

QUESTIONS?



1. How do I help girls with the YOUR OWN goal activity?

Coaching girls to develop a meaningful, creative, and realistic goal of their own is where your mentoring skills will be really helpful. Girls have been advised to work with you before starting to make sure their YOUR OWN activity's goals are SMART (**S**imple, **M**easurable, **A**ttainable, **R**ealistic, **T**imely). See [How do I design a SMART goal?](#) for more information.



To develop a SMART goal of their own, ask girls questions like:

- What do you hope to accomplish?
- What do you want or expect to learn/do?
- What do you want to come away from this experience with?
- How can you relate the project to previous work to stretch your knowledge and experience?
- Who in the community can we involve to help you reach this goal?

While their imaginations are the best resource, they're free to use activities they find in other sources, too.

It's up to the girl to decide whether or not she wants to create a format of her own for recording what her goal is and the steps she'll take to achieve it. She's free to use the [MY OWN GOAL form](#).

2. How do I advise girls with the REFLECTION activity?

At the conclusion of each IP, girls will create a "REFLECTION," a short description of what part(s) of the Promise and Law relates to what they did while completing the IP.

Ask girls to think about and describe how this IP has given them skills or greater understanding to help them live out that part(s) of the Promise and Law in their own life. Again, it's up to the girl to decide whether or not she wants to create a format of her own for the

REFLECTION activity or use the one provided in the [REFLECTION form](#) (2 pages).

3. How do I evaluate the REFLECTION activity?

There is room for individual interpretation here, as girls may naturally identify different aspects of the Promise and Law as they feel it applies to their own experience while completing the activities.

The REFLECTION activity is not intended to be like a chore; you aren't grading them on how much they do and how they do it. Instead, you're affirming their experience by coaching them to take time to reflect on it.

Encourage girls to share their opinions with the rest of the group (and/or a group outside of Girl Scouts). Volunteers like Pat Bjorke of the Chesapeake Bay Girl Scout Council have found it very beneficial for girls to hear others' interpretations of how the Promise and Law relates to a particular IP.

4. How much time should each IP take to complete?

Our goal is to coach girls to learn and explore so there are no time limits (minimum or maximum). When helping girls design the YOUR OWN activity (and for IP completion overall), be mindful that this age group has a lot of demands on its time. Avoid setting time requirements because:

- We want to be supportive of different learning styles among girls;
- Some girls may dive in and spend months on an IP of special interest to them;
- Others may work quickly and want to complete many more;
- We want to be sensitive to their busy schedules and varied interests.

5. What about double-dipping?

Our goal in each IP is to have girls build on a foundation (the REQUIRED activity) and continually increase their skills as they work to complete the project. To this end, many of the activities in these new IPs work hand-in-hand—if girls do one from the LEARN category, they can use those skills or knowledge to accomplish one of the DO or SHARE activities.

In making connections between activities and allowing girls the freedom to multitask, our intent is to maximize girls' time and effort. That said, we don't want girls to lose out on the experience by counting one activity twice. They must complete one activity from each category (LEARN, DO, SHARE).

To ensure that girls benefit from all three categories, "DO" activities involve practicing a skill as an **individual** while "SHARE" activities involve sharing that skill with a **group**.

To guard against "double-dipping", one of the BGFG Committee members came up with the idea of having a "Chicken Nugget" warning appear in activities where girls should be wary of "double-dipping." Girls will find this graphic throughout the new IP content.



As girls plan which activities they'll do, advise them on how they can best maximize the connections between activities (while also keeping the "Chicken Nugget" warning in mind).

6. Can girls work in groups?

Yes! Some of the activities can be incorporated into a group meeting so girls sense progress and remain interested. Your help in planning and facilitating girls' efforts outside of group meetings will streamline the process and maximize their time and experiences.

7. What happens to the other IPs?

Girls have many options in what they do in Girl Scouts; they can develop a business plan in a STUDIO 2B Focus book one day and find their way out of the woods with a compass another. Likewise, they can earn an IP from a book or one from the Internet.

Advise girls of the many options they have. Encourage them to continue to choose and use the resources they're interested in—from the current handbook and the *Interest Projects for Girls 11-17* book to the *STUDIO 2B Collection* series and Focus books.

The most important thing is that GIRLS choose the Girl Scout resources and activities that will support them on their journey toward becoming conscientious, courageous, and confident young women.

8. Can girls earn the other IPs like these new ones?

Of course girls can continue to earn IPs as presently designed in the *Interest Projects for Girls 11-17* book; however, they can also choose to complete them in a manner similar to the one used in *these* IPs instead:

- Do two “Skill Builders” activities of your choice.
- Do two activities of your choice from the four categories (selected activities can’t be from the same category).
- Design and do one goal of your own (must be a SMART goal).
- Prepare a short REFLECTION describing what part(s) of the Promise and Law relates to what you did while earning the IP.