

Core Training Update

Girl Scouts Heart of the South has exciting news! All materials for Core Training for Program Aides (PA)s, Volunteers-in-Training (VIT), and Leaders-in-Action (LIA) are now available online! We know our older Girl Scouts have full schedules and we're thrilled to offer girls the opportunity to pursue these leadership opportunities at their own pace. PA, VIT, and LIA candidates will no longer struggle to fit a council-scheduled Core Training date into their plans. Girl Scouts now have the flexibility to complete Core Training on their own schedule. If desired, troops or service units may choose to offer this training at a time and location most convenient to you.

In addition, girls are no longer required to submit PA, VIT, or LIA documents or materials to council for review. All forms are also available online. These developing leaders will be responsible for tracking their progress as PAs, VITs, and LIAs and may coordinate these efforts with their respective troop leaders and service unit leaders.

Troop leaders should submit a recognition request slip (available at your local council shop) to notify council of a girl's status as a PA, VIT, or LIA. No other documentation is required at the council level. Girls will receive a congratulatory letter and certificate of recognition from the council for their achievements. Pins and/or patches will be purchased by individuals, and girls should be recognized at a troop or service unit recognition event, such as Court of Awards, etc.

This new procedure is designed to promote responsibility and accountability and to make the Girl Scout Leadership Experience even more accessible to every girl.

Core Training Facilitators Guide

Opening

Welcome girls

Introduce yourself (if necessary)

Go over housekeeping details (bathroom locations, room temperature, snacks if available)

Introduction Game - Yarn ball challenge - IF NECESSARY

Allow girls to introduce themselves using the yarn. One girl starts off with the end of the yarn in her hands, says something about herself, and tosses the yarn ball to another person across from her. The toss can not be to the people beside her. This continues until everyone has had a chance to introduce themselves. At the end have the girls to untangle the yarn they have in their hands without letting go of the yarn.

Purpose

Core Training is designed to help Cadette, Senior, and Ambassador Girl Scouts discover their talents in mentoring and leading younger children, gain the confidence, knowledge and expertise needed to guide younger girls, and prepares them to hold future leadership positions within and outside of Girl Scouting; plus, connect with other teen Girl Scouts from around the council.

Objectives (allow girls to read bullet points aloud)

The objectives of this training are for you to:

- ✧ Exhibit an understanding of basic Girl Scout values as stated in the Promise and Law, Mission, and Leadership Experience.
 - *facilitate planned activities that promote an understanding of the Promise, Law, Mission*
- ✧ Demonstrate knowledge of the basics of child development and how children learn.
 - *identify age level characteristics of Daisy, Brownie and Junior Girl Scouts and be able to identify how these would affect program planning and activities*
 - *plan activities for Girl Scouts that allow the girls in the group/troop to progress in their understanding of a skill*
 - *identify appropriate methods of teaching activities to a Daisy, Brownie, and Junior Girl Scout*
- ✧ Demonstrate appropriate ways of working with younger Girl Scouts.
 - *define the six age levels in Girl Scouting*
 - *demonstrate ways to appropriately handle typical behavioral problems.*
 - *demonstrate ways to divide a troop or group into groups by chance*
 - *demonstrate qualities of a good leader and discuss how they apply to working with a troop or group*
 - *discuss how to promote pluralism*

- *demonstrate how to work with girls with disabilities*
- *discuss how to assign tasks within a group; i.e. kaper chart*
- *demonstrate different methods of evaluation to use with girls*

✧ **Define your role as a PA, VIT, or LIA.**

- *discuss specifically what they can and can not do in a planned leadership situation*
- *keep a notebook, record, or log of training and activity plans*
- *participate in evaluation of their role as a PA, VIT, LIA after each experience*
- *understand the organization and use of Safety-Wise in planning any Girl Scout program activity*

Training Outline

Core Training is divided into sessions. These sessions include the following:

- ✧ *All About Program Aides, Volunteers in Training, Leaders In Action, and Senior Girl Scout Troop Assistants*
- ✧ *Understanding Girl Scouting*
- ✧ *Characteristics of a Good Leader*
- ✧ *Being a Successful Leader*
- ✧ *Working with Adults*
- ✧ *Characteristics of Younger Girls*
- ✧ *Working with Younger Girls*
- ✧ *Core Training is over, What Do I do next?*
- ✧ *Forms Needed to Begin and Complete the Process*

Closing

Encourage girls to ask questions, have fun, and be themselves

You can become a:

Program Aide (PA)

Volunteer-In-Training (VIT)

Leader In Action (LIA)

Learn all about each one

PROGRAM AIDE

Position Description

Description: Girls who become proficient in a specific area of interest and share their specialized knowledge with younger girls in a troop or group setting.

Eligibility:

Cadette Girl Scout Program Aide: Any registered Cadette Girl Scout in grades 6-8.

Senior/Ambassador Girl Scout Program Aide: Any registered Senior/Ambassador Girl Scout in grades 9-12.

Training Requirements:

Core Training: Designed to foster the development of basic leadership skills and to give girls a basis for working with younger girls. Topics include basic understanding of Girl Scout program, developmental characteristics of younger girls, and the role and responsibilities of the Program Aide. Additionally, participants will learn how to select, plan, and present age-appropriate activities and use problem-solving strategies.

Specialization Training: Girls strive to become proficient in a particular topic, area, or activity such as crafts, songs, or outdoor skills. At the completion of the session, a girl should be able to lead a troop/group through a variety of activities in the specialization area.

- Specializations may include but are not limited to arts & crafts, songs & games, outdoor skills, first aid, ceremonies/flags etc. You may check with council for more options.

Note: Senior Girl Scouts who have already received Core Training as Cadette Girl Scouts do not need to repeat Core Training, but must select one additional specialization training. Also, note that it is possible to be a Senior Girl Scout Program Aide without first having been a Cadette Girl Scout Program Aide.

Activity Kit Requirement:

An Activity Kit is a box or file with an organized set of activities. This kit should contain needed supplies and instructions for the activities it contains. **For Cadette PA's a minimum of 25 activities are needed. Senior/Ambassador Program Aides, who have been a Cadette Program Aide, should add at least 25 more activities.**

The PA takes the kit with her whenever she is working with younger children (troop activities, camping with a troop, babysitting, etc.) She'll have ideas and supplies at her fingertips to keep the children occupied with fun activities. An occupied child is not bored and causes fewer problems.

Internship Requirement:

Once the PA has taken the trainings and completed required paperwork, she can either locate a troop/group in her local area with whom she would like to work, the Service Unit Manager can help her connect with a troop or she can obtain council assistance in locating a troop or group. They will match the PA with an experience that will be beneficial to both her and the girls with whom she will work. Under adult supervision she must then work with troops and/or groups to complete at least 25 hours of service to her troop and/or group. These hours can be spread out over several months.

Responsibilities:

Once assigned to a troop/group a girl must:

- Arrange mutually convenient meeting times with the leader to plan and discuss how she will be integrated into the function of the troop/group. This includes determining if she will need any special materials for the activities she would like to present, and deciding who will supply them.
- Create an activity kit in the chosen area of specialization.
- Attend the meetings of her assigned troop/group. If she is unable to attend due to emergency or extenuating circumstances, she must make every effort to notify the leader in advance.
- Maintain a record of the time spent with the assigned troop/group.
- Arrange for transportation to and from meetings and events.
- Provide the leader with signed parent/guardian permission slip when they plan to travel with a troop/group.
- Complete the Leadership Project Evaluation Form.

Awards:

A girl earns her PA pin:

- Upon completion of Core Training and one Specialization Training.
- Upon completing an Application for a Leadership Position, three references, and the Parent/Girl Agreement.
- The PA Pin can be presented to girls on the troop or service unit level.

A girl earns her PA patch:

- Upon completing a Leader/Adult Agreement for Participation in Leadership Projects.
- Upon completion of at least 25 hours of service as a Program Aide.
- Developing an Activity Kit of program resources.
- The PA Patch can be presented to girls on the troop or service unit level.

SUGGESTIONS FOR ORGANIZING AN ACTIVITY KIT

Show girls an example of a type of box they can use.

A sheet for each activity that contains- name of activity, needed supplies, and complete instructions. You may use index cards for activities. New activities can be added at any time and immediately put in the correct location. It may be helpful to put the activities in each category in alphabetical order and to keep a list of these at the beginning of each category. For most activities, all needed information would fit on the 4 x 6 cards. A minimum of 25 activities is required for your first activity kit.

Container - box, file box, suitcase, Rubbermaid storage container, etc.

Office supplies to include: paper, pencils, scissors, markers, tape, tacks

Categories of activities:

- starters/mixers (get to know, introduction, bandana hide out)
- active games (relays, ball games, changing seat games, movement)
- quiet games (charades, word search, 20 questions)
- mystery games/mental teasers (have to guess the game secret)
- dances (rain dance, Strut Miss Sally, Noble Duke of York)
- readings/story telling (fill in the blank, ball of yarn storytelling)
- drama (drama in a bag, skit using GS laws, other skits)
- crafts (friendship bracelets, nature crafts)
- camp (sleeping bag relay, nature hunt, special ceremonies, shadows)
- badge/try-it requirements (whatever the troop/group may want to do)
- songs (rounds, graces, campfire, action, traditional GS, folk, silly)

Resources for games and other activities (some can be found at the council shop library)

- Journey Books
- Girl Scout Handbooks
- Games for Girl Scouts
- The New Games Book
- The More New Games Book
- What To Do Instead of Screaming
- Handbook of Recreational Games
- Games For All Occasions

VOLUNTEER-IN-TRAINING

Position Description

Description: This award is for girls who'd like to mentor a Girl Scout Daisy, Brownie, Junior, or Cadette troop.

Eligibility:

Senior Girl Scout Volunteer-in-Training - any registered Senior Girl Scout who has completed ninth grade

Ambassador Girl Scout Volunteer-in-Training - any registered Ambassador Girl Scout in grade 11 or 12

Training Requirements:

Core Training: Designed to foster the development of basic leadership skills and to give girls a basis for working with younger girls. Topics include basic understanding of Girl Scout program, developmental characteristics of younger girls, and the role and responsibilities of the Leader in Training. Additionally, participants will learn how to select, plan, and present age-appropriate activities and use problem-solving strategies.

Leadership Essentials for Teens: Designed to help teens teach younger girls how to use their personal leadership to discover their values, connect with others, and take action in their communities through Journey materials and the Girl Scout Leadership Experience.

***This training is still being designed and not yet being offered.**

Internship Requirement:

Once the VIT has identified a troop in grade the level with which she would like to work, and has completed the training, she is required to complete a three-to-six-month internship. During this time, the VIT must create and implement a program (based on a Journey or badge) to lead or facilitate for the troop with which she has decided to work. This program must last at least four sessions and may be extended.

TIP: *Choose activities that match your areas of interest and expertise. If you feel passionately about art or technology, design a program that reflects that passion.*

Responsibilities:

- Find a mentor volunteer who is currently the adult volunteer for a group of girls at the level you'd like to work with. This volunteer will help you through your training and internship, and you'll help the volunteer with her group of girls for the three-to-six-month period.
- Complete Core Training and Leadership Essentials
- Create and implement a thoughtful program based on a Journey or badge that lasts over four or more sessions. This includes designing, implementing, and evaluating the activities.

Awards:

A girl earns her VIT pin:

MORE INFORMATION COMING SOON!

A girl will receive a VIT patch:

MORE INFORMATION COMING SOON!

Leader in Action

Position Description

Description: In keeping with the Girl Scout tradition of older girls helping younger girls the LIA encourages older girls to be key assistants to a Brownie troop. There are two different LIA awards available.

Eligibility:

Any registered Cadette Girl Scout in grades 6-8.

Training Requirements:

None

Responsibilities:

Once assigned to a Brownie troop a girl must:

- Arrange mutually convenient meeting times with the leader to plan and discuss how she will be integrated into the function of the troop. This includes determining if she will need any special materials for the activities she would like to present, and deciding who will supply them.
- Attend the meetings of her assigned Brownie troop. If she is unable to attend due to emergency or extenuating circumstances, she must make every effort to notify the leader in advance.
- Arrange for transportation to and from meetings and events.
- Provide the leader with signed parent/guardian permission slip when they plan to travel with the troop.

Awards (Option 1):

A girl earns her LIA patch:

- **Actively assist with sessions of a Brownie troop's Brownie Quest**
- **Complete steps 1-3**
 - **Demonstrate your organizing skills**
 - **Demonstrate a special skill or talent**
 - **Help brownies complete their healthy living actions**
- **Reflect on experience**
- **Get feedback from Brownie adult leaders**

For a complete explanation of requirements, see the following Journeys excerpts:

"Brownie Quest" Adult Guide for "It's Your World - Change It!"	pgs. 17-19
"A World of Girls" Adult Guide for "It's Your Story - Tell It!"	pgs. 17-19
"MEdia" Adult Guide for "It's Your Story - Tell It!"	pgs. 17-19

Awards (Option 2):

A girl earns her LIA patch:

- **Actively assist with sessions of a Brownie troop's Wonders of Water (WOW) Journey**
- **Identify a Brownie troop**
- **Talk to the Brownie troop leader about what the troop enjoys, what they are doing, and any challenges she has with the troop.**
- **Arrange to be at some of their Brownie troop meetings and do the following activities**
 - **Guide Brownies through a fun activity that teaches about Earth's air and/or water**
 - **Inspire the Brownies to try a new healthy habit**
 - **Engage Brownies in a short activity about teamwork**
 - **Have Brownies identify parts of the Girl Scout Promise and Law that they are living out**
- **Get feedback from the troop leader about what you did with the troop**
- **Answer the Discover, Connect, and Take Action questions on the LIA pages**

(Complete explanation of requirements located in the Adult Breathe Leadership Journey on pages 19-21)

Girl Scout Basics

Have girls complete the activity question below. Select a few to discuss their answers. Round the discussion out by discussing how the Promise, Law, and Mission relate to leadership.

The Promise, Law and Mission of Girl Scouting are important concepts for girls and leaders to understand.

THE GIRL SCOUT PROMISE

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

THE GIRL SCOUT LAW

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring
courageous and strong, and
responsible for what I say and do,
and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

MISSION STATEMENT

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

Pick out one or more words of the Girl Scout Promise, Law or Mission that you most identify with. What do you feel is important about the word or words you selected, how you think the word(s) you chose could help younger children, and how your word(s) relate to being a good leader. Write your answer below.

Girl Scout Ways And Days

Divide girls into groups (sun, moon, stars, planets, comets). Allow each group three minutes to match as many of the clues as they can. The group with the most correct answers wins a prize.

- | | |
|--------------------------|---------------------------|
| 1. Girl Scout Sign | 15. Kaper Chart |
| 2. Girl Scout Handshake | 16. National Center Sites |
| 3. Girl Scout Quiet Sign | 17. Fly-Up Ceremony |
| 4. Friendship Circle | 18. M.I.C.E. |
| 5. Friendship Squeeze | 19. Troop Government |
| 6. Girl Scout Motto | 20. World Centers |
| 7. Girl Scout Slogan | 21. March 12 |
| 8. Trefoil | 22. Bridging Ceremony |
| 9. "Daisy" | 23. Scout's Own |
| 10. October 31 | 24. Savannah, Georgia |
| 11. Investiture Ceremony | 25. Rededication Ceremony |
| 12. Membership Dues | 26. Thinking Day |
| 13. February 22 | 27. Troop Dues |
| 14. Court of Awards | 28. Suzy Safety |

- 9 ____ a. Juliette Low's nickname
- 13 ____ b. Thinking Day
- 11 ____ c. Welcoming ceremony for someone coming into Scouting for the first time
- 18 ____ d. Minimal Impact Camping Experience
- 23 ____ e. A quiet type of ceremony with a theme
- 1 ____ f. Made with 3 fingers, which stand for the 3 parts of the Promise
- 25 ____ g. Special ceremony held when Girl Scouts want to renew their Promise & Law
- 26 ____ h. Birthday of both Lord and Lady Baden-Powell; World Chief Guide
- 27 ____ i. Money collected from girls on a regular basis to pay for troop activities/supplies
- 24 ____ j. Juliette Low's Birthplace
- 17 ____ k. Ceremony where Brownie Girl Scouts become Junior Girl Scouts
- 8 ____ l. 3 leaves
- 19 ____ m. Brownie Ring; Patrol System; Town Meeting; Steering Committee
- 6 ____ n. Be Prepared
- 21 ____ o. Birthday of Girl Scouting in the United States
- 2 ____ p. Formal way of greeting other Girl Scouts and Guides
- 14 ____ q. Ceremony where girls receive badges and insignia they have earned
- 10 ____ r. Juliette Low's birthday
- 16 ____ s. Savannah, Georgia; Rockwood, Maryland; New York; Wyoming
- 3 ____ t. Special sign for quiet
- 12 ____ u. Money to register with the National Girl Scout Organization
- 4 ____ v. Cross right arm over left, and clasp hands with your neighbor
- 15 ____ w. A list of jobs and who does them
- 7 ____ x. Do a good turn daily
- 28 ____ y. A character reminding you to do something in a safe way
- 22 ____ z. Ceremony held when a Girl Scout crosses the bridge to the next level of Girl Scouting
- 5 ____ aa. A light squeeze of your neighbor's hand while standing in the Friendship Circle
- 20 ____ bb. Our Cabana in Mexico; Our Chalet in Switzerland; Pax Lodge in England; Sangam in India

Program Concepts

Ask girls what makes the Girl Scout organization unique or different from other youth serving organizations. Discuss their replies. Have them complete the activity below and select girls to share their answers.

There are essential elements belonging in the Girl Scout Leadership Experience which make it unique among organizations for youth. These are:

- a. Girl/Adult Partnerships - Girls help in the decision making process. At each age level girls begin to assume increased responsibility in planning and decision making.
- b. Pluralism - Girl Scouting is for everyone. All adults and girls are accepted and may be members, no matter their race, religion, ethnicity, or socioeconomic status.
- c. Gender Equity - The many benefits of participating in an all-girl organization include opportunities for leadership, self-discovery, and value development, not available in co-ed situations.
- d. Safety - Safety is an essential part of all Girl Scout activities and planning.
Safe-free from danger, damage etc.
 - a). Giving protection
 - b). Trustworthy

Safety-Wise: calls it the reduction of unnecessary risk.

- e. Leadership Development - Girl Scouting builds leadership in girls. Through girl driven, hands-on activities that can be shared with others, girls discover their skills and talents, connect with role models and mentors, and take action in their communities to make the world a better place.

The following is a list of skills. At the beginning of each skill, fill in the letter corresponding to the above list. (Can have more than one answer)

Example d 1. Provide a bucket of water for the campfire.

- B 1. Befriend a girl of another nation.
- C 2. Have a make-up party.
- D/E 3. Work at Day Camp.
- A/C 4. Do a career exploration activity.
- B/A 5. Earn the Girl Scout Religious Award for your faith.
- D/A 6. Learn CPR.
- D 7. Use the buddy system.
- E/A 8. Earn the Gold Award.
- C 9. Have a slumber party.
- E/A 10. Become a Program Aide.
- E 11. Educate and inspire others to act with courage, confidence, and character

Safety Activity Checkpoints Search

The Safety Activity Checkpoints tool is a resource that allows Girl Scouts to quickly reference safety guidelines for any Girl Scout activity. You may access a copy of the Safety Activity Checkpoints online at <http://www.girlscoutshs.org/safetyactivitycheckpoints>. The following is a Safety Activity Checkpoints quiz. You can find all of the answers in the Safety Activity Checkpoints document online.

Answer the following questions and note the page number where each answer is located. If an answer is false, please state why you think it is false.

1. What four types of activities have checkpoints listed?

Water Sports, Land Sports, Camping Activities, Other Activities Page 3 - 4

2. Girl Scouts are allowed on Class IV and above whitewater.

True False Page 5, 16, 46

3. Girl Scouts should always use the buddy system for all activities.

True False Page Any

4. How can girls with disabilities be included in a kayaking activity?

Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations and learn more about resources that the International Canoe Federation and British Canoe Union provide to people with disabilities. Page 16

5. What kind of sunscreen is recommended for rowboating activities?

Waterproof; SPF 15 Page 20

6. Twenty-six (26) Girl Scout Cadettes are participating in a swimming activity. How many adults should be present to meet the adult-to-girl ratio?

3 adults Page 36

7. Girl Scout Brownies are permitted to participate in Archery activities.

True False Page 53

8. What do the initials "FTF" represent? During which activity might a Girl Scout hear this jargon?

"First to Find" / Geocaching Page 81

9. When Girl Scouts are camping, it is okay to set up the campsite after dark.

True False Page 113

10. Girl Scouts are permitted to operate go-carts without council permission.

True False Page 155

Characteristics of a Good Leader

What Makes A Good Leader

Leader T-shirt design - OPTIONAL ACTIVITY

Divide girls into groups. Give each group color markers.

On newsprint, have girls draw the shape of a large t-shirt. Anywhere on the t-shirt have the girls write the words "a good leader..." Have girls finish the statement by filling the t-shirt with words or phrases that describe the characteristics of a good leader. Allow each group to present their design when they are complete.

- A good leader is sensitive to the girls and their needs. There may be girls in the troop you are working with who may have difficulty reading or speaking, who may have disabilities, or who are experiencing crises at home. You can help meet the needs of these girls by recognizing the issues, and showing that you care about each girl as an individual. You should be non-judgmental and tolerant of differences.
- Leaders share their skills and talents with others. Adult leaders may benefit from the knowledge and skills you have to offer.
- A leader needs to be aware of health and safety factors in activities. A leader can allow the girls freedom to explore and try new interests, but should consult Safety-Wise to make sure the safety standards are followed. When planning with girls, a leader needs to discuss necessary safety precautions before agreeing to an activity.
- Good leaders are flexible.
- Most importantly, a leader needs a sense of humor! A leader should encourage fun, spontaneity, and creativity. She should show a positive attitude, relax and enjoy the girls.

GIVES CLEAR WORK INSTRUCTIONS

PRAISES OTHERS WHEN THEY DESERVE IT

IS WILLING TO TAKE TIME TO LISTEN TO OTHERS

IS COOL AND CALM MOST OF THE TIME

HAS CONFIDENCE AND SELF-ASSURANCE

HAS APPROPRIATE TECHNICAL KNOWLEDGE OF THE WORK BEING SUPERVISED

UNDERSTANDS THE GROUP'S PROBLEMS

GAINS THE GROUP'S RESPECT

IS FAIR TO EVERYONE

DEMANDS GOOD WORK FROM EVERYONE

GOES TO BAT FOR THE GROUP

IS NOT "STUCK UP"

IS EASY TO TALK TO

What Type of Leader are You?

Have girls answer the question below and discuss their answers.

Leaders are people who inspire others to bring about change or to get something accomplished. Leadership isn't confined to elected officers. At different times and in a variety of situations, everybody has the opportunity to be a leader. Leaders possess a variety of talents, skills, and traits that are not the same for each leader. Everybody has leadership potential in one situation or another.

Leadership often depends on several things - what must be done, the situation, and what people expect. Each of us, at one time or another, is likely to be in the position of leading a group.

Leaders often take on various roles. The roles they assume may change with time and circumstances and the people with whom they work. Some of these roles are:

Director Tells others what to do	Mediator Calm, objective, sensible
Problem-solver Focuses on solving the problem, not the problem itself to accomplish goals	Motivator Excites, encourages others to act
Facilitator Makes things possible, makes process easy	Guide Leads others into accomplishing a goal
Confronter Deals with issues directly	Dreamer Uses ideas and vision to inspire others to act
Initiator Makes the first move	Producer Produces ideas and solutions
Coach Prepares others to act	Timekeeper Keeps everyone on track
Clarifier Simplifies what needs to be done to accomplish goals	Networker Connects with others for resources and ideas
Manager Guides others	Peacekeeper Finds peaceful solutions to solve problems
Listener Pays attention	Explorer Examines all the options
Delegator Assigns tasks	Nurturer Caring, fosters open thinking
Negotiator Works out agreements and partnerships	

Which type of leader are you and why?

Working With Adults

Whoa Baby Pop Up What Can Girls Do In a Leadership Project?

When an activity is called that a girl thinks she can not do, have the girls pop out of their seat and shout "Whoa Baby". Afterwards discuss how knowing what is allowed or not allowed can affect the relationship with the adult leader they will be working with.

Take troop camp training - *Whoa Baby*

Drive girls or peers - *Whoa Baby*

Plan kaper charts with girls

Help plan end of year activities

Be counted in girl/adult ratios - *Whoa Baby*

Teach and lead songs, games and crafts

Teach outdoor skills

Attend trainings without permission - *Whoa Baby*

Assist with record keeping - *Whoa Baby*

Take first aid training

Assist with cookie sales - *Whoa Baby*

Serve as first aider - *Whoa Baby*

Be left alone with girls - *Whoa Baby*

Plan service unit activities

Assist with badge work

Plan Try-It/Badge activities

Attend service unit activities without parents knowing - *Whoa Baby*

Serve as troop camper - *Whoa Baby*

Serve as lifeguard - *Whoa Baby*

Lead hikes at camp - *Whoa Baby*

Plan ceremonies with girls

Plan service projects with girls

Be solely responsible for girl supervision - **Whoa Baby**

Plan menus with girls

Act as staff at camp - **Whoa Baby**

STRATEGIES FOR WORKING WITH ADULTS IN LEADERSHIP PROJECTS

Discuss this handout with the group.

- DO** recognize that adults are committed to developing girl leadership, sharing knowledge, and giving girls a special experience.
- DO** understand that the leader has a busy schedule.
- DO** be on time and keep your commitments. They are counting on you.
- DO** listen to what adults have to say. They have lots to share.
- DON'T** be afraid to share your knowledge.
- DO** allow adults to make mistakes. Learn from them.
- DON'T** fail to evaluate with adults. This is an important part of learning.
- DO** spend time in planning. Planning is a partnership between yourselves and the girls.
- DON'T** settle for a role of "go-fer." You are there to learn in a leadership capacity.
- DO** set a good example in personal habits, language, and attention to safety.
- DO** go over times and dates more than once. You are responsible for your own calendar.
- DON'T** let problems or misunderstandings between the adult and yourself go. Address problems openly and honestly.
- DON'T** be afraid to consult with the project director if you have problems at any stage of the project. She is there to help you.
- DO** outline your expectations and give the adult an opportunity to voice her own.
- DO** treat adults and girls with respect.
- DO** back up the leader in front of younger girls in matters of supervision.
- DON'T** correct or criticize a leader in front of her group.
- DO** be non-judgmental and constructive in your criticism.
- DO** remember that you are a minor. You cannot take the place of an adult.
- DO** be flexible. Activities do not always go according to schedule.
- DO** remember your sense of humor. It's probably your most important tool for working with others.

ALWAYS follow safety guidelines.

Characteristics of Younger Girls

Grade Level Characteristics of Younger Girls

Each grade level of Girl Scouting has different social, emotional, physical, and intellectual (cognitive) characteristics.

- A. **Social:** relationship to others, living conditions, health issues
- B. **Emotional:** dealing with feelings
- C. **Physical:** physical abilities, motor skills
- D. **Intellectual (cognitive):** knowing the proper way, thinking, knowing, perceiving or recognizing

Select 6 girls to read each block of the chart. Afterwards have them complete the characteristics activity.

Characteristics of the Daisy Girl Scout	
<ul style="list-style-type: none"> • Wants to do things for self • Friendly, helpful, cooperative • Close to main care giver • Wants adult and peer approval • Somewhat clumsy; developing fine motor coordination • Understands more than can be verbalized • Questions whys and wherefores of her environment 	<ul style="list-style-type: none"> • Learns by doing, experiencing, playing • Can last in an adult-directed activity for about 15 minutes • Is curious • Likes to collect things • Cannot easily see a viewpoint different from her own • Perceptions centered around own experience
Characteristics of the Brownie Girl Scout	
<ul style="list-style-type: none"> • Better control of large muscles than smaller ones • Short attention span • Likes to join groups, but often needs individual attention • Can cut and paste, hammer and tie things • Developing language rapidly • Learning to read and write; developing copying skills • Developing number concepts; beginning time and distance concepts • Likes to start projects--may not finish them 	<ul style="list-style-type: none"> • Can remember and do things in sequence of commands • Limited understanding of abstract words • Loves to play act • Wants to assume responsibility • Usually very cooperative • Accepts rules and regulations without much questioning • Reflects values, attitudes and prejudices of family
Characteristics of the Junior Girl Scout	
<ul style="list-style-type: none"> • Good manual and manipulative skills • Good hand-eye coordination • Likes peer group activities - friendships are important • Reading, writing, arithmetic skills continue to develop at different paces • Concepts of time and distance mastered • Special talents start to appear - art, music, etc. • Assumes responsibility for acts 	<ul style="list-style-type: none"> • Desires to be helpful • Questions values and attitudes - starts to set own • Uses past experience in situations • Understands cause and effect • Can apply logic - can understand some abstract concepts • Pronounced hero worship

Some of these may require a bit of explanation.

Using characteristics of younger girls circle each grade level for which the activity would be appropriate. (D = Daisy, B = Brownie, J = Junior)

- | | | | |
|-------------------------------|---|---|---|
| 1. Make bread dough ornaments | D | B | J |
| 2. Make a collage | D | B | J |
| 3. Visit a nursing home | D | B | J |
| 4. Learn CPR | D | B | J |
| 5. Have a hotdog roast | D | B | J |
| 6. Sell Girl Scout Cookies | D | B | J |

Read 7 - 12 aloud for girls to answer.

- | | | | |
|---------------------------------------|---|---|---|
| 7. Go Christmas caroling | D | B | J |
| 8. Carve pumpkins | D | B | J |
| 9. Attend the mall event | D | B | J |
| 10. Visit a hair salon | D | B | J |
| 11. Attend an overnight camp out | D | B | J |
| 12. Participate in a coloring contest | D | B | J |

Discuss Progression

Activities must be age appropriate and progress along with the girl's skills, abilities, and age level.

Roles & Behaviors

Divide the girls into 4 groups of 4-6 individuals. Assign each group two behaviors. Select two people in the group to be the disruptive children and everyone else in the group are helpers. Have the group come up with a scenario that highlights the behavior of the disruptive child and highlights how the helpers deal with the disruptive child. Act it out in front of the other groups and have everyone else try to guess what behavior is being displayed and the appropriate strategies to deal with the disruptive behavior.

Following is a partial list of some of the self-centered and disruptive behaviors that happen in most groups. Maybe you can add to the list. In the right hand column are a few ideas of 'what to do about it.

Remember to:

Figure out the Problem

-name the issue

Identify Solutions

-brainstorm possible choices

Name Pros and Cons

-make a list of what's good and bad

Decide

-Make a decision and stick to it!

Find help if you need it!

Self-Centered Roles & Behavior	Some Ideas for Coping
<p>THE BLOCKER - Goes off on tangents, consistently argues on points the group has resolved, and rejects ideas without consideration.</p>	<ul style="list-style-type: none"> a. Try to focus away from the person exhibiting the behavior. b. Politely point out that the person has strayed away from the topic and refocus on the task at hand. c. Summarize conclusions to conflicts to avoid further argument on the same topic.
<p>THE FIGHTER - Attacks the motives of others, shows hostility toward the group or some individual without relation to the group's task, and criticizes and blames others.</p>	<ul style="list-style-type: none"> a. Put a stop to it as gently as possible by getting the person to direct her anger toward a topic, not a person. b. Point out where the person has been critical and why the criticism is unwarranted. c. Point out that you all share ideas as you work and everyone should be recognized for what they have contributed.
<p>THE PLEADER - Proposes own pet concerns beyond reason; attempts to speak for "the girl", "the leader", etc....</p>	<ul style="list-style-type: none"> a. Give the person some attention, then focus on the priorities of the group. b. Gently ask the person to speak only for herself or himself.
<p>THE DOMINATOR - Interrupts the contributions of others, uses authority in manipulating the group or certain members by pulling rank.</p>	<ul style="list-style-type: none"> a. Give the person a special project. b. Send the person on an errand. c. Add a strong person to the group and encourage more group participation.

<i>Self-Centered Roles & Behavior</i>	Some Ideas for Coping
<p>THE WITHDRAWER - Acts passive or indifferent, doodles, whispers to others and passes notes.</p>	<ul style="list-style-type: none"> a. Direct questions to the person that you know can be answered. b. Ask the person to lead a discussion. c. Find ways to get the person actively involved with others in the group.
<p>THE TALKER - Seeks recognition by extreme ideas, boisterous attitudes, and boasts.</p>	<ul style="list-style-type: none"> a. Use tact to interrupt the flow of talking and ask specifically for others to comment. b. Indicate that you are happy that the person has so much to share, and ask for others to have a chance to contribute. c. Have a private conversation with the person to point out she is monopolizing the discussion.
<p>THE NITPICKER - Criticizes, finds fault with everything, such as: the room set-up, the typing, and the materials.</p>	<ul style="list-style-type: none"> a. Try to get the person to see that these things do not affect the rest of the group that much. b. Ask the person to help with the next session. c. Give assurances that you will discuss it later, but need to move on now.
<p>THE DEPENDENT ONE - Overeager to please the leader by doing whatever is expected or desired, waits to be directed, demonstrates little initiative.</p>	<ul style="list-style-type: none"> a. Ask the person to initiate ideas and give reactions. b. Watch for chances to praise for initiative. c. Give an assignment to present.

Working With Younger Girls

Tips for Working with Younger Girls

DAISY (5-6 year olds)

- * Build on unique strengths of each child.
- * Establish appropriate rules. Involve girls so they see themselves as responsible decision-makers.
- * Try to be at the girl's eye level (kneel, sit, etc.)
- * Daisies learn by doing!!
- * Daisies like responsibility - to be grown up!!

BROWNIES (7-8-9 year olds)

- * Focus on talents/skills of each girl.
- * Offer help in small doses.
- * Encourage respect for differing religious, racial, ethnic and cultural backgrounds. Help them feel pride and to value diversity.
- * Encourage them to discover and try new things on their own. Girls need to feel positive about themselves. You must accept each girl as she is, with her strengths and weaknesses.
- * Involve each girl's family members as much as possible.

JUNIORS (10-11-12 year olds)

- * Focus on the girls' individual talents/skills.
- * Encourage girls to solve problems without interference.
- * Allow them to "demonstrate" their skills.
- * Encourage "buddies," not "cliques."
- * Encourage respect among peers. Girls are more self-conscious. Help them build a positive self-image.
- * Allow to learn by experience.
- * Allow girls to work on projects in groups or in pairs.
- * Allow doing things with friends.
- * Keep activities at age-level appropriateness.
- * Allow Juniors to help younger girls.

For All Ages

- Build on the girl's strengths and skills.
- Enforce rules fairly. Girls need and want clear and fair limits.
- Let girls find out things for themselves. Offer help in small doses, asking girls the best way to do something.
- Encourage girls to solve their own problems. Intervene only if you are needed or if a girl's safety is at risk.
- Show you are interested in the girl's ideas.
- Divide your time equally among girls.
- Encourage respect for differing religious, racial, ethnic, and cultural backgrounds.
- Use girl's first name when addressing her.
- Praise often. Use positive comments instead of criticizing.
- Keep directions clear and simple.
- Talk to the girls at eye level.
- Speak softly and calmly.
- Offer clear choices. Example, "Would you like to wash the dishes or sweep the floor?" Not "Would you like to clean?"
- Keep activities short and vary the pace. Example: a sitting activity followed by an active one.
- Give girls time to adjust from one activity to the next, by giving advanced warning.
- Allow a girl to sit out of an activity.
- Rejoice with a girl when she achieves something, no matter how small.
- Don't compare girls. Remember differences and abilities.
- Don't correct every minor problem. The behavior may stop if the girl doesn't receive attention.

MARS

Discuss this handout with the group.

How do you get someone to learn?

- A. **Motivation**-how are we motivated?
- B. **Association**-associate activities with something they know
- C. **Repetition**-we learn better when we repeat and rephrase
- D. **Sensations**-the more senses we use, the better we learn

How To Teach Something you Know to People Who Don't

Preparing to do it ...

1. Practice it yourself to refresh your memory - consider the age group you're teaching - is it too hard? Too easy? How about the size of the group - will you need to ask a friend to help?
2. Gather all the equipment you'll need - make a list. Don't forget to think about any special safety precautions - First Aid Kit? Rubber bands to keep long hair out of the fire? etc ...

Actually doing it ...

1. Get the attention of the group. Smile and act like you're excited about what you will teach!
2. Explain what it is you are going to do - the name, history, why they're learning it, etc ...
3. Ask how many people already know how to do it - it makes people feel important to raise their hands and say yes!
4. Demonstrate - go all the way through it while others watch and listen.
5. Step by step, take the whole group through it - a song, line by line, a craft, a game, a skill, etc., step by step.

Let the group practice the whole thing. Watch the interest of the group. If they're tired or have taken longer than you thought to learn it, maybe you should stop and finish learning it later.

It's best to STOP while people are still having fun!



Let the group review and practice what they've learned later.

Evaluate how the group responded to the activity.
Discuss some simple evaluation methods.

Teaching Methods

Discuss and have them complete the questions below. Select several girls to present their answers.

Lecture -Individual speaks to the group

Role Playing -Participants act out and learn from doing

Hands On -Participants actually work with their hands or do an activity or project

Discussion -Person to person, group to group, or person to group, talking and giving feedback

Demonstration -Showing how, with participants not actually doing

Fill in the blanks in the following statements.

1. The leader stood in front of her junior troop and _____ them on fire safety.
2. The two patrols had a _____ on how to spend their cookie money.
3. The Cadette Girl Scouts had enough paper bags to use the _____ method to teach the Brownie Girl Scouts how to make puppets.
4. The Junior Girl Scouts _____ the proper handling of a knife.
5. The Cadette Program Aide _____ how to roll and tie a sleeping bag to the Brownie Girl Scouts.

Teach girls a song to demonstrate how to motivate a group to learn.

Respect the Individual

Thumbs Up, Thumbs Down

A person that is able to help others learn works sensitively with each learner as a unique individual.

If you were in a learning group, how would you react to these remarks if the person helping you learn made them to you? Indicate your reaction by a thumb up sign for a positive reaction or a thumb down sign for a negative reaction. In some cases you may want to do both because you see both positive and negative possibilities.

- _____ It's all in the book. Just read it.
- _____ What is your opinion, Mrs. Pinetree?
- _____ These are the rules for awarding badges.
- _____ It's all organized.
- _____ That's very interesting.
- _____ Let's take a moment to discuss it.
- _____ What did the girls think about it?
- _____ Now let me tell you.
- _____ What a good idea.
- _____ If you call Mrs. Ghost, she might have the key.
- _____ Why don't you try it and see what happens?
- _____ Just listen a minute.....
- _____ Who can tell Mrs. Jones what her mistake was?
- _____ We'll get to that later.

Over 101 Things You Can Say to make a Girl Feel Good About Herself

1. You're on the right track now.
2. You're really working hard today.
3. That's coming along nicely.
4. You are very good at it.
5. I'm happy to see you working like that.
6. You are doing much better today.
7. You've just about got it.
8. That's the best you've ever done.
9. You're doing a good job.
10. Now you've figured it out.
11. That's the way to do it.
12. Now that's what I call a fine job.
13. Nothing can stop you now.
14. That's the best ever.
15. You've really improved.
16. I've never seen better.
17. Now you have the hang of it.
18. You must have been practicing.
19. You did that very well.
20. You've got your brain in gear.
21. That was first class work.
22. You make it look easy.
23. Keep up the good work.
24. Now you've solved it.
25. That's better than ever.
26. You did a lot of work.
27. You're really learning a lot.
28. You certainly did well today.
29. You're doing fine.
30. That's the right way to do it.
31. You did it that time!
32. That's quite an improvement.
33. That's right.
34. Super
35. Exactly right!
36. Good work!
37. That's better.
38. That's good.
39. Not bad!
40. That's much better.
41. Congratulations!
42. That's it.
43. Perfect.
44. Tremendous.
45. Right on!
46. Good remembering.
47. That's great.
48. Superb.
49. Wow!
50. Fine.
51. Nice going.
52. Fantastic!
53. Outstanding!
54. You remembered.
55. Good job!
56. That's really nice.
57. Marvelous!
58. Good going!
59. Much better.
60. Terrific.
61. Excellent.
62. Sensational.
63. Great.
64. Wonderful.
65. That's the way!

Be sure to always use their name.

5 Steps to Conflict Resolution

Identify the Problem.

What is the underlying situation that is creating the conflict?

Listen to Each Side of the Conflict.

Discuss how each member of the group thinks about the conflict, and how she views its importance.

Identify Possible solutions.

Each side offers suggestions on how the conflict can be resolved. Facilitator writes down all suggestions.

Respond to Suggestions.

Each side reacts to the suggestions of the other side. Identify any similarities in the suggested solutions.

Reach a compromise.

The goal is to reach a decision that all parties can accept.

Conflict Resolution Game

Divide girls into 5 groups. Give each group a scenario from the pink conflict resolution cards. Have each group present their conflict and their resolution

GIRL SCOUTS WITH SPECIAL NEEDS

Today, one in ten American children has a disability that may limit his or her ability to walk, talk, see, hear, learn, etc. Girl Scouts welcomes girls with special needs. Here are some ideas about how you can meet the needs of girls with disabilities. Since these ideas focus on treating girls as individuals, many of them apply to all Girl Scouts.

- Remember that girls with disabilities are much like everyone else, except for their disabilities.
- Show each girl that she is appreciated for her own sake, not because of (or in spite of) her disability or abilities.
- Talk directly to each girl, not through someone.
- Help each girl feel that she is an important member of the group. Encourage, but do not force, her to join in.
- Focus on what a girl *can* do - not on what she cannot.
- Feel free to ask a girl what is the easiest, best way for her to do things.
- Make sure each girl is in a comfortable position that allows her to understand instructions, reach supplies, and participate in activities.
- Encourage independence. Offer help only when needed.
- Be creative and flexible when planning activities. Think of ways to adapt activities to meet the needs, interests, and abilities of all the girls.
- Prepare for new situations. Discuss, act-out, or do a trial-run with the girls.
- Focus on the person as an individual.
- Be sensitive to the special needs the person has because of the disability.
- Involve them in all activities, adapting them only when absolutely necessary.
- Be a role model for others to see your relationship with the person with the special need.
- Encourage others to express their feelings, and provide a non-threatening environment in which to do so.

Core Training Is Over, What Do I Do Next?

PAs (in no specific order)

- * Complete an Application for Leadership Projects
- * Complete a copy the Girl and Parent/Guardian Agreement for Participation in a Leadership Project
- * Collect a signed Leader/Adult Agreement for Participation in Leadership Projects
- * Have your 3 references complete the reference forms
- * Take a Specialization Training
- * Start putting Together an Activity Kit. Upon completion start working on your 25 service hours with a troop or group.

VITs

- * Complete an Application for Leadership Projects
- * Complete a copy the Girl and Parent/Guardian Agreement for Participation in a Leadership Project
- * Collect a signed Leader/Adult Agreement for Participation in Leadership Projects
- * Have your 3 references complete the reference forms
- * Take Leadership Essentials for Teens
- * Start working on your internship.

LIAs

- Decide which LIA option to complete. You can do one or both.
- Find a Brownie troop to work with
- Arrange mutually convenient meeting times with the leader to plan and discuss how she will be integrated into the function of the troop/group.
- Arrange for transportation to and from meetings and events.
- Attend the meetings of her assigned Brownie troop.
- Complete the steps for each option.

Awards (Option 1):

A complete explanation of requirements located in the Adult Brownie Quest Leadership Journey on pages 12-19.

Awards (Option 2):

A complete explanation of requirements located in the Adult Breathe Leadership Journey on pages 19-21.

Program Aide (PA) - Cadette

Part 1 (Pin)

The Leader will receive a:

- PA Pin Congratulatory Certificate for Cadettes
 - will be mailed to the troop leader or advisor.
 - expected to be presented to the girl on the troop or service unit level.

The troop or service unit will purchase for the girl a:

- PA Pin - Cadette
 - kept behind the counter in your local council shop
 - complete a Recognition Request Slip and verify that the girl has earned the award and submit to Shop Manager.

Part 2 (Patch)

The Leader will receive a:

- PA Patch Congratulatory Certificate for Cadettes
 - will be mailed to the troop leader or advisor.
 - expected to be presented to the girl on the troop or service unit level.

The troop or service unit will purchase for the girl a:

- PA Patch - Cadette
 - kept behind the counter in your local council shop
 - complete a Recognition Request Slip and verify that the girl has earned the award and submit to Shop Manager.

Program Aide (PA) - Senior/Ambassador

Part 1 (Pin)

The leader will receive a:

- PA Pin Congratulatory Certificate for Seniors
 - will be mailed to the troop leader or advisor.
 - expected to be presented to the girl on the troop or service unit level.

The troop or service unit will purchase for the girl a:

- PA Pin - Senior
 - kept behind the counter in your local council shop
 - complete a Recognition Request Slip and verify that the girl has earned the award and submit to Shop Manager.

Part 2 (Patch)

The leader will receive a:

- PA Patch Congratulatory Certificate for Seniors
 - will be mailed to the troop leader or advisor.
 - expected to be presented to the girl on the troop or service unit level.

The troop or service unit will purchase for the girl a:

- PA Patch - Senior
 - kept behind the counter in your local council shop
 - complete a Recognition Request Slip and verify that the girl has earned the award and submit to Shop Manager.

Volunteer In Training (VIT)

Part 1 (Pin)

The leader will receive an:

- VIT Pin Congratulatory Certificate for Seniors/Ambassadors
 - will be mailed to the troop leader or advisor.
 - expected to be presented to the girl on the troop or service unit level.

The troop or service unit will purchase for the girl a:

- VIT Pin - Senior/Ambassador
 - kept behind the counter in your local council shop
 - complete a Recognition Request Slip and verify that the girl has earned the award and submit to Shop Manager.

Part 2 (Patch)

The leader will receive an:

- VIT Patch Congratulatory Certificate for Seniors/Ambassadors
 - will be mailed to the troop leader or advisor.
 - expected to be presented to the girl on the troop or service unit level.

The troop or service unit will purchase for the girl a:

- VIT Patch - Senior/Ambassador
 - kept behind the counter in your local council shop
 - complete a Recognition Request Slip and verify that the girl has earned the award and submit to Shop Manager.

Forms Needed

Visit www.girlscoutshs.org for additional paperwork for Program Aides, Volunteers-In-Training, and Leaders-In-Action

- Application for Leadership Position
- Reference Form for Leadership Position
 - Activity Kit Planning Sheet
- Parent/Girl Participation Agreement
- Leader/Girl Participation Agreement
 - Leader Evaluation
 - Girl Evaluation
 - Time Log
 - LIA Letter
 - LIA Reflections Page

