**Progression in Action**- Examples of different levels of girl and adult control

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|  | **Mostly Adult Controlled** |  |  |  | **Mostly Girl Controlled** |
| Introduce: “Who chooses what the initial activity is?” | Adults choose | Adults choose activity based on girls interests | Adults give options | Adults and girls generate ideas; girls choose | Girl generate ideas based on their interests; girls choose the activity |
| Plan, part 1:  “Who generates ideas and chooses what girls will do with this activity? | Adults choose | Adults make lists of ideas, girls pick one(s) | Girls brainstorm ideas. Adults eliminate any unworkable ideas. Girls choose from this list | Girls brainstorm ideas. Adults guide girls in evaluating ideas to see if they’re “do-able.” Girls choose. | Girls brainstorm questions, evaluate them for “do-ability” and choose. Adults support as needed. |
| Plan, part 2:  “Who plans the activity?” | Adults make the plans (what, when, where, etc.) | Adults do most of the planning. Adults give girls choices from certain options. | Adults provide framework for planning; how to vote, what decisions need to be made, delegation. Girls make a plan using this frame-work | Adults give girls options for how to plan: different ways to vote, delegate, etc. Girls choose from these options, and then plan. | Girls decide how they want to plan (delegation, decision making methods, etc) Adults help girls identify decisions that need to be made, and girls make them |
| Do:  “When girls are carrying out the activity, who identifies issues and creates solutions?” | Adults identify issues as they arise, and tells girls how to solve them. | Adults identify issues as they arise, and give girls options for how to solve them. Girls choose from options | Adults identify issues as they arise, and ask girls open-ended questions to help them find solutions | Adults ask open-ended questions to help girls identify issues and find solutions | Girls identify issues as they arise, problem solve, and carry out solutions. Both girls and adults use open-ended questions to work through issues. |
| Reflect:  “Who identifies what girls did and learned?” | Adults tell girls what they did and learned | Adults tell girls what they did and learned; girls add additional thoughts | Adults plan and lead a reflection; girls share what they did and learned. (Adults share their thoughts in the reflection as well) | Adults identify ways to reflect (drawing, verbal, skits, and ceremonies); girls choose. Adults help girls reflect and are included in the reflection as well | Adults ask girls how they want to reflect. Girls identify ways to reflect, choose one, and carry it out. (Adults are included in the reflection as well.) |