019	<ul style="list-style-type: none">• Total girl:• Retained girl:• New girl:	2019	<ul style="list-style-type: none">• Retained troops:• New troops:
2020 Goals	<ul style="list-style-type: none">• Total girl:• Retained girl:• New girl:	2020 Goals	<ul style="list-style-type: none">• Retained troops:• New troops:

Evaluate your service unit’s membership health by answering these questions:

1. Reasons for membership gain or loss:

2. We will retain our current members by:

3. We plan to support our individually registered members (IRMs) by:

4. If our girl membership declined, what can we do to prevent more lapsed members?

5. Our recruitment successes this past year were:

6. Two new recruitment ideas we'd like to try this year are:

The How-To Guide of Girl Scout Membership

Service units are provided membership goals related to new girls and retained girls in the service unit each year. The service unit team works with the service unit support staff to reach these goals. In addition, there are healthy habits that you can use to build a service unit to encourage Girl Scout recruitment and retainment.

Building Strong Service Unit Recruitment

Below are some strategies you can use to encourage new girls and volunteers to join Girl Scouts each year.

- **Positive word of mouth** is one of the most powerful tools in recruitment. Encourage all leaders and volunteers to speak positively about their Girl Scout experience in all spaces. You never know when a future Girl Scout or volunteer is listening.
- **Develop a recruitment plan** with your regional recruitment specialist and lead membership recruiters. Meet with them both early and often. Work together to develop a plan and ensure everyone is on the same page at all times.
- **Be a presence in your community.** Girl Scouts go places! Turn the work you already do into tools to aid recruitment by making your service unit visible. March in a parade, encourage girls to wear their uniforms to school, or make banners or signs that troops can display.
- **Have fun!** Troops can help in recruitment efforts and have fun too. Girls can design tables and booths for recruitment fairs. Your service unit can design creative flyers to encourage attendance at recruitment events. The service unit can offer fun recognitions as incentives for troops and volunteers who participate in recruitment activities.

Building Strong Service Unit Retention

Below are some strategies you can use to encourage existing girls and volunteers to continue each year.

- **Ask the troops what they want to do.** Ask troop leaders and/or girls to complete occasional surveys or questionnaires to ensure the service unit supports and develops events aligned with their interests.
- **Build close ties with volunteers.** Adult volunteers want a community, just like the girls in a troop. Greet volunteers with a warm welcome and create spaces that support volunteer networking. Examples of such events include investiture and rededication ceremonies as well as coffee shop meet-ups or program level planning sessions.
- **Pay attention to on-boarding!** New troop leaders are a source of strength in your service unit. They have new ideas and fresh energy that keeps every service unit feeling new. However, when not supported, new leaders can become overwhelmed. Develop service unit procedures and plan activities or events to support new troop leaders. Consider holding a Goin' Green event or other mentoring opportunities.

Girl Programming Health

Cookie Program History and Goals

2018

- Total registered girls:
- Girl participation:
- Participation rate:

2019

- Total registered girls:
- Girl participation:
- Participation rate:

2020

- 1.5% increase =
- 90% participation =

Presidents Award Goals

Evaluate your service unit’s girl programming health by answering these questions:

1. We encourage Girl Scout visibility in our community by:

2. We empower volunteers to guide their troops in the cookie program by:

3. We celebrate girls’ participation in the cookie program by:

4. We support girl planning in our service unit by:

5. We empower older girls to be leaders in the service unit by:

Service Unit Adult Learning Program Health

Evaluate your service unit's adult learning program health by answering these questions:

1. New troop leaders will get support from the service unit in the following ways:

2. We will recognize our volunteers by:

3. We empower volunteers to participate in the service unit in the following ways:

4. We ask volunteers where they need more support by:

“The work of today is the history of tomorrow and we are its makers.” – Juliette Gordon Low

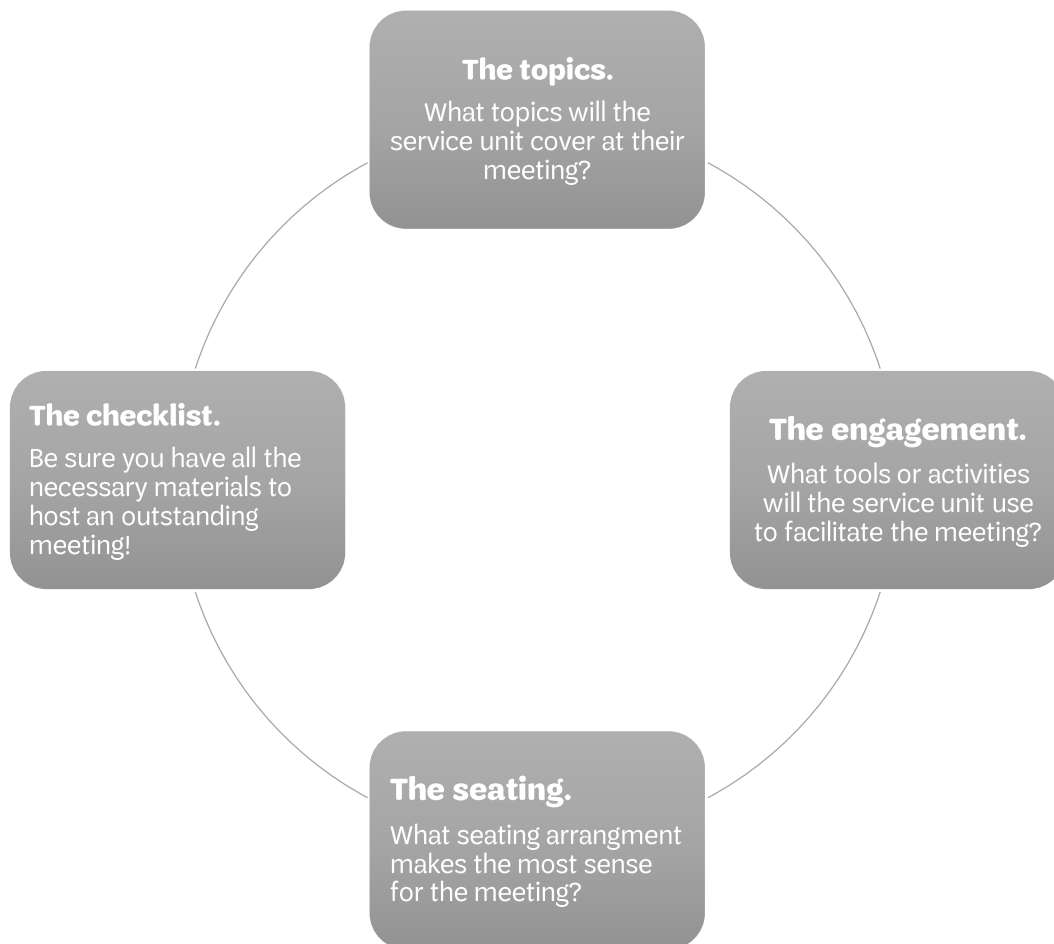
Volunteer Support

At Girl Scouts, our focus is first and foremost on girls. But fostering our volunteers to make sure that they have quality experiences and opportunities for personal growth are a close second. Volunteers who feel supported and fulfilled in their role are essential to the Girl Scout Movement and the growth of girl leadership.

Service Unit Meetings

The service unit meeting is the room where it happens. It's the place where the insights, strengths, and achievements of your volunteer community are brought into one room. It's a place of sharing and community building. It's also a place of adult learning.

There is much to accomplish at each service unit meeting. Fortunately, there are easy tips and tricks that the service unit team can use to plan engaging meetings in a snap! Follow the four steps below to plan a great service unit meeting in a matter of minutes.



Service Unit Meeting Topics

The table below offers a general overview of topics to address at each service unit meeting. Remember, you will choose the topics for each meeting based on the schedule of your service unit. The topics below are suggestions and can be adjusted as needed.

September	Encourage troop leaders to participate in the fall product program.
	Encourage troops to host or join recruitment events.
	Ensure all girls and troop leaders have renewed memberships.
	Provide training on troop event notifications and activity approvals.
October	Welcome new troop leaders to the service unit.
	Remind troop leaders that girls must have a current membership to join the fall product program.
	Ensure new troop leaders know how to open bank accounts.
November	Incorporate an investiture/rededication ceremony into the meeting.
	Share information about Girl Scout volunteer training options and the Girl Scout progression.
	Talk about the roles of the service unit team and any team vacancies.
December	Inform troops of the upcoming cookie program and let them know they must be registered to participate.
	Begin to plan the service unit Cookie Kick-off and ask volunteers for support.
	Troops must begin to identify the Troop Cookie Manager (TCM).
January	Inform volunteers of details for the service unit Cookie Kick-Off.
	Host a special welcome event for new troop leaders.
	Hold a training on troop finances and strategies for talking to girls about money.
February	Hold a refresher of options for volunteer trainings and the Girl Scout progression.
	Inform troop leaders of the details for the service unit World Thinking Day.
	Introduce council and service unit volunteer appreciation awards and applications.
March	Host a troop leader training about the Troop Annual Financial Report (AFR) submission.
	Talk about best practices in planning to spend troop funds.
	Celebrate Girl Scout week!
	Talk about the SHARE goal and the service unit's progress toward the goal.
April	Celebrate National Girl Scout Leader Day!
	April is SHARE month, plan a SHARE activity.
	Encourage troops to host recruitment tables at their school's open house.
	Host a training about completing the council and service unit award applications.
May	Encourage troop leaders to renew their troop's Girl Scout memberships.
	Promote the Volunteer Conference and Celebration (VCC) held in August.
	Host a workshop for completing the Troop Annual Financial Report (AFR).
June	Celebrate volunteers with a special event!

Meeting Engagement

Choose the activity and identify the facilitator for each agenda topic.

*Tip for success: A variety of activities leads to greater participant engagement.

Break-Outs or Rotations

- Break-Outs: Troop leaders can break into groups by program level, interest, or topic of support.
- Rotations: Set up a series of small sessions and troop leaders can rotate, spending a short time at each session.

Community Building

- Community building strengthens the volunteer relationships in your service unit. Activities can include games that allow volunteers to share about themselves and learn about each other.

Short and Snappy

- Short and Snappy trainings are quick activities to do at service unit meetings. Short and Snappy guides are available online. Visit sdgirlscouts.org/shortandsnappy

Action/Reflection

- Action/Reflection is any activity that asks meeting participants to identify an action, provide feedback on that action, and then see their feedback intergrated into future activities and events.

Troop/Girl Involvement

- Girl Scouts can be included in service unit meetings.
- Troops can present, facilitate activities, or take on leadership roles in the service unit.

Presentation

- A presentation is a formal explanation of a topic to an audience.

Appreciation/Recognition

- Appreciation and recognition are expressions or acts of gratitude. Sometimes a thoughtful act of appreciation is the extra incentive volunteers need to do their best.

Staff Request

- Staff requests are mini-trainings, presentations, or acts of service led by Girl Scouts San Diego professional staff or council volunteers. Visit sdgirlscouts.org/staff-requests

Fun!

- Make space to smile! Incorporate fun, silly, and warm habits into your meetings. Sometimes fun can be as small as a smile or simply greeting someone by name.

Seating Suggestions

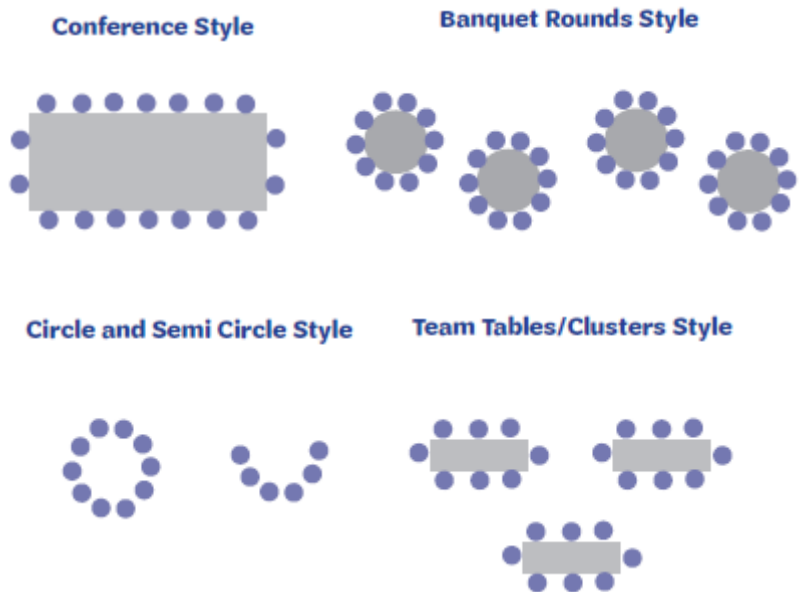
Select the seating arrangement that makes the most sense for your meeting.

It is always a best practice to plan a seating arrangement where participants can read each other's body language. This visibility allows participants to have a greater awareness of the emotional state and intention with which a comment is made. Greater awareness can lead to less confusion and misinterpretation of comments.

Collaborating or Community Building

These seating arrangements are best suited to any gathering with the intent of collaborating or building relationships within the community. These seating arrangements are also best for avoiding or addressing conflict.

In these seating arrangements everyone is placed at an equally valued position. Participants can also easily read each other's expressions and body language.



Crescent (Half) Rounds Style



Chevron Style



Learning with the Community

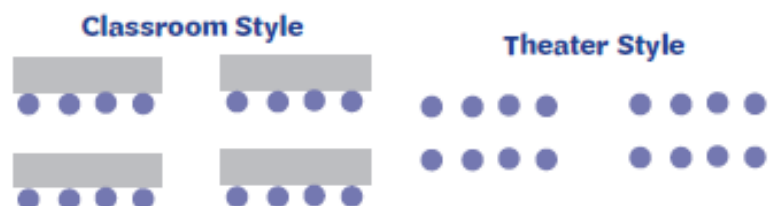
These seating arrangements are best suited for a meeting or training where participants will be learning from a formal presentation.

In these seating arrangements, all participants can look toward a presenter and the displayed materials with ease. They can also read each other's expressions and body language.

The leader of the presentation can move between the formal presentation and the participant activities with ease.

Seating Arrangements for Presentations:

In these arrangements, the presenter stands at the front with all eyes turned toward them. These arrangements are best when the role of the audience is only to listen and ask questions.



Service Unit Meeting Checklist

Ensure you have all the pieces prepared for a stellar service unit meeting!

- 
1. The topics to cover have been selected.
 2. The activities have been chosen and facilitators have been identified.
 3. The agenda has been placed into the Service Unit Meeting Guide.
 4. The group roles for the meeting have been assigned.
 5. The Service Unit Meeting Guide and the Service Unit Meeting Notes from previous month have been printed.

Agenda Builder

September

The Topic	Time	The Engagement	Facilitator

October

The Topic	Time	The Engagement	Facilitator

November

The Topic	Time	The Engagement	Facilitator

December

The Topic	Time	The Engagement	Facilitator

January

The Topic	Time	The Engagement	Facilitator

February

The Topic	Time	The Engagement	Facilitator

March

The Topic	Time	The Engagement	Facilitator

April

The Topic	Time	The Engagement	Facilitator

May

The Topic	Time	The Engagement	Facilitator

Meeting Roles and Group Norms

Meeting roles:	Descriptions of the role	
Facilitator	The facilitator is the person directing the meeting. This person does not need to lead the meeting by speaking, but this person ensures the meeting moves forward in a time-effective and collaborative manner.	
Time Keeper	The time keeper has their eye on the clock and gently nudges the group or the facilitator when it is time to transition to the next topic or activity.	
Note Taker	The note taker keeps written record of what is discussed and decided at each meeting.	
Task Manager	The task manager keeps record of the tasks that are assigned or accepted throughout the meeting. Tasks are documented on a group and individual basis.	
Encourager	The encourager ensures that the meeting is positive and solution-oriented.	

Group norm:	Description of the norm	Girl Scout Law
Honor the facilitator.	Look to the Facilitator's lead in directing the meeting.	friendly and helpful
One mic.	Only one person speaks at any given time.	considerate and caring
Make space, take space.	Share your ideas and ensure that others have their opportunity to share as well. Ensure there is space for everyone to have the chance to speak.	honest and fair
Stay solution-oriented.	Work together to be collaborative problem-solvers. Stay solution-oriented by offering ideas that move the conversation closer to resolution. Avoid venting or complaining.	friendly and helpful
Speak with intent.	Often, you'll need to accomplish a lot in a meeting with limited time. "Speak with intent" asks participants to make mindful contributions. Some things to ask yourself before speaking: <ul style="list-style-type: none"> • Is your comment about the topic at hand? • Does your comment express a new idea? • Will your comment honor the Facilitator? • Does your comment move toward a solution? • Is your comment a valuable use of time? 	responsible for what I say and do, respect myself and others
Assume best intent.	To assume best intent simply means that you give people the benefit of the doubt, even when it appears that their ideas are in conflict to your own. Often a problem or issue can be addressed in more than one way. Respond with kindness.	make the world a better place
Eye on the mission.	Girl Scouting builds girls of courage, confidence, and character who make the world a better place! Remember, all meeting participants are working toward the same goal.	courageous and strong

Service Unit Meeting Guide

Date:

Group roles	Group norms
Facilitator: _____ Time keeper: _____ Note taker: _____ Task manager: _____ Encourager: _____	⇒ Honor the facilitator ⇒ One mic ⇒ Make space, take space ⇒ Stay solution-oriented ⇒ Speak with intent ⇒ Assume best intent ⇒ Eye on the mission

Agenda		My next steps
Time	Topic	1.
		2.
		3.
		4.
		5.

Meeting notes

“Girl Scouting can be the magic thread which links the girls of the world together.” –Juliette Gordon Low

Planning Service Unit Girl Programs

The Girl Programs section of this Playbook provides the space for service units to track the girl programs that the service unit hosts and well as the girls being reached by these events.

In this section you will find two resources to assist your service unit in planning and tracking girl programs:

1. **Girl Scout Leadership Experience (GSLE) Planning Guide.** Use this guide to assist in planning service unit events for girls. The service unit does not need to address every aspect of GSLE in planning events.
2. **Service Unit Record of Girl Events.** Use the tables in this section to record the details of the service unit events that include a component of the GSLE.

***Remember, there are not right or wrong answers to girl programs.** Take pride in the events that the service unit hosts and record every event as an achievement. Celebrate all the amazing girl programs that the service unit offers.

Girl Scout Leadership Experience Planning Guide

Fill in the boxes to identify the components of the Girl Scout Leadership Experience (GSLE) that are addressed in any service unit event. The event does not need to address each box. Use this form to assist in planning and tracking events, not as a tool evaluate events.

Event Name

Cookie Kick-Off

The What

Discover: What are girls learning?

Girls will develop and practice their sales pitch with finger puppets.

Connect: How does it connect to their lives?

Girls will practice their sales pitch at a mock cookie booth.

Take Action: How will they make the world a better place?

The How

Girl-Led

Cadettes will plan and facilitate the Brownie and Daisy activities.

Learning by Doing

Daisies and Brownies will practice their sales pitch.

Collaborative Learning

Brownie troops will work together to design a creative cookie booth.

The Pillars

STEM

Outdoors

Life Skills

Entrepreneurship

Brownies and Daisies will work on people skills and money management.

Age-Appropriate Program

Daisies	Brownies	Juniors	Cadettes	Seniors	Ambassadors
talk with Leaders about their ideas for activities.	brainstorm ideas and Leaders help determine which are possible.	work in patrols to develop ideas they like best. Leaders help girls realize their goals.	take a larger role in planning and decision making and adults help when necessary.	decide what they want to do and how to do it. Leaders are advisors who help as needed.	rotate leadership tasks and plan activities, budgets, and goals. Advisors guide as needed.
Daisies will work with Leaders and older girls to plan their sales pitch.	Brownies will plan their cookie booths and work together to buy supplies.		Cadettes will use the Rallie Guide to plan the finger puppet and cookie booth activities.		

GSLE Planning Guide

Fill in the boxes to identify the components of the Girl Scout Leadership Experience (GSLE) that are addressed in service unit events. The event does not need to address each box. Use this form to assist in planning and tracking events, not as a tool evaluate events.

The What

Discover: What are girls learning?

Connect: How does it connect to their lives?

Take Action: How will they make the world a better place?

Event Name

The Pillars

The How

Girl-Led

Learning by Doing

Collaborative Learning

STEM

Outdoors

Life Skills

Entrepreneurship

Age-Appropriate Program

Daisies talk with Leaders about their ideas for activities.	Brownies brainstorm ideas and Leaders help determine which are possible.	Juniors work in patrols to develop ideas they like best. Leaders help girls realize their goals.	Cadettes take a larger role in planning and decision making and adults help when necessary.	Seniors decide what they want to do and how to do it. Leaders are advisors who help as needed.	Ambassadors rotate leadership tasks and plan activities, budgets, and goals. Advisors guide as needed.

30

Service Unit Record of Events

Instructions:

1. Record the name of the event.
2. Check the “The What,” “The How,” and the “The Why” for the GSLE experience offered at the event.
3. Check the boxes for the program levels that were provided age-appropriate programs.
4. Check the pillars that were addressed through the event.
5. Record the number of girl attendees and any extra notes.

Example:

The Event Name	The What	The How	The Why	Age-Appropriate Program	The Pillars
<i>Cookie Kick-Off</i>	<input checked="" type="checkbox"/> Discover <input checked="" type="checkbox"/> Connect <input type="checkbox"/> Take Action	<input checked="" type="checkbox"/> Girl-led <input checked="" type="checkbox"/> Learning by doing <input checked="" type="checkbox"/> Collaborative learning	<input checked="" type="checkbox"/> Strong sense of self <input checked="" type="checkbox"/> Positive values <input checked="" type="checkbox"/> Challenge seeking <input checked="" type="checkbox"/> Healthy relationships <input checked="" type="checkbox"/> Community problem solving	<input checked="" type="checkbox"/> Daisy <input checked="" type="checkbox"/> Brownie <input type="checkbox"/> Junior <input checked="" type="checkbox"/> Cadette Senior <input type="checkbox"/> Ambassador	<input type="checkbox"/> STEM <input type="checkbox"/> Outdoor <input type="checkbox"/> Life Skills <input checked="" type="checkbox"/> Entrepreneurial
Attendee Count:	Event notes:				
<i>44</i>	<i>Cadettes hosted activities for Daisy and Brownie Girl Scouts. There was also a cookie tasting.</i>				

Service Unit Record of Girl Events

The Event Name	The What	The How	The Why	Age-Appropriate Program	The Pillars
	<input type="checkbox"/> Discover <input type="checkbox"/> Connect <input type="checkbox"/> Take Action	<input type="checkbox"/> Girl-led <input type="checkbox"/> Learning by doing <input type="checkbox"/> Cooperative learning	<input type="checkbox"/> Strong sense of self <input type="checkbox"/> Positive values <input type="checkbox"/> Challenge seeking <input type="checkbox"/> Healthy relationships <input type="checkbox"/> Community problem solving	<input type="checkbox"/> Daisy <input type="checkbox"/> Brownie <input type="checkbox"/> Junior <input type="checkbox"/> Cadette <input type="checkbox"/> Senior <input type="checkbox"/> Ambassador	<input type="checkbox"/> STEM <input type="checkbox"/> Outdoor <input type="checkbox"/> Life Skills <input type="checkbox"/> Entrepreneurial
Attendee Count:	Event notes:				
The Event Name	The What	The How	The Why	Age-Appropriate Program	The Pillars
	<input type="checkbox"/> Discover <input type="checkbox"/> Connect <input type="checkbox"/> Take Action	<input type="checkbox"/> Girl-led <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Learning by doing	<input type="checkbox"/> Strong sense of self <input type="checkbox"/> Positive values <input type="checkbox"/> Challenge seeking <input type="checkbox"/> Healthy relationships <input type="checkbox"/> Community problem solving	<input type="checkbox"/> Daisy <input type="checkbox"/> Brownie <input type="checkbox"/> Junior <input type="checkbox"/> Cadette <input type="checkbox"/> Senior <input type="checkbox"/> Ambassador	<input type="checkbox"/> STEM <input type="checkbox"/> Outdoor <input type="checkbox"/> Life Skills <input type="checkbox"/> Entrepreneurial
Attendee Count:	Event notes:				
The Event Name	The What	The How	The Why	Age-Appropriate Program	The Pillars
	<input type="checkbox"/> Discover <input type="checkbox"/> Connect <input type="checkbox"/> Take Action	<input type="checkbox"/> Girl-led <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Learning by doing	<input type="checkbox"/> Strong sense of self <input type="checkbox"/> Positive values <input type="checkbox"/> Challenge seeking <input type="checkbox"/> Healthy relationships <input type="checkbox"/> Community problem solving	<input type="checkbox"/> Daisy <input type="checkbox"/> Brownie <input type="checkbox"/> Junior <input type="checkbox"/> Cadette <input type="checkbox"/> Senior <input type="checkbox"/> Ambassador	<input type="checkbox"/> STEM <input type="checkbox"/> Outdoor <input type="checkbox"/> Life Skills <input type="checkbox"/> Entrepreneurial
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	<input type="checkbox"/> Discover <input type="checkbox"/> Connect <input type="checkbox"/> Take Action	<input type="checkbox"/> Girl-led <input type="checkbox"/> Learning by doing <input type="checkbox"/> Cooperative learning	<input type="checkbox"/> Strong sense of self <input type="checkbox"/> Positive values <input type="checkbox"/> Challenge seeking <input type="checkbox"/> Healthy relationships <input type="checkbox"/> Community problem solving	<input type="checkbox"/> Daisy <input type="checkbox"/> Brownie <input type="checkbox"/> Junior <input type="checkbox"/> Cadette <input type="checkbox"/> Senior <input type="checkbox"/> Ambassador	<input type="checkbox"/> STEM <input type="checkbox"/> Outdoor <input type="checkbox"/> Life Skills <input type="checkbox"/> Entrepreneurial
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Attendee Count:	Event notes:				



Planning for Change: Setting Service Unit Goals

Service Unit S.M.A.R.T. Goal Guide

Significant, measurable, attainable, relevant, and timely.

Are you preparing to introduce a change to your service unit? Develop a goal that the service unit can use as a guiding compass in putting the change to action. Set your service unit up for success by presenting a goal that is S.M.A.R.T.

Begin here: Write your first draft of the goal for the change you are planning. Don't think on this too much. Just write whatever comes to mind.

My goal is to see more volunteers attend service unit meetings.

S ignificant. Who? What? Where? Why?	<i>Our goal is to see more leaders attend service unit meetings to build more collaboration and support amongst volunteers.</i>
M easurable. How much or how many? How do you know when the goal has been met?	<i>We want to increase service unit meeting attendance by 15 volunteers before the final meeting in May.</i>
A ttainable. Is it reasonable to believe that this goal can be achieved? Volunteers must have the resources and skills necessary to achieve the goal.	<i>In order to achieve this goal, we will send a survey to volunteers and ask what they would like at service unit meetings.</i>
R elevant. Why is this goal important to the service unit?	<i>When more troop leaders attend meetings we hope to see more volunteer participation in event planning.</i>
T imely. When is the deadline for reaching this goal? A time-frame creates a sense of urgency.	<i>We would like 15 more volunteers to attend each meeting by our final meeting in May.</i>

End here: Write the revised S.M.A.R.T. goal.

Over the next year our service unit will increase volunteers attendance at our service unit meetings by May. We will also increase volunteer participation in the service unit overall by completing a volunteer survey.

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Begin here: Write your first draft of the goal for the change you are planning. Don't think on this too much. Just write whatever comes to mind.

S ignificant. Who? What? Where? Why?	
M easurable. How much or how many? How do you know when the goal has been met?	
A ttainable. Is it reasonable to believe that this goal can be achieved? Volunteers must have the resources and skills necessary to achieve the goal.	
R elevant. Why is this goal important to the service unit?	
T imely. When is the deadline for reaching this goal? A time-frame creates a sense of urgency.	

End here: Write the revised S.M.A.R.T. goal.

Planning for Change: Service Unit Team Member Self-Assessment

This self-assessment is a tool for reflection as you prepare to present change to your service unit. Identify if you feel each statement is true or false and then decide if you would like to take any further action to prepare yourself in leading a change.

Service Unit Team Members self reflections for change.

	True or False	Actions to take:
I reflect on my performance in my role as service unit team member.		
I know my reaction to change and address my own thoughts before speaking with the service unit.		

Making a plan for change.

	True or False	Actions to take:
I work with a group of volunteers when planning for a change.		
I am open to new ideas that volunteers propose.		
I respond positively when volunteers share ideas.		

Presenting the change.

	True or False	Actions to take:
I speak with confidence to inspire confidence in others.		
I understand volunteers will have different reactions to the change and I am prepared to support them.		
I have a planned approach to introducing the change and sharing related information.		

Implementing the change.

	True or False	Actions to take:
I communicate with optimism in the face of difficulties.		
I give volunteers the space to try new things and support them when they make mistakes.		
I encourage volunteers to take initiative.		
I provide volunteers with constructive and specific feedback.		
I recognize the achievements of volunteers and raise their self esteem with praise.		

Meeting Guide

Date:

Group roles		Group norms
Facilitator: _____		⇒ Honor the facilitator
Time keeper: _____		⇒ One mic
Note taker: _____		⇒ Make space, take space
Task manager: _____		⇒ Stay solution-oriented
Encourager: _____		⇒ Speak with intent
		⇒ Assume best intent
		⇒ Eye on the mission
Agenda		Next steps
Time	Topic	1.
	What was the action that sparked the conflict?	2.
	How did the action impact each of you?	3.
	How could the action have been changed to meet the needs of all those involved?	4.
	What can the group do differently in the future?	5.
	What steps does the group need to take to ensure the action can be taken differently in the future?	
Meeting notes		Loose ends
		1.
		2.
		3.
		4.
		5.