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## *The Catalyst Channel*

*Featuring the* **WE CAN  
WEBCAM** 

VIDEO 1 :: Description



## A GUIDE FOR FACILITATORS



## The Catalyst Channel Guide for Facilitators

Our goals for girls in grades 11 & 12 are multiple and grand. We want them to be critical thinkers, empowered to take action to better the status of young women around the world, and confident of their own abilities to establish healthy relationships with others.

In *The Catalyst Channel*, eight young women share their perspectives on these issues. Jen has lived with Type 1 Diabetes since early childhood and volunteered her time and energy as a mentor to younger girls. Ali is a radio station manager at her high school who has taken a college class. Alexandra is a blossoming actress who is actively involved in mission work, and Ji Young came to this country from Korea speaking only four words of English. Four young women from a Girl Scout troop earned their Gold Awards while dealing with the serious illness and eventual death of their leader.

Likely, there are girls in your group with impressive stories to share. That's why these young women were chosen--as catalysts to get their peers thinking and talking about their own lives. We know it's easier for anyone to discuss personal feelings and share private thoughts if they've already had the opportunity to reflect on someone who is like them.

There are six sections featuring these girls discussing different topics, a Gold Award section, and downloadable tips from the girls, ranging from environmental stewardship to resume and interview tips, to how to be a successful mentor.

To help work through the sections, after each girl speaks, there is a "Respond" question to discuss further what she has said, and a "Reflect" question to help viewers apply the topics personally. For your use, there are some possible answers for the "Respond" questions listed below.

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### This guide is designed to:

1. Orient you to the setup of *The Catalyst Channel*.
2. Provide strategies for further exploration of resource topics.
3. Empower girls to self examine, acquire new knowledge, and move forward with an action plan to create healthy relationships in all spheres of their lives.

### OUTCOMES FOR GIRLS

Girls who participate in this program will:

- » Think critically about relationship issues they have confronted and learned from in the last decade.
- » Express confidence in their ability to have a global impact on issues about which they feel passionate.



- » Use personal strengths and talents to establish and maintain healthy relationships.
- » Develop action plans that are feasible and sustainable.
- » Discuss ethical aspects of relationship issues within their school, community, and the larger world.

## YOUR EXPERIENCE WITH THESE ISSUES

Appreciating the world of girls in grades 11 & 12 who are taking on increasing responsibilities in the global arena may be a little difficult for adult women who had a completely different high school experience. Allow girls to educate you on the realities of their lives: the pressure to pursue a lucrative career, the multiple demands on their time, ethical issues around the environment and status of women, and the complexity of relationships that have a virtual as well as a real-time component.

Admitting that you're a novice of sorts when it comes to the real world experiences of girls of this age will empower your group to take action around each topic with the confidence they can succeed because you believe in them! Often adults are most successful when they are in "listen" rather than "advise" or "lecture" mode. Allowing girls to take ownership of activities (with supervision) engages them more effectively than an adult-dominated experience, and increases their belief in their own ability to be a leader.

In this program, we have used a mock TV approach to feature girls and the issues important to them in order to take advantage of the popularity of "reality shows" for today's teens. Offering a glimpse into the lives of real girls who value leadership and healthy relationship skills will prompt viewers to identify similar characteristics in themselves.

You can preview the clips ahead of time or just read the text below and then watch with your group of girls. In either case, reviewing this guide will offer you some familiarity with the content.

## THE GIRL SCOUT LEADERSHIP EXPERIENCE AND *THE CATALYST CHANNEL*

The Girl Scout Leadership Experience includes the three "keys" to leadership and the processes that make Girl Scout programs unique:

**Discover:** Girls understand themselves and their values and use their knowledge and skills to explore the world.

**Connect:** Girls care about, inspire, and team-up with others locally and globally.

**Take Action:** Girls act to make the world a better place.

**Girl-led:** Girls play an active part in figuring out the "what, where, when, how and why" of their activities. The girl-led approach to ideas and activities ensures that girls are engaged in their learning and experience leadership and decision-making opportunities as they prepare to become active participants in their local and global communities.



**Learning by Doing:** A “hands-on” learning process that engages girls in continuous cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills. Throughout the Learning by Doing process, it is important for girls to be able to connect these experiences to their lives and apply what they have learned to their future experiences.

**Cooperative Learning:** A process designed to promote sharing of knowledge, skills and learning in an atmosphere of respect and cooperation as girls work together on goals that can only be accomplished with the help of others. Additionally, working together in all-girl environments encourages girls to feel powerful, emotionally and physically safe, and to experience a sense of belonging even in the most diverse groups.

Creating and maintaining relationships and leadership through networking are skills that a person refines over a lifetime. Learning how to connect with others and collaborate toward common goals, as happens in Girl Scouts, positions girls to achieve a successful future. The world of girls is also increasingly diverse, so considering the perspectives of girls who may differ from them will help broaden their perspective.

Your availability to answer questions, find more information, and make suggestions as girls work through the program either individually or as a group will help them see you as a resource and a role model. Allowing girls to work through the material at their own pace and to select those stories and topics that interest them most will promote their “ownership” of the program.

## NAVIGATING THE CATALYST CHANNEL

### SECTION ONE: Meet & Greet

#### Devin

**Reflect:** What personal strengths does Devin use to build positive relationships with others?

*Sense of humor — she provides “comic relief”*

*Organization skills*

*Involvement in something that she is passionate about — music*

*Community engagement strategies she learned from her mother*

**Respond:** What strengths have you developed that help you build positive relationships with others?

#### Ali

**Reflect:** How does Ali use relationships with others to continue growing as a person?

*Partners with people who bring out the best in her*

*Seeks out those who know things she doesn’t*

*Participates in a variety of community service activities*

*Takes on a management role*

*Is friends with a wide variety of people*

**Respond:** How have relationships with others helped you continue growing as a person?



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## Lyndsay

**Reflect:** What insights does Lyndsay have about her leadership style?

*Is outgoing and likes to plan*

*When confronted with challenges, she refocuses*

*Looks at what she has in common with others*

*Recognizes she needs to avoid being bossy at times*

**Respond:** How would you describe your leadership style?

## Ji Young

**Reflect:** Describe the benefits of having relationships with other girls around the world, as Ji Young does.

*Being familiar with a foreign country can be the basis for a new friendship*

*Traveling to other countries helps you learn the perspective of other girls*

*Friends from diverse backgrounds can help you discuss and resolve problems*

*Increasingly, schools and communities serve an international population*

**Respond:** Do you have friends who are from other countries? What are the benefits of knowing girls who come from different cultures than yours?

## Jennie

**Reflect:** Describe how Jennie's passion for the outdoors and nature has led to partnerships with her peers and the larger community.

*Teaches art to friends and community members*

*Entered contests that brought her art and love of nature to others*

*Note cards made it possible to share her passion with them*

**Respond:** What are your passions? How have they led you to connect with both your peers and your larger community?

## Alexandra

**Reflect:** In what ways have others motivated Alexandra to be a leader?

*Appreciates the impact of her mother's guidance*

*Has grown up with a group of girls that share her values and interests*

*Learned the importance of loyalty and consistency*

**Respond:** Describe how other women have motivated you to develop your leadership skills.



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## Alek

**Reflect:** What experiences and people have helped Alek realize the importance of healthy relationships?

*Her trainer's encouragement*

*Having a sense of identity within her school and a group of friends*

*Learning to communicate with her horse in a different way and transferring that skill to people*

*Her mother's encouragement and advice*

**Respond:** Over the years, how have you built a network of supportive people to help you achieve your goals?

## Jen

**Reflect:** Describe how Jen's listening skills have helped her resolve conflicts.

*Being open to different kinds of people in her small school where there are many cliques*

*Pursuing different opportunities helps her get to know and appreciate others*

*Hearing what her diabetic educator had to say helped her overcome her fears of an insulin pump*

*Listening to girls as a mentor allows her to help them find solutions of their own*

**Respond:** How do your listening skills compare to Jen's? Think of a situation where your listening skills helped you resolve a conflict.

## Krista

**Reflect:** How do Krista's relationships with others help her address issues and needs within her community?

*Involvement with music refines her ability to perform in front of an audience*

*Through her youth group she has learned about fundraising*

*Shared values help strengthen relationships*

*Leisure activities can do double duty in helping others through community service*

**Respond:** Describe some situations where you have worked with other people to accomplish a goal. What made your group successful or challenging?

## Meet & Greet Activity

After reviewing each introduction, ask the girls in your group to prepare a 30-second sound bite of their lives to date and then present to the group. Have them stand up and introduce themselves, and then ask them to imagine how they might introduce themselves in different situations, such as:

- » A new group of girls they hope to be befriend
- » A job interview (see Make A Good Impression: Resume and Interview Tips)
- » A community service organization in which they would like to work



## SECTION TWO: Makin' It Happen

### Alek

**Reflect:** What things helped Alek accomplish a goal that some people felt might be premature?

*Keeping her hopes high*

*Persevering*

*Keeping her cool when last minute changes occurred*

*Being able to perform in front of a large, intimidating audience with confidence*

*Having a goal in sight—being a “true horseperson”*

**Respond:** Have you ever tried to achieve a goal that others felt was unrealistic? What helped or prevented you from being successful at that time?

### Alexandra

**Reflect:** Why is the support of young women like Alexandra important to ensure the success of a service project?

*Collecting blankets, shoes, clothing, and money allow for distribution in areas of need*

*Recognizing that you are helping others by doing “behind the scenes” work makes outreach possible*

*Helping to support the global outreach of others helps you appreciate your own blessings*

*Having friends who share your commitment to global outreach can be a bonding experience*

**Respond:** Have you ever worked “behind the scenes” to help a project succeed? How was supporting someone else’s efforts different from working on your own project?

### Ali

**Reflect:** How has Ali used her fears and past difficulties to empower herself and others?

*PSA on bullying arose from personal experience*

*Reaching out to a global audience gives Ali and girls like her a voice and helps them take a stand on important issues*

*Being able to connect with others is a healing experience*

*Being concerned about college led Ali to take a college course as part of her senior high school coursework*

**Respond:** Describe a struggle you had that inspired you to take action and help others.

### Krista

**Reflect:** What helped Krista successfully plan and carry out her project with children?

*Spending time getting organized before selecting the children*

*Having goals for the project*

*Setting rules for the diverse group of children she worked with and letting them know her expectations*

*Keeping her eye on the desired outcome*

**Respond:** Give an example of a time when you planned and presented a project to children, the elderly, or some other special group with specific needs. What helped you succeed?



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## Devin

**Reflect:** How did Devin engage others in her summer camp in order to more effectively teach children?

*Scheduled the camp for a time when working parents would benefit*

*Selected age appealing material (i.e. High School Musical)*

*Had other artists visit the camp and share expertise with the children*

*Used her relationship skills to connect with children*

**Respond:** What strategies have you used to get people in a group engaged with what you have to say or do?

## Ji Young

**Reflect:** Identify the behaviors that helped Ji Young develop her academic strengths and achieve her goal of taking AP courses.

*Recognized that her language barrier prevented her from learning as efficiently as she wanted to*

*Developed innovative strategies to compensate by reading material, translating into her native language, and then translating back into English; this helped her master new coursework*

*Persevered in studying harder with the recognition of the goal it would help her achieve*

*Believed in herself*

*Maintained a sense of humor — “These four words are not what help you study or do things here”*

**Respond:** What barriers have you had to overcome in order to achieve a goal that meant a lot to you?

## Lyndsay

**Reflect:** How did Lyndsay create a program that would effectively address a global health problem for youth?

*Intervened early — elementary-aged children*

*Involved experts — RN*

*Educated herself about nutrition, BMI, etc.*

*Included a variety of activities — the chicken dance, computer program, serving size station — that would engage children and maintain their interest*

*Believed that she could make a difference in the nutritional patterns of children*

**Respond:** Have you been involved in a global health initiative? What steps did you take to help make a difference?

## Jen

**Reflect:** Describe how being a mentor helped Jen improve her own relationship skills and those of younger girls.

*Was receptive to changing her own friendship behaviors as she learned more about how to foster positive connections with peers*

*Recognized that she needed to model positive relationship skills*

*Used personal wisdom to provide suggestions to younger girls struggling with relational aggression, but avoided lecturing or solving problems for others*



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*Is honest in admitting that relational aggression is an issue she and her friends struggle with and that she must be a leader in helping to overcome it*

**Respond:** What are some things that have helped you improve your relationships with other girls? How might you help younger girls have better relationships?

## Jennie

**Reflect:** How did Jennie use her interest in wildlife biology to act as an advocate for nature in her community?

*Leadership skills helped her identify and plan a project that would reach a large group*

*Enlisting the help of others made the project feasible*

*Incorporating interesting educational materials combined the benefits of exercise and learning*

*Perseverance and determination helped her overcome barriers*

**Respond:** Describe a time when you became an advocate for someone or something because of a personal interest.

## Makin' It Happen Activity

Have girls write about their philanthropic or political interests on a sheet of paper (you may want to list some differences between the two on a blackboard or poster paper). Partner girls and have them identify commonalities in their narratives. See if they can come up with a project that might combine their interests and abilities. Have them develop a budget and timeline for implementing their project.

## SECTION THREE: Pushin' Through

### Ji Young

**Reflect:** While Ji Young faced special relationship challenges because of language and moving, what are some common relationship problems for girls, and how can they be resolved?

*Moving frequently makes it hard to make new friends — just about the time Ji Young made girlfriends, her parents had to relocate again*

*Communication is an important part of friendships; if you can't speak the same language or don't understand each other, it can make relationships challenging*

*Ji Young and her sister cried because they were so upset by their struggles with making friends; sometimes girls become angry, depressed, physically ill, or desperate to please others*

*Ji Young's entire family felt sad when she went through these difficulties*

**Respond:** Differentiate between some of the healthy and unhealthy ways in which you've responded to relationship challenges with your friends.



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## Jen

**Reflect:** What does Jen do to prevent her health status from negatively influencing her relationships with others?

*Keeps realistic expectations about what she can and can't do*

*Accepts that it is difficult at times*

*Educates others on how illness impacts on physical and emotional health*

*Continues to focus on the future and what she hopes to achieve*

*Appreciates the support of family and friends*

**Respond:** Do you or a friend have ongoing health issues that can affect emotions? What strategies can you use to get the kind of support you need from your friends and family?

## Krista

**Reflect:** How do Krista's values and priorities help her overcome obstacles?

*Reframes her self concept to include more than her physical limitations*

*Recognizes that those who judge her because of her health problems are not the kind of friends she needs or wants*

*Identifies goals that are important to her and keeps those in mind at all times*

*Doesn't let limitations prevent her from doing things that are important to her*

**Respond:** In what ways have you used things that are important to you as an inspiration and motivation?

## Jennie

**Reflect:** Jennie recognizes that at one time, she might have allowed herself to be in an abusive relationship. What are some signs she now has a healthier perspective on relationships?

*Insight into past patterns and their potential danger can help prevent problems in the present or the future*

*Becoming comfortable with who she is promotes self confidence*

*Finding friends who enjoy the same things she does, even if they're not "popular," has helped her gain self esteem*

*Recognizing that she can have fun by being herself frees her from the need to constantly please others*

*Maturity has helped her overcome shyness and be more outgoing*

**Respond:** Discuss a time when you were in a relationship that you now recognize as abusive. What can you do to keep yourself safe from these types of relationships?

## Pushin' Through Activity

At what age does gossip become a problem for girls? Do some research on who gossips (girls more than boys? younger girls more than older girls?), how (various ways to gossip, i.e. online, betraying secrets, text message, etc.), why (motivation behind gossip), and where (prime situations where gossip occurs).



Use the information you find to develop an action plan that will help younger girls communicate in helpful rather than hurtful ways in each of these situations:

- » Online: IM, blogs, etc.
- » When the relationship is conflicted: someone's feelings have been hurt
- » In new situations: when feeling unsure or being the new girl
- » During competition: when girls are competing against each other for a prize, grade, etc.
- » Times of stress: avoiding inflicting hurt on others because you are going through hard times

Share your plan with other girls (in person, on paper, online). [Optional: Find a way to evaluate whether their attitudes and behavior around gossip change].

## SECTION 4: Give and Take

### Devin

**Reflect:** The loss of her mother has made relationships even more important to Devin. What relationship behaviors matter most to her?

*Appreciating the little things others do for her*  
*Being there for others as they are there for her*  
*During times of emotional struggles, being able to ask for help*  
*Recognizing that relationships involve give and take*

**Respond:** How have you used relationship skills to support a friend during a time of crisis? What kinds of things have you said and done that helped someone else deal with grief and loss?

### Jen

**Reflect:** When Jen tried to discuss her feelings with her friends, the situation temporarily got worse. What insights helped her work through the conflict?

*Recognizing that from a practical perspective, it's hard to coordinate activities with eight friends*  
*Approaching other girls in an attempt to increase understanding, not place blame*  
*Continued to attempt to resolve the disagreement, even when more problems arose*  
*Took the time needed to make things better*

**Respond:** Describe some of the ways you have responded to being excluded by other girls. Think about times when you have shut others out, and discuss what motivated you to do so.



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## Alexandra

**Reflect:** How did Alexandra prevent gossip from ruining the group she was part of?

*Concentrated on her own performance*

*Brushed off cruel comments*

*Recalled a time when one girl saying mean things destroyed an entire group, so refused to repeat gossip in her own group*

**Respond:** Create an action plan to prevent other girls from gossiping online and off. How can older girls help younger girls avoid relationally aggressive behaviors such as gossip, rumors, mean blog posts, etc.?

## Give and Take Activity

Have the girls select a global issue related to women, such as the status of young girls in third world countries. Have them go online and research a specific country and age group. Encourage them to make a list of barriers and supports that might help a program successfully promote change.

## SECTION FIVE: Steps to Success

### Alek

**Reflect:** How did Alek's sense of herself help her achieve the challenging goals she set for her future?

*Gave herself permission to be competitive*

*Recognized that she has to "pay her dues" and start small but continue to achieve*

*Appreciated the connection between learning more and building confidence*

*Focused on the future, and how the present can help you accomplish what you desire*

**Respond:** What insights into your own strengths and challenges will help you achieve goals you have set for yourself?

### Lyndsay

**Reflect:** How did Lyndsay's values conflict with the relationships she found herself in, and what did she do to make a healthy change?

*She excelled at soccer, but the competitive climate on the team made participation less enjoyable*

*An individual sporting event allowed her to express her true self and achieve athletic goals*

*She recognized competition between women can result in positive or negative behavior*

*Through a difficult situation, she learned more about herself, and what makes her comfortable and uncomfortable in a peer group setting*

**Respond:** Have you ever experienced conflicts in a relationship because of differing values?

What did you do to change the dynamic from hurtful to healthy?



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## Alexandra

**Reflect:** Time management is a leadership skill. How has Alexandra organized her busy life so that she can accomplish important goals?

*Keeps things in writing so she has a record of achievements and ongoing efforts*

*Identifies manageable goals by listing things she wants to complete in one day*

*Sets priorities and gives these efforts precedence over others*

*Collaborates with others to achieve what is meaningful to her*

**Respond:** How have your own leadership skills helped you set up and implement creative action plans that are successful? Share your personal tips for time management.

## Jen

**Reflect:** What does Jen believe is at the heart of team building and cooperation?

*Accept that everyone is entitled to his/her own point of view, and that each person will be different*

*Really listening to others can help overcome many relationship obstacles*

*As a mentor she helps younger girls identify and practice friendship skills*

*Recognizing that friendship is hard work but worth it has helped both Jen and the girls with whom she works*

**Respond:** Discuss your own beliefs about how to effectively partner with other groups and people in order to achieve a goal.

## Ji Young

**Reflect:** How can the power of relationships help friends like Ji Young when they go through a difficult time?

*Encouraging others in a realistic way can give them emotional support*

*Showing others how success is possible through perseverance and hard work*

*Believing in yourself can make you a leader among your friends*

*Everyone has a life story that involves challenges*

**Respond:** Describe how effective communication with friends can help you confront challenges and difficult times. How else can friends help friends?

## Ali

**Reflect:** Identify some of the skills and personal strengths Ali uses to get relationships off to a good start.

*Stays open to lifelong learning, even when she knows a lot about a particular subject*

*Recognizes that you need to learn new skills in any situation before you plunge into the action phase*

*Observing other people can be part of the learning process*

*Appropriate etiquette in new situations is an important way to foster collaboration*



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*Don't expect perfection — when you make a mistake, figure out what you can learn from it and go on from there*

**Respond:** As you venture forth to college, work, and other new experiences, what strengths do you hope to develop further? Are there behaviors or skills you want to learn or change?

## Steps to Success Activity

Have girls develop a mentoring program that will help younger girls develop healthy relationship skills. Have them complete the information below:

1. What would be the objective(s) of the relationship program?
2. What age girls would be the target?
3. Who would be the mentors in the program? How would they be trained?
4. How often would the program meet, and where?
5. What would be the activities you would engage the girls in during your time together?
6. How would you fund the program?
7. How would you evaluate the success of your program?

## SECTION SIX: Future Impact

### Alexandra

**Reflect:** Describe the rights and abilities Alexandra believes she has which will change both her life and the lives of others in years to come.

*Confidence that her impact will be great*

*Wants to be a role model so others will be inspired to do the right thing*

*Believes she has the talent and capacity to make a difference on a large scale*

*Recognizes that her leadership skills can help those in need at home as well as globally*

*Values the role of individuals to use their "voice" to make a difference*

**Respond:** What makes you confident that you will be able to change the world in big and little ways in the years to come?

### Ali

**Reflect:** What is Ali's strategy for changing the world in the years to come?

*Continues with current efforts to make a difference, such as her PSA*

*Looks for help with the individual effort she makes so as to increase her impact*



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*Seeks the power of connection through positive relationships which can create change on a global level*

*Maintains a positive and upbeat attitude*

**Respond:** As you contemplate the future, how do your personal goals interface with your goal to have a global impact on the lives of young women?

## Jen

**Reflect:** How does Jen plan to improve the physical and emotional health of others in the future?

*Builds on her past experience with her own physician who taught her about diabetes*

*Recognizes sustainable efforts come from beginning individually and expanding to global perspective*

*Sees the interrelationship between physical and mental well-being*

*Seeks out opportunities and experiences now which will contribute to her success in the future, i.e. work as a mentor*

**Respond:** What life skills will help you maintain or improve your physical and emotional health?

## Alek

**Reflect:** Although riding isn't considered an NCAA sport, how does Alek see herself as a leader in the future?

*Maintains high goals and aspirations*

*Continues to pursue her passion even if it isn't traditionally recognized as a "sport"*

*Considers the well-being of those around her as important to her own well-being*

*Identifies outcomes that may require her to overcome barriers*

**Respond:** When is it wise to take counsel from others and follow their advice, and when should you rely on your own instincts and ideas?

## Ji Young

**Reflect:** How does Ji Young plan to create cooperation and effective partnerships between girls from different countries in the future?

*Stresses the importance of being multilingual*

*Travels to other countries with girls who are natives so she can learn about their cultures*

*Will establish a club in college where students from around the world can meet to problem solve and support each other*

*Explores continued opportunities for networking on a global basis*

**Respond:** Describe strategies you have used to make sure a program or activity is diverse and inclusive.

## Lyndsay

**Reflect:** As a future leader, what strengths and challenges does Lyndsay face?

*Her lifelong ability to organize and guide others is a plus*

*Clarity on her goals and ability to accomplish them help ensure success*



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*Commitment to making a difference is built on past successful experiences, such as her project with changing nutritional behavior*

*Exploring how her talents and interests interface with leadership opportunities can help her seek continued educational and experiential opportunities*

**Respond:** When you receive feedback on how to improve yourself, how do you respond? Talk about a specific situation where you had to learn a new skill, adjust your attitude, or change your goals.

## Krista

**Reflect:** Krista plans to make a positive change in the health of children. What experiences/strengths will help her achieve this goal?

*Personal experience with illness helps her understand the role and importance of nurses*

*Success in her project with youth gives her confidence she can succeed*

*Past participation in community service gives her insight into the caring professions*

*Obtaining a college degree will enable her to enter nursing with higher credentials*

**Respond:** Are there special groups of people you plan to advocate for in the future, if you haven't already done so? How can you turn your passion into activism and take action on their behalf?

## Jennie

**Reflect:** How will Jennie's interest in wildlife biology and global warming inspire others to become advocates for the environment?

*Enthusiasm and passion are contagious*

*Working to inspire others to work with you is most often more successful than trying to take on an effort or program alone*

*Timeliness of environmental preservation and protection will present opportunities*

*Innovative and creative methods for getting others interested are more likely to work than lecture*

**Respond:** What issues are important to you? How have you acted alone or in collaboration with others to make a difference regarding these issues?

## Devin

**Reflect:** What past experiences inspire Devin to believe she can have a global impact in the future?

*At a young age, Devin recognized that she enjoyed teaching*

*As a result of her Gold Award project, she was able to make a difference in the lives of children*

*Love of theater helps her to be animated and able to engage with others*

*Recognition of what she and her group have already accomplished is motivation for the future*

**Respond:** Describe the social issues that concern you and your closest group of friends. How do you believe each of you, in your own way, will make the world a different place for women in the years to come?



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## Future Impact Activity

Ask the girls to identify the kinds of careers in which they are interested. From there, provide them with the opportunity to do some research on what kind of education they need to pursue their interests, and/or any work experience they will need to get them started. Create a forum in which the girls can share their ideas and present to one another on the (global) impact they hope to have in their chosen vocations.

## Section 7: Getting Your Gold Award

**Reflect:** The discussion of “making the best out of a bad situation” also illustrates the positive power of role models. What impressed you most about the troop leader’s behavior?

*She was optimistic that she could make a difference*

*She was realistic about what needed to be done*

*Her sense of humor made the situation less tense*

*She didn’t view community service as a burden*

**Respond:** As a role model for younger girls, what qualities do you hope to teach?

**Reflect:** These young women discuss several aspects of Girl Scouts that make their relationships special. Which one of the descriptors do you think is most important, and why?

*In the troop, girls offer to help each other without being prompted*

*A shared and challenging experience bonds the girls and helps them understand each other better*

*Each girl recognizes they have differences, and accept that they can be close without spending all their time together*

**Respond:** What makes some of your relationships with other young women safe and special? What “friendship advice” would you offer younger girls?



Denise Andren, leader of Girl Scout Troop 913, died of ovarian cancer November 4. The day before her death, she got to see her daughter Devin, Jennie, and Lyndsay receive their Gold Awards in her hospital room. (Krista received her award earlier, with Denise in attendance.)

The girls put forth extra effort to honor their longtime leader and friend by completing their Gold Awards. They also created a tribute pin in her memory.



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## SUGGESTIONS ON HOW TO USE THE MATERIALS OVER A SIX TO EIGHT WEEK PERIOD

*The Catalyst Channel* covers multiple issues modern girls face, and provides you with a flexible medium with which to create program sessions that make sense to your troop or group. After becoming familiar with the program, ask girls how they would like to progress through the material. Some alternatives you might offer are:

- » Following one girl's story throughout the different sections of the resource
- » Reviewing one section completely and using the questions provided as a guide for discussion before doing the suggested activity
- » Begin with Getting Your Gold Award, discussing role models and friendships before viewing the other sections
- » Having girls view the sections on their own and discuss the one they identified with most closely
- » Doing the Activity at the end of each section as a group, in pairs, or individually
- » Summarizing "key points" from each section



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