



Girl Scout Council Guidelines for

PREPARING TEEN MENTORS

CADETTES

PA

Program Aide

SENIORS

CIT

Counselor-in-Training

VIT

Volunteer-in-Training

AMBASSADORS

CIT

Counselor-in-Training

CIT II

Counselor-in-Training II

VIT

Volunteer-in-Training



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TEEN MENTORING AWARDS

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When girls guide or teach others, they act as mentors. An exciting part of a Girl Scout's development, teen mentoring is a win-win proposition! As teen mentors, Girl Scout Cadettes, Seniors, and Ambassadors gain experience by sharing skills, testing knowledge, and trying out new leadership roles. For the girls being mentored, it means a chance to be with and learn from teens—some of their favorite people!

Teen Mentoring Awards include Program Aide, Counselor-in-Training I & II, and Volunteer-in-Training. By earning these awards, girls from sixth grade up can deepen their understanding of what leadership development means and get excited about guiding others. The Program Aide and Counselor-in-Training awards have a long history in Girl Scouting, while the Volunteer-In-Training-award represents an updated approach to the Leader-In-Training Award. In 2011, *The Girl's Guide to Girl Scouting* for Cadettes, Seniors, and Ambassadors include descriptions of the Teen Mentoring Awards they can earn at their grade level:

- Cadettes earn Program Aide
- Seniors earn Counselor-in-Training and Volunteer-in-Training
- Ambassadors earn Counselor-in-Training, Counselor-in-Training II, and Volunteer-in-Training

For descriptions of the requirements, see "Guidelines for Training," page 8.

Why Teen Mentoring Awards Matter

Teens who earn mentoring awards are given a special opportunity to serve as champions for the Girl Scout Leadership Experience. As they serve in their roles, Cadettes, Seniors, and Ambassadors can help grow awareness of Girl Scouting's aim to deliver fun with purpose: enjoyable and challenging activities that grow girls' leadership in their daily lives and in the world.

As you consider the support your council has in place for teens to mentor younger girls, be sure to frame your efforts in the context of the Girl Scout Leadership Experience, which engages girls in discovering themselves, connecting with others, and taking action to make the world a better place. When you plan training sessions for teen mentors, engage them in understanding the three keys to leadership, explore how the Leadership Experience relates to everyday life, and inspire girls to think about ways to serve as leaders in the world. After all, the more teens consciously step into the Girl Scout Leadership Experience, the more they will want to encourage younger girls to think of themselves as leaders as well.



IMPLEMENTING MENTORING AWARDS

The Role of Councils

Each council will have its own unique way of implementing and managing the Teen Mentoring Awards based on the needs of local girls (and the council) as well as the settings where girls will practice their leadership skills. So, think of *Girl Scout Council Guidelines for Preparing Teen Mentors* as a starting place—not an end point.

As mentioned, girls will review the Teen Mentoring Awards appropriate to their levels in *The Girl's Guide to Girl Scouting*. The role of Girl Scout councils is to:

- Provide Teen Mentoring Awards training to girls using these guidelines.
- Develop and communicate an implementation plan, preferably a phased-in approach.
- Help match Cadettes, Seniors, and Ambassadors with younger girls.
- Support adult volunteers working with teen mentors.
- Re-engage teens after they have earned their mentoring awards.

Develop a transition plan for implementation of the awards. Just as each council will design a leadership course that fits, councils need to develop phase-in plans that work best for them. Share your council's transition plan with girls and volunteers so when they read about the Teen Mentoring Awards in the *Girl's Guide* this fall, they know what the council's vision and plan is. For example, your council might let everyone know that this is a transition year. This could mean that your new courses will be ready several months down the road and that girls can continue earning old awards during the interim. Or, your council might be ready to begin implementing Teen Mentor Awards immediately. What matters most is that you let girls and volunteers know what to expect when. Ideally, all councils will be implementing the new Teen Mentor Awards by the fall of 2012.





ENHANCING THE VOLUNTEER ROLE

This is a chance to re-engage current volunteers as well as recruit new ones. If you decide volunteers can take on a greater role or additional responsibilities, consider creating a transition plan to ease volunteers into that role over time. Review *Managing Girl Scout Volunteers* (find on Pearl by searching “Resources”) to get ideas about recruiting, creating position descriptions, and supporting volunteers.



In addition to developing training for teens, councils also need to organize a process for matching teens to younger girls, provide opportunities for coaching and guidance, and help them celebrate their successes. Ideally, councils will call on volunteers to help complete most of this work—everything from facilitating learning experiences for teens to mentoring teens to inviting teens into their troops or groups to helping service units support teen mentors and make the most of these opportunities.

Keep in mind that Teen Mentoring Awards provide an opportunity for Cadettes, Seniors, and Ambassadors to engage younger girls in leadership development and not serve as replacements for active volunteers who guide troops, participate in events, or fulfill other adult responsibilities.

Growing Membership

Teen Mentoring Awards can also serve as backdrops for council recruitment, increased volunteer participation, and deepened service unit services. As you implement the mentoring awards, consider ways to capitalize and grow mentoring opportunities. Take a phased-in approach. For example, first, determine how volunteers could support mentoring awards. Then, assess how the leadership course could be used to recruit and retain girls. And, finally, think big about how service units could play a role in the implementation of mentoring awards.

Jump Start: New Ideas

Following are a few ideas to get started; be creative in recognizing the potential to create sustainable, thriving opportunities for girls and adults.

- ❑ The Program Aide, Counselor-in-Training, Counselor-in-Training II and Volunteer-in-Training leadership courses could be offered as a series or weekend camp experience.
- ❑ The Program Aide, Counselor-in-Training, Counselor-in-Training II and Volunteer-in-Training leadership courses could be a recruitment opportunity for new girls and a way to re-engage girls from various pathways.
- ❑ Volunteers might eventually lead the Program Aide, Counselor-in-Training, Counselor-in-Training II and Volunteer-in-Training leadership courses or work hand in hand with staff members on the design or implementation. Think about how the council could make this endeavor more sustainable by recruiting new volunteers.

- ❑ As girls gain new skills and ultimately work in a variety of settings as mentors, they can be mentored themselves. You might consider engaging volunteers to serve as mentors or coaches to girls pursuing their mentor awards; these volunteers could offer individual support to girls.
- ❑ Service units might be able to facilitate leadership courses as well as provide links between girls pursuing their awards and troops who would welcome having teen mentors.
- ❑ Create an ongoing process for collecting contact information for volunteers interested in having teen mentors work with their troops, within service units, and/or at camp.

Implementing Each Award

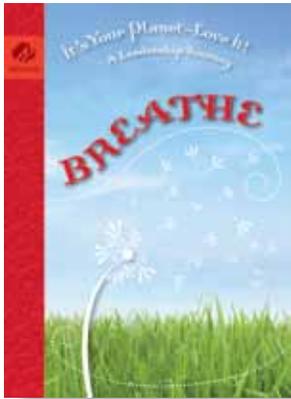
As your council prepares to implement the Cadette Program Aide, consider:

- ❑ Smoothing the transition for girls as they go from earning the Leader in Action Award (LiA) to Program Aide. The LiA encourages Cadettes to assist their Brownie sisters on their journey. All the steps toward earning this award can be found in the Cadette journey adult guides and online in the journey section of www.girlscouts.org.
- ❑ Notice that upon completing the LiA award, Cadettes are encouraged to get feedback about what they did well from the Brownie adults they assisted and what they might want to think more about. Encourage Cadettes to talk about their strengths and areas they might want to improve as they move from completing the LiA to earning the Program Aide. This is a great way to promote the idea that one can “learn by doing.” Offering girls opportunities to earn their LiA Awards by participating in a series. Your council might reap a side benefit too: it could prove to be a great way to recruit girls at the Cadette level! Note that prior Girl Scout experience is not a requirement for pursuing the Cadette Program Aide Award.
- ❑ Once girls have earned their Cadette Program Aide Award, consider re-engaging them to assist younger girls with their Take Action projects.

FUN WITH PURPOSE!

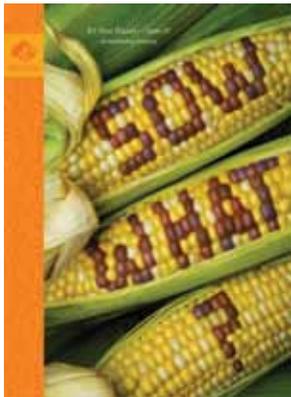
Help everyone remember that Girl Scouts have fun with purpose! As you add detail to your local plan, keep your eye on the big picture too! Rev up your teens with the inside scoop: you are commissioning them as leaders who guide younger girls in leadership development. That’s an important role!





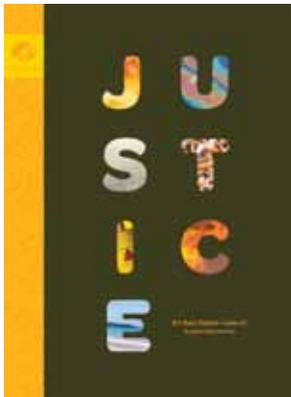
As your council prepares to implement the Counselor-in-Training, consider:

- Offering Counselor-in-Training as a day camp experience in addition to the most often offered summer resident camp experience, too.
- While any journey can be customized to a camp setting, keep in mind the It's Your Planet—Love It! series lends itself well.
- Collect contact information for volunteers who would be interested in having a Counselor-in-Training work with their troop or service unit after their camp experiences.
- Re-engaging Seniors and Ambassadors to assist younger girls with Take Action projects.



As your council prepares to implement the Counselor-in-Training II, consider:

- Offering Counselor-in-Training II as a day camp experience in addition to the most-often offered summer resident camp experiences. While any journey can be customized for use in camp settings, especially seize this opportunity to use the It's Your Planet –Love it! series.
- Re-engaging Seniors and Ambassadors once the mentoring engagement is complete. They can be excellent role models for younger girls embarking on high adventure or travel experiences, including backpacking, canoeing, equestrian overnights, or other pursuits in the travel pathway. Seniors and Ambassadors could also assist younger girls with Take Action projects.



As your council prepares to implement the Volunteer-in-Training consider:

- Offering Volunteers-in-Training mentoring opportunities in series, travel, or event pathways.
- Marketing the Volunteer-in-Training Award by connecting with schools that have service-learning requirements. You can grow membership and provide girls with terrific opportunities at the same time.
- Re-engaging Seniors and Ambassadors to be spokeswomen for Girl Scouting. You can call upon them to talk about the leader in them as well as how they are leaders in the world.

COUNCIL-DESIGNED COURSES FOR TEEN MENTORS

This section includes recommended design frameworks and sample sessions for training teen mentors to become Program Aides (Cadettes), Counselors-in-Training I & II (Seniors and Ambassadors), and Volunteers-in-Training (Seniors and Ambassadors). These are offered as suggestions; each council has the flexibility to design and develop courses that meet their own needs and those of the girls and the community. You might offer these sessions as a series, hold weekend workshops, or deliver sessions over several troop meetings.

These national guidelines are a starting point. Councils can include topics, activities and materials appropriate to them. For example, councils can tailor training to reflect any number of activities in STEM, healthy living, and the arts.

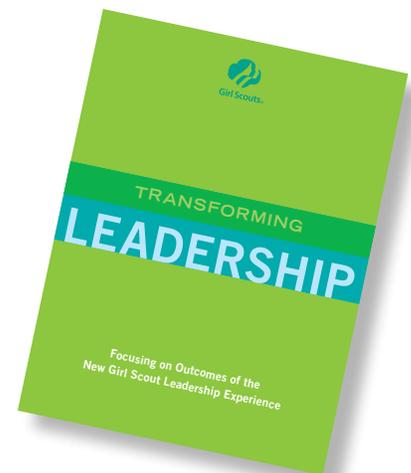
You can draw content for your council training design from the resource *Transforming Leadership* and age-appropriate leadership journeys. Other resources to be familiar with as you plan for Teen Mentoring courses include *Managing Girl Scout Volunteers*, *Planning for Membership Growth*, *Safety Activity Checkpoints*, *Service Delivery Redesign – Concepts and Position Descriptions*, and *Girl Scout Safety Guidelines*.

Keep in mind:

- ❑ Volunteers and council staff will need knowledge of each journey series at both the teen mentor and younger girl levels. Teen mentors can review their own journey series for leadership-building concepts and activities as well as read through the journey books of the girls they will be mentoring. You can find many activities examples of the Girl Scout processes of learning by doing, cooperative learning, and girl-led activities in the adult guides to the journeys.
- ❑ The sample training sessions that follow include references to and activities from Girl Scout leadership journeys. As photocopying of girl and adult resources is not permissible it is best to have a set of journey books available for girls to use during the sessions.
- ❑ The award pins for Program Aide, Counselor-in-Training, Counselor-in-Training II, and Volunteer-in-Training are just that, awards. Girls need to complete all the steps for each award before they receive their pins.

CONNECTING GIRLS TO THE MISSION

Show girls how Girl Scouting prepares them to speak up for themselves, navigate relationships, and advocate for a better world. Use the training designs and Teen Mentoring Awards in general as a vehicle to inspire teens to recognize how important and relevant the Girl Scout mission is!





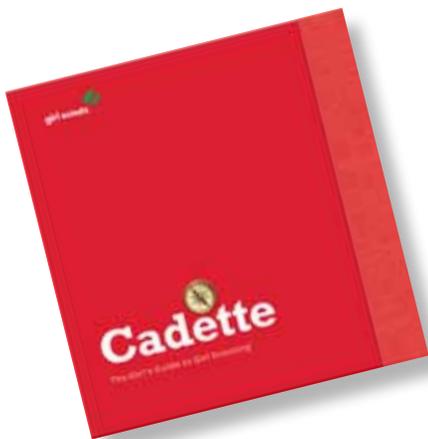
GUIDELINES FOR TRAINING

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CADETTE PROGRAM AIDE

To earn the Cadette Program Aide, a sixth-, seventh-, or eighth-grade girl:

1. Earns one LiA award.
2. Completes a council-designed Program Aide leadership training course.
3. Works directly with younger girls over six activity sessions. This might be assisting girls on journey activities (in addition to what she did for her LiA), badge activities, or other sessions. She might work with a group at their meetings, day camp, or during a special council event.



Sample Framework

The Leader in You: At the end of this session girls will be able to describe themselves as leaders – in their lives and in the world. Specifically, Program Aides will describe or demonstrate examples of their own leadership.

The Girl Scout Leadership Experience (GSLE): At the end of this session, girls will understand what the Girl Scout Leadership Experience means and how it helps girls become leaders in their daily lives—and in the world! Specifically, Cadettes will be able to identify the three keys, explain what leadership means to them, and express what leadership could mean to younger girls.

Girl Development: At the end of this session, girls will learn how younger girls develop physically and emotionally. Cadettes will come to understand how the needs, interests, and capabilities of younger girls can change. Program Aides will begin to think about how younger girls can be leaders in their lives based on their developmental characteristics.

Group Dynamics: At the end of this session, girls will have an increased ability to manage groups effectively. As leaders in their lives, Program Aides will begin to think about how they can be leaders in the world as they spend time with groups of younger girls.

Journeys: At the end of this session, girls will know that leadership journeys are a key part of the GSLE, that a journey is a coordinated series of activities grouped around a theme, and that each journey ties to Girl Scouts' 15 national outcomes. Specifically, Program Aides will be able to facilitate journey activities with younger girls.

ENHANCING THE VOLUNTEER ROLE

This is a chance to re-engage current volunteers as well as recruit new ones. If you decide volunteers can take on a greater role or additional responsibilities, consider creating a transition plan to ease volunteers into that role over time. Review *Managing Girl Scout Volunteers* (find on Pearl by searching “Resources”) to get ideas about recruiting, creating position descriptions, and supporting volunteers.

High-Quality Experiences: At the end of this session, girls will understand that not only are the activities they facilitate with girls important, but how they engage is also important in creating a high-quality experience. Specifically, Program Aides will be able to identify the three processes and explain how they can use those processes with younger girls.

Personalization: At the end of this session, girls will have planned how they can infuse their personal passions into their work with younger girls.

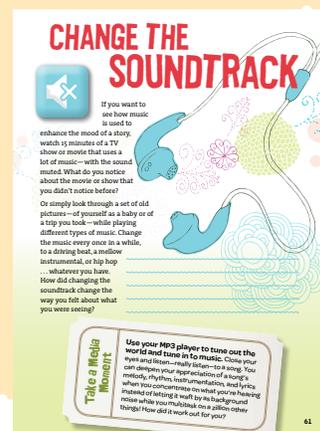
Safety: At the end of this session girls will be able to apply the 12 Safety Standards to activities they facilitate with younger girls.

Celebration: After girls have completed all the steps to earn their Program Aide Awards, they can celebrate their achievements!

Sample Sessions: Cadette Program Aide

In the suggested activities column, we have offered examples from a variety of National Leadership Journeys. We hope these examples spark your creativity as you work to include additional activities.

Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>The Leader in You</p> <p>At the end of this session girls will be able to describe themselves as leaders in their lives and in the world. Specifically, Program Aides will give examples of their leadership.</p>	<ul style="list-style-type: none"> ● Have girls create a “Me as a Leader” collage using different materials such as cut-up magazines, fabric, paint, colored pencils, etc. Or girls can write about their leadership qualities through poems, stories, or journaling. ● Lead a discussion about leadership allowing time for each girl to describe her leadership qualities. 	<ul style="list-style-type: none"> ● <i>MEdia</i> (Cadette journey from It’s Your Story–Tell It! journey series), page 63: “Using Your Passion to Lead” 	<ul style="list-style-type: none"> ● <i>MEdia</i> Art supplies or writing materials



Topic and Purpose **Suggested Activities** **Suggested Resources** **Materials**

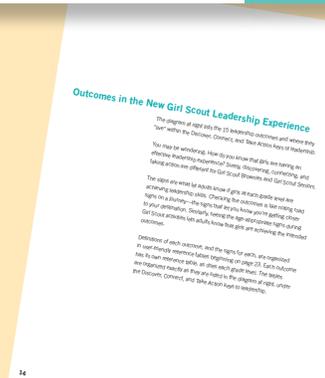
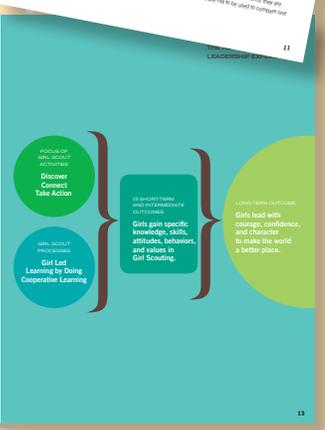
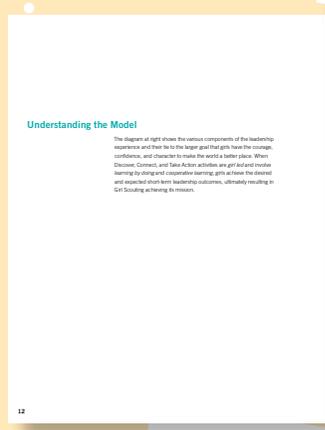
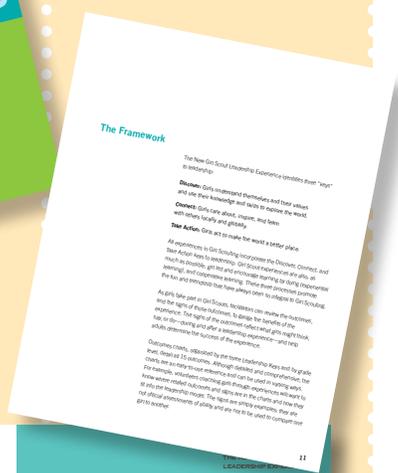
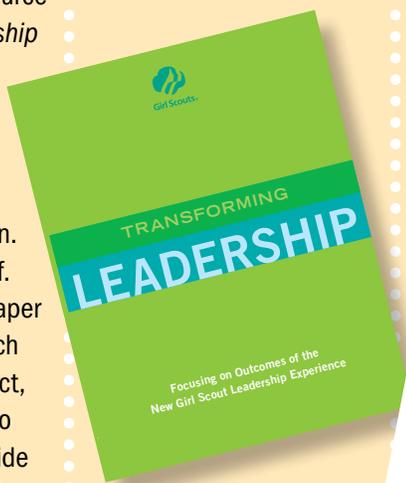
Understanding the Girl Scout Leadership Experience (GSLE)

● At the end of this session girls will know what it means when we say Girl Scouting is about helping girls be leaders in their daily lives and in the world. Specifically, Cadettes will be able to identify the three keys and explain what leadership means to them and what it could mean to the younger girls they will work with.

- Acquaint girls with the basics of the Girl Scout Leadership Experience by reviewing the resource *Transforming Leadership* or viewing the GSLE video, <http://www.girlscouts.org/gsle>.
- Engage girls in a brainstorming session. Fold newsprint in half. On one side of the paper girls explain what each key (Discover, Connect, Take Action) means to them. On the other side of the page, girls add what the keys might mean to younger girls.

- *Transforming Leadership*, pages 11-15
- Access to GSLE video

- *Transforming Leadership* book
- GSLE video
- Newsprint (chart paper)
- Markers



Sample Brainstorming Questions:

- What do the keys mean to you?
- How does using these keys make you a leader in your own life? In the world around you?
- What could these keys mean for younger girls? How can they be leaders in their lives? In the world around them?
- What can you do to guide younger girls to become leaders?

Topic and Purpose

Suggested Activities

Suggested Resources

Materials

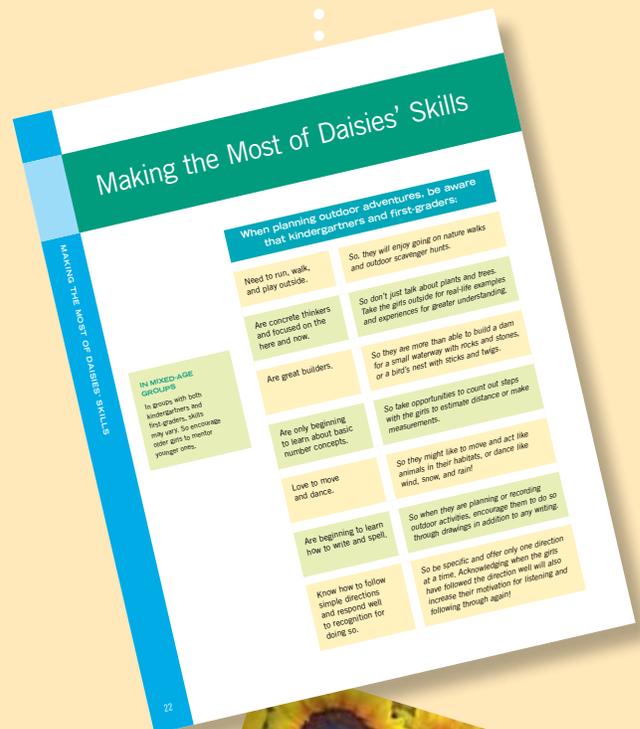
Girl Development

At the end of this session girls will know what to expect from younger girls as they develop physically and emotionally. They will understand that younger girls' needs, interests, and capabilities change. Program Aides will begin to think about how younger girls could be leaders in their lives based on their developmental characteristics.

- Review information about developmental characteristics found in the opening section of the Adult Guides to the journeys for Daisies, Brownies, and Juniors.
- Role-play typical troop, series and camp scenarios that could occur between Program Aides and younger girls. Have girls discuss and describe how their interactions with younger girls will change with different developmental stages.
- Create role-play cards; write the characteristic on one side of the card and a role-play starter on the other. (Use information from the Adult Guides.)
- On the front: Need to run, walk and play outside. On the back: After sitting in a circle, listening to a story the girls are beginning to lose interest. Now would be a good time to...
- Present small groups with a card and allow them 5-10 minutes to figure out how they would role play their scenario. Give each group a few minutes to share their role-plays with the whole group.

● *Between Earth and Sky* (Daisy journey, It's Your Planet—Love It!) Adult Guide, page 22: "Making the Most of Daisies' Skills"

- Adult guide for *Between Earth and Sky* – one for each girl or pair of girls
- Cards to create role-play starters



Topic and Purpose

Group Dynamics

At the end of this session girls will be have an increased ability to manage groups effectively. Program Aides will begin to think about how they can be leaders in the world as they spend time with groups of younger girls.

Suggested Activities

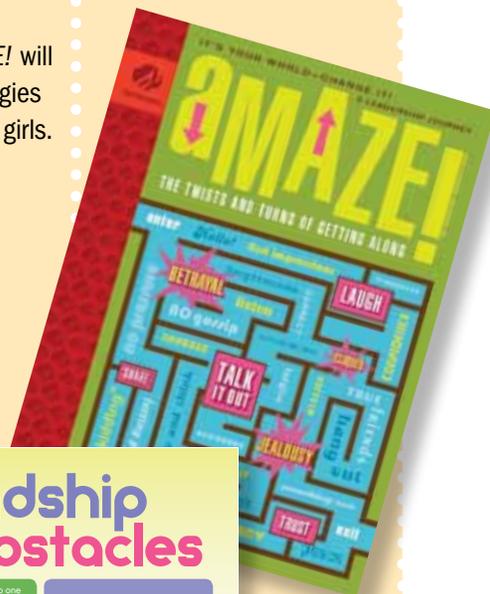
- Introduce group management techniques for a variety of situations. Give girls an opportunity to practice those techniques.
- Have girls complete “A Maze of Your Own” (aMAZE!, page 8) and discuss the twists and turns of relationships.
- Discuss “friendship obstacles” (aMAZE!, page 40). Ask girls: How might these obstacles affect how you behave in a group? What obstacles might the younger girls face?
- Discuss and practice strategies from aMAZE!, “Conflict Resolution: I Can Do It!,” page 63

Suggested Resources

- aMAZE! (Cadette journey, It's Your World—Change It! series)
- Page 63 of aMAZE! will give you some strategies to work with younger girls.

Materials

- aMAZE! – one for each girl



friendship obstacles

Even Peel pressured to do one thing when your gut (which is usually in tune with your values) tells you to do another? That's a pretty common obstacle in the maze of Friendships. In fact, you'll probably encounter it in one form or another all your life.

Do this. Don't do that. Fit in. Stand out. Be different. Not so different. Be strong. Not too strong. Get good grades. Why are you carrying all your books around? You've got a Plan for style. You're wearing chairs.

So take a stand—right now! Pressure isn't just what others do to you. It's also what you might be doing to others. Build up your courage! Make decisions that represent your true self! and maybe even inspire others to do the same.

under pressure

Peer pressure can be negative or positive. It can also be silent. Here's an example of silent peer pressure from Melinda, who's 18:

Once when we had a substitute teacher, a couple of the class clowns pranked her by sneezing "big" every time her back was turned. It got really annoying after a while, and the teacher got very upset, but no one told her who was doing it. Telling on a classmate is pretty much social suicide.

Are there rules about where to sit at lunchtime or on the bus? About the kinds of clothing that are "in"? These are also examples of "silent" peer pressure. Can you think of others?

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CONFLICT RESOLUTION: I CAN DO IT!

Talking about friendship dramas can be tough, but when conflicts arise—on social media, or when you're alone—remember: it's always best to talk about them.

So instead of a "sit-downment," write an "I-statement." Focus on one or more of the specific behaviors of the other person and how it affected you.

The problem is that when people are upset, they tend to speak in "you-statements" ("You're a jerk!" "You are so stupid!" "You stole my pen!") and that often leads to an escalation. Start by stating your feelings in a calm, non-blaming way and you'll find the conflict might escalate and you'll make the opportunity to help each other understand what's wrong and how you might fix it.

An "I-statement" ("I feel hurt" or "I feel sad") lets you communicate your feelings in a strong way because you're talking to about you, not the other person, and your feelings are communicated openly and honestly. It allows the other person to truly hear you—without feeling threatened. Check out the formula for step-by-step yourself with "I-statements."

I feel _____ (say your feeling)
when you _____ (describe one specific action)
because _____ (say why the action connects to your feeling)

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Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Journeys</p> <p>At the end of this session, girls will know that leadership journeys are a key part of the GSLE, that a journey is a coordinated series of activities grouped around a theme, and that each journey is tied to Girl Scouts' 15 national outcomes. Specifically, Program Aides will be able to facilitate journey activities with younger girls.</p>	<ul style="list-style-type: none"> ● Have girls become familiar with the journey series for Daisies, Brownies, and Juniors. Use Adult Guides as a starting point for activities. ● Divide girls into teams to lead activities with the group, covering all nine books. ● Guide girls in creating a plan to facilitate some of these activities with younger girls. ● Have teams present their plans to the group in a way these choose--role play, poster, etc. 	<ul style="list-style-type: none"> ● Girls' journey books and Adult Guides 	<ul style="list-style-type: none"> ● Daisy and Brownie girl and adult journey books ● Newsprint, markers



Topic and Purpose

Suggested Activities

Suggested Resources

Materials

High-Quality Experiences

At the end of session, girls will understand that not only are the activities they facilitate with girls important, but how they engage is important in creating a high-quality experience. Specifically, Program Aides will be able to identify the three processes and explain how to use them with younger girls.

- Explore the Girl Scout processes using *A World of Girls Adult Guide*.
- Give girls an opportunity to experience an activity that they could facilitate with younger girls. Once they have completed the activity, host a discussion using some processing questions, such as: What happened in this activity? How did the “girl-led,” “cooperative learning,” and “learning by doing” processes come through? How does this help girls now? In the future?

- *A World of Girls* (Brownie journey, It’s Your Story—Tell It!) Adult Guide, page 21 to explore the three processes

- *A World of Girls*
- *A World of Girls Adult Guide*
- *WOW! Wonders of Water*



- *Wow! Wonders of Water* (Brownie journey, It’s Your Planet –Love it!) Adult Guide, page 65-66, “Gathering Water.”

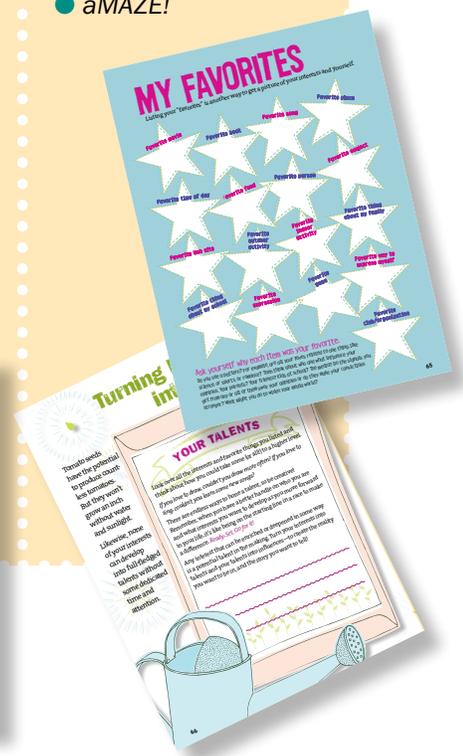
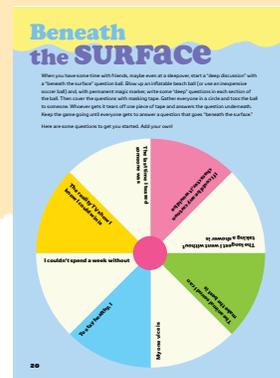
Personalization

At the end of this session girls will have planned how they can infuse their personal passions into their work with younger girls.

- Give girls an opportunity to assess their skills and interests by completing “My Favorites” and “Turning Interests into Talents” from *Media*.
- Share with girls the types of Program Aide opportunities available through the council. They determine where their skills and interests best align with council and service unit needs for Program Aides.

- *Media* (Cadette journey from It’s Your Story—Tell It!), page 65, “My Favorites;” page 66, “Turning Interests into Talents”
- *aMAZE!* page 20, “Beneath the Surface” (to help girls discuss their interests and talents)

- *Media*
- *aMAZE!*





Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Celebration</p> <p>After girls have completed all the steps to earn their Program Aide Awards, they can celebrate their achievements!</p>	<ul style="list-style-type: none"> ● Present girls with their award pins. ● Girls can share their successes. ● Girls can talk about how they have grown and how achieving Program Aide has helped them be leaders in their lives and in the world. 		



COUNSELOR-IN-TRAINING



Seniors or Ambassadors interested in mentoring younger girls in a camp setting can earn the Counselor-in-Training Award. As girls earn this award, they build skills that can help them become camp counselors. To earn the Counselor-in-Training Award, a girl:

1. Takes a Counselor-in-Training leadership course, designed by her council, on outdoor experiences.
2. Works with younger girls over the course of a camp session.

Sample Framework

The Leader in You: At the end of this session girls will be able to describe themselves as leaders in their lives and in the world. Specifically, Counselors-in-Training will compare their leadership roles at camp and away from camp.

The Girl Scout Leadership Experience: At the end of this session, girls will be able to name some of the specific benefits Girl Scouting promises and begin to think about how to choose and focus activities to meet those outcomes. Girls will be able to define “fun with purpose.”

Camper Development: At the end of this session, girls will learn how younger girls develop physically and emotionally. Counselors-in-Training will come to understand how the needs, interests, and capabilities of younger girls can change. Counselors-in-Training will be intentional in helping young campers be leaders in their lives.

Group dynamics: At the end of this session girls will be have an increased ability to manage groups effectively. Counselors-in-Training will begin to think about how they can be leaders at camp as they spend time with groups of younger girls.

Journeys: At the end of this session, girls will know that leadership journeys are a key part of the GSLE, that a journey is a coordinated series of activities grouped around a theme, and that each journey is tied to Girl Scouts’ 15 national outcomes. Specifically, Counselors-in-Training will be able to facilitate journey activities with younger girls, using their creativity to customize for the camp setting.



High-Quality Experiences: At the end of this session girls will understand that not only are the activities they facilitate with girls important, but how they engage girls is also important to creating a high-quality experience. Specifically, Counselors-in-Training will be able to plan activities that contain at least one of the processes.

Safety: At the end of this session, girls will be able to apply the 12 Safety Standards and Safety Activity Checkpoints to activities they facilitate with younger girls and know how to respond to emergency situations.

Outdoor Living: At the end of this session, girls will be able to perform and teach the outdoor skills necessary for living on a site or when traveling from camp.

Camp Life: At the end of this session, girls will know the culture and history of their camp and the systems in place to make this the camp environment they have come to know. Specifically, Counselors-in-Training will begin to think about how the idea of fun with purpose impacts their camp environment and ultimately its history and culture.

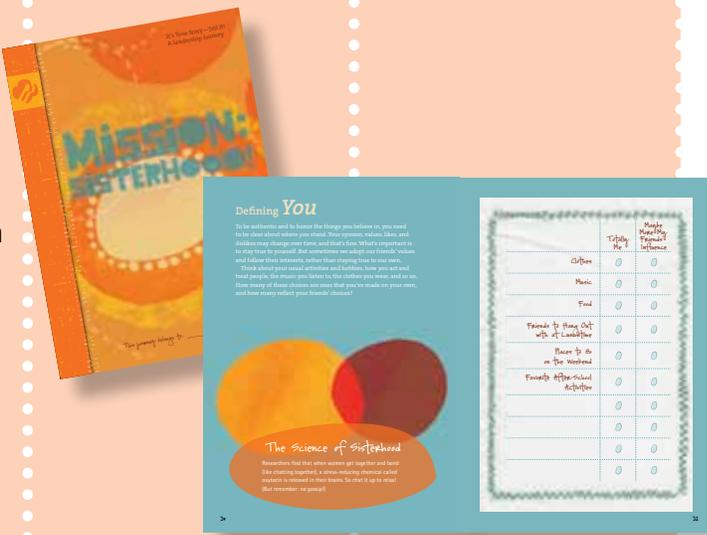
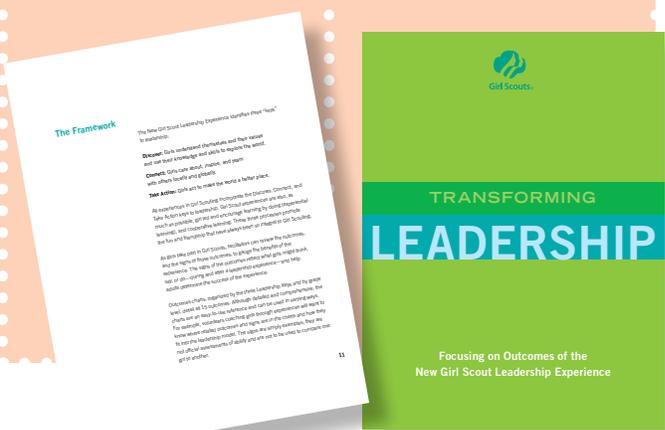
Practical Experience: Girls will complete a council-designed “hands-on” project/internship. Specifically, Counselors-in-Training will work with younger campers during a camp session employing all they have learned about themselves as leaders and younger campers to facilitate activities aimed at outcomes that provide fun with purpose.

Celebration: After girls have completed the steps to earn their Counselor-in-Training Awards, they can celebrate their achievements!



Sample Sessions: Counselor-in-Training

In the suggested activities column, we have offered examples from a variety of National Leadership Journeys. We hope these examples spark your creativity as you work to include additional activities.

Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>The Leader in You</p> <p>At the end of this session girls will be able to describe themselves as leaders in their lives and in the world. Specifically, Counselors-in-Training will compare their leadership roles at camp and away from camp.</p>	<ul style="list-style-type: none"> Have girls create a “Leadership” collage using different materials such as cut-up magazines, fabric, paint, colored pencils, etc. Or girls can write about their leadership qualities through poems, stories, or journaling. Follow activity with a discussion about leadership giving each girl a chance to describe her leadership qualities. 	<ul style="list-style-type: none"> <i>Mission: Sisterhood! (It’s Your Story—Tell It! journey series), pages 30-31, “Defining You”</i> 	<ul style="list-style-type: none"> <i>Mission: Sisterhood!</i>—one for each girl. Art supplies or writing materials
<p>The Girl Scout Leadership Experience</p> <p>At the end of this session, girls will be able to name some of the specific benefits Girl Scouting promises and begin to think about how to choose and focus activities to meet those outcomes. Girls will be able to define “fun with purpose.”</p>	<ul style="list-style-type: none"> Acquaint girls with the basics of the Girl Scout Leadership Experience, including outcomes. Using <i>Transforming Leadership</i>, get girls into the GSLE model and the indicators by grade level. 	<ul style="list-style-type: none"> Explore the GSLE framework found on page 11 of <i>Transforming Leadership</i>. Access the video through http://www.girlscouts.org/gsle. 	<ul style="list-style-type: none"> <i>Transforming Leadership</i> (book) GSLE video Newsprint Markers 

Topic and Purpose

Camper Development

At the end of this session, girls will learn how younger girls develop physically and emotionally. Counselors-in-Training will come to understand how the needs, interests, and capabilities of younger girls can change. Counselors-in-Training will be intentional in helping young campers be leaders in their lives.

Suggested Activities

- Using the introductory sections of the Adult Guides to the younger girl journeys, point out information about girl development at each grade-level. Ask how their interactions with younger girls might change at different developmental stages.
- Have girls discuss and describe.
- Have Counselors-in-Training brainstorm typical situations Girl Scout Juniors might be in while not at camp. Then have them brainstorm situations they might find them in at camp.
- Role play.
- Debrief. What was the same? What was different? What support could they as CITs lend?

Suggested Resources

- *Get Moving! (It's Your Planet—Love It!)* Adult Guide, pages 14-15 “Juniors and the Great Outdoors”

Materials

- *Get Moving! Adult Guide*
- Newsprint, markers



Topic and Purpose	Suggested Activities	Suggested Resources	Materials
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Group Dynamics

At the end of this session girls will have an increased ability to manage groups effectively. Counselors-in-Training will begin to think about how they can be leaders at camp as they spend time with groups of younger girls.

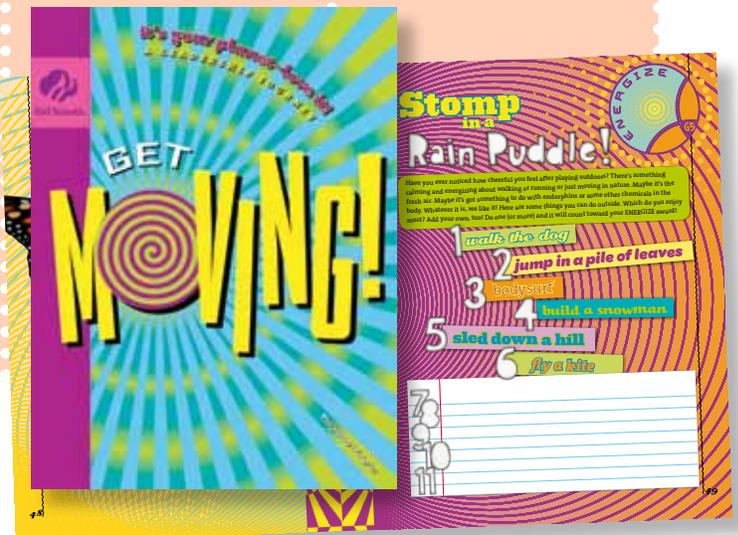
- Introduce group management techniques for a variety of situations. Practice the techniques through role-playing using such scenarios as “a girl with homesickness.”
- Discuss the differences between working with younger girls in a traditional troop setting and working with younger girls in the camp setting.
- Complete the exercise, “Diversity and You.” Ask girls to think about how these concepts might apply to groups at camp. Have girls develop an activity or exercise to use with younger girls at camp based on “Diversity and You.”
- Review “Stomp in a Rain Puddle” and challenge girls to come up with outdoor activities that could keep younger girls focused, having fun, and learning.

- Sow What? (Senior book in It’s Your Planet—Love It! journey series), page 51, “Diversity and You”

Sow What?
Get Moving!



- Get Moving! (Junior book in It’s Your Planet—Love It! journey series), page 49, “Stomp in a Rain Puddle”



Topic and Purpose

Journeys

At the end of this session, girls will know that leadership journeys are a key part of the GSLE, that a journey is a coordinated series of activities grouped around a theme, and that each journey is tied to Girl Scouts' 15 national outcomes. Specifically, Counselors-in-Training will be able to facilitate journey activities with younger girls, using their creativity to customize for the camp setting.

Suggested Activities

- Have girls become familiar with the journey series for Daisies, Brownies, and Juniors. Use Adult Guides as a starting point for activities.
- Give girls an opportunity to work in teams to lead an activity with the group, covering all nine books. Girls may present in any way they choose – role play, poster, etc.
- Divide girls into teams to select a journey activity that interests them and plan to facilitate that activity with younger girls in a camp setting. At the same time, girls share how that same activity could be very different if done in the troop or series pathway. Have girls prepare a response to “But we did this with Mrs. Smith, our troop leader already.”.

Suggested Resources

- Girls' books and Adult Guides

Materials

- Daisy, Brownie, and Junior journeys and Adult Guides



Topic and Purpose Suggested Activities Suggested Resources Materials

High-Quality Experiences

At the end of this session girls will understand that not only are the activities they facilitate with girls important, but how they engage girls is also important to creating a high-quality experience. Specifically, Counselors-in-Training will be able to plan activities that contain at least one of the processes.

- Have girls practice engaging younger girls in the planning process through role playing activities.
- Have girls review the “Recycled Paper” activity. Ask: How do you think it would be to lead a group of Juniors through this activity? How are the processes included?
- Have girls infuse the Girl Scout processes into an activity that currently doesn’t contain them. For example, ask girls to choose an activity that happens at camp such as building a fire or pitching a tent. Ask girls how they can infuse the processes into the activity. Ask if infusing the processes changes the activity? How?

- *Get Moving!* (Junior book in It’s Your Planet—Love It! journey series), Adult Guide page 20-21 to explore the three processes.

- *Transforming Leadership*
- *Get Moving!*
- *Get Moving! Adult Guide*

What + How: Creating a Quality Experience

It’s not just what girls do but how you engage them that creates a high-quality experience. Girl Scout activities are built on three processes that make Girl Scouting unique from school and other extracurricular activities. When used together, these processes—Girl Led, Learning by Doing, and Cooperative Learning—ensure the quality and promote the fun and excitement of being a Girl Scout. Use this time to understand these processes and how to use them with Juniors.

Girl Led

“Girl Led” is just what it sounds like—girls play an active part in figuring out the what, where, when, how, and why of their activities. So encourage them to lead the planning, decision-making, learning, and fun as much as possible. This means that girls are engaged in their learning and experience leadership opportunities as they prepare to become active participants in their local and global communities. With Juniors, you could:

- Encourage girls to plan and lead a service, activity, project, or event
- Assign and provide strategies for solving problems and making decisions
- Assign girls to choose ideas, goals, objectives, and cultures, noting the similarities and differences from their own
- On the learning the girls take the lead in Session 2, when they share examples of useful packaging they’ve found in their own homes. They then have the opportunity to construct that recycled packaging with the recycled, and energy-efficient adhesive packaging known as fusible—before they go on to design their own smart and energy-efficient packaging style.

Learning by Doing

Learning by doing is a focus on learning actions that engages girls in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of practical skills. As they participate in meaningful activities and then reflect on them, girls get to explore their own solutions.

Discover answers, gain new skills, and share ideas and observations with others. Throughout the process, it’s important for girls to be able to connect their experiences to their lives and apply what they have learned to their future experiences both within and outside of Girl Scouting. With Juniors, you could:

- Talk with the girls about ways to connect their learning to daily life
- Ask girls to reflect on their learning experiences by using the many ideas in this journey
- Request girls’ feedback on leading of their own ideas, skill building, and learning skills

Cooperative Learning

Through cooperative learning, girls work together toward shared goals in an atmosphere of respect and collaboration that encourages the sharing of skills, knowledge, and learning. Given that many girls desire to connect with others, cooperative learning may be a particularly meaningful and engaging way to engage girls in new ideas and knowledge. Working together in girl environments also encourages girls to be powerful and emotionally and physically safe, and it allows them to experience a sense of belonging even in the most diverse groups. With Juniors, you could:

- Introduce experiences so that girls “need” each other to complete the task
- Use role play and realistic scenarios to guide girls in communicating and working effectively within groups
- Give girls examples of how individuals manage their cooperative groups, such as assigning roles, ensuring how they are doing, and staying on task

REFLECTING
Ask girls to reflect on their learning experiences by using the many ideas in this journey.

TALKING THEM UP
Encourage girls to talk up their learning experiences by using the many ideas in this journey.

- *Get Moving!* pages 36-39, “Recycled Paper”



How about making some of your own Recycled Paper?

Get creative with your ingredients! It'll be even more fun if you try it with friends.

What You'll Need:

- A piece of screen, such as a window screen, or a papermaking screen and frame
- Recycled paper—house paper, newspaper, printer paper, wrapping paper, envelope—ripped into small pieces (about a half-inch square)
- Recycled or natural decorative bits (optional)—ribbons, threads, fabric, postage stamps (the newspaper), leaves, pressed into small pieces
- Plastic basin for water runoff
- Elastic blender
- Rags (dels) and 2-3 old towels
- Newspaper or old tabloids
- Butter knife
- Pieces of cardboard cut to match the size of your screen

Step 1: This is a fun but messy job, so set up your workspace with newspapers or old tabloids. You might want to get some newspapers on the floor as well. And keep old clothes!

Step 2: Place the screen on top of the plastic basin. If the screen does not have a frame, tape it to the basin top.

Step 3: Fill your blender 3/4 full of warm water for one hour. Sprinkle in 2-3 handfuls of torn paper. Let soak for at least 30 minutes.

Step 4 (Optional): Arrange decorative bits on screen, if available.

Here's a sample of your handmade paper here!

Paper Pleasures

Making recycled paper into other fun items and projects is a great way to reuse your recycled paper that won't be used in the paper-making process. This equals more fun for you and your friends!

What did you make with your recycled paper? Write a list of ideas.

Keep a tally of all the things you've made with your recycled paper.

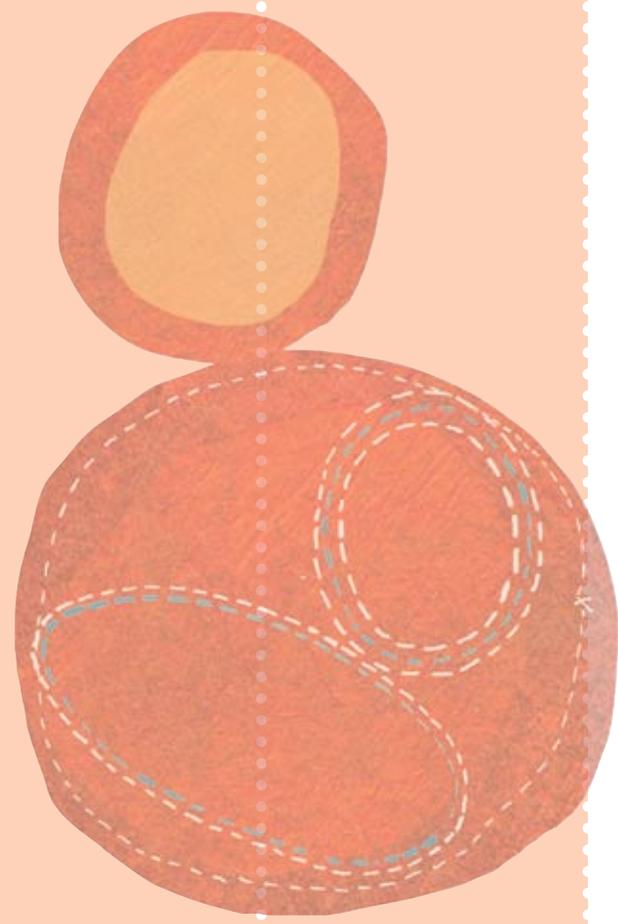
I used my handmade recycled paper to:

Now that's using resources wisely!

EMPOWER



Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Safety</p> <p>At the end of this session girls will be able to apply the 12 Safety Standards and Safety Activity Checkpoints to activities they facilitate with younger girls and know how to respond to emergency situations.</p>	<ul style="list-style-type: none"> ● Introduce girls to the Safety Standards and any other risk-management policies or procedures the council uses. Girls should plan a day at camp full of traditional camp and journey activities. ● Have girls apply the 12 Safety Standards and the Safety Activity Checkpoints to an activity they have planned. Do they need to make changes? ● Have girls conduct a risk audit of the site. Are there any noticeable hazards? If so, who needs to be made aware? ● Have girls explore the topic of emotional safety and techniques for keeping girls safe. Ask girls: how can this manifest itself in a camp setting? 		<ul style="list-style-type: none"> ● Safety Standards ● Safety Activity Checkpoints



Topic and Purpose	Suggested Activities	Suggested Resources	Materials
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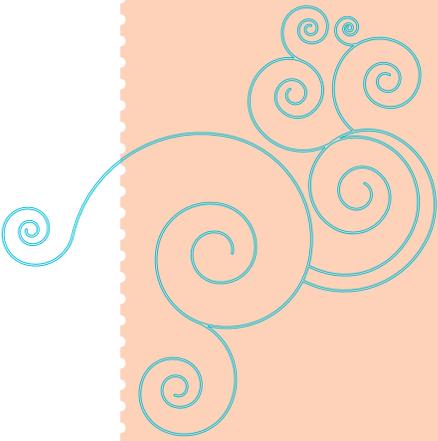
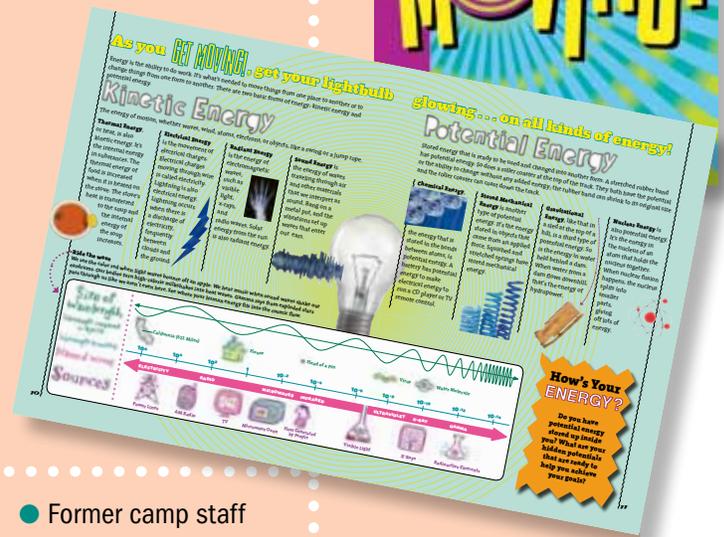
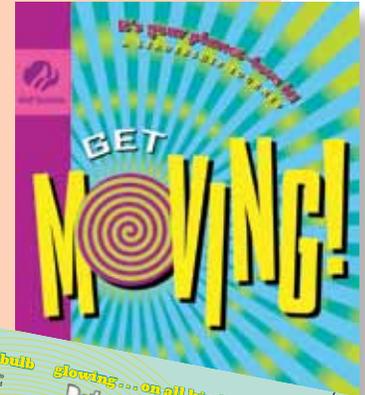
Outdoor Living

At the end of session, girls will be able to perform and teach outdoor skills necessary for living on a site or traveling from camp.

- Break into mini-sessions, if needed.
- Identify essential outdoor skills for your site and others girls may visit. Have girls practice skills until they can teach them to someone else using GSLE keys and processes.
- CITs should be aware of council and site procedures that relate to the activity. Also, girls will think about how to tie this activity (e.g., fire building) to a journey.

- *Get Moving!* (Junior book in It's Your Planet—Love It! journey series), pages 10–11. (As a fire is being built to cook lunch, CITs might engage Juniors in a conversation about fire as a source of energy.)

- *Get Moving!*

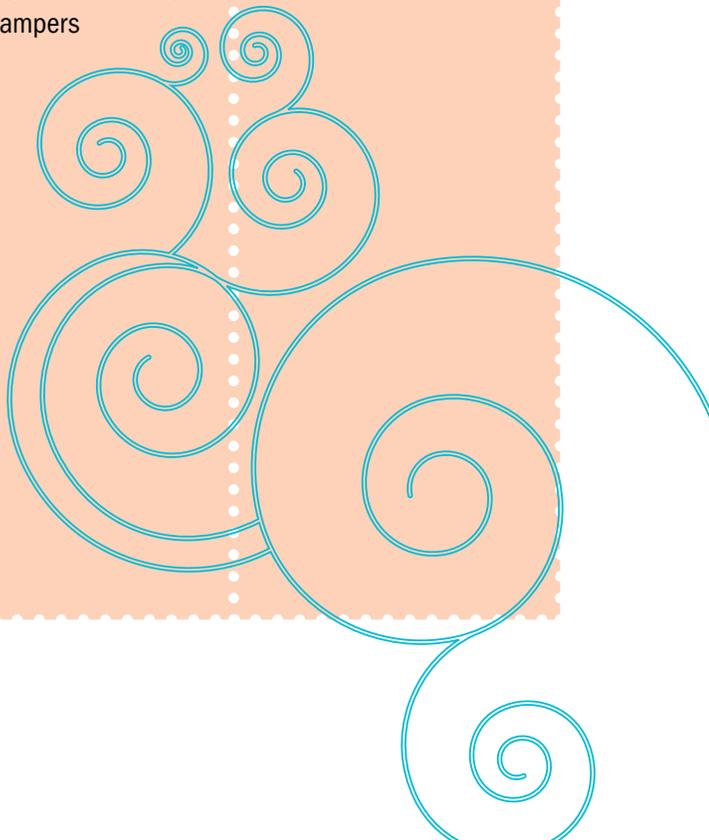


Camp Life

At the end of session girls will know the culture and history of their camp as well as the systems in place. Specifically, CITs will think about how the idea of fun with purpose impacts their camp environment, its history, and culture.

- Encourage girls to think about the camp's history and systems in place. Why have traditions developed and continued? What's the benefit to girls, the property, and the Girl Scouts? Invite former counselors, directors, or others with knowledge of the camp to speak.
- Show old photos of the camp and campers.
- Ask girls: what makes this Girl Scout camp experience unique?

- Former camp staff
- Old photos of camp and campers





Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Practical Experience</p> <p>Girls will complete a council-designed “hands-on” project/ internship. Specifically, Counselors-in-Training will work with younger campers during a camp session employing all they have learned about themselves as leaders and younger campers to facilitate activities aimed at outcomes that provide fun with purpose.</p>	<ul style="list-style-type: none"> ● This may be a series of mini sessions. (Consider who will be on hand to support the CITs--will they be partnered with experienced counselors or someone else?) ● Identify what practical experience Counselor-in-Trainings need to have: e.g., time spent in a unit at camp, planning and implementing an all- camp event, etc. (Be prescriptive. If the council wants all CITs to be able to plan a week’s worth of camp for younger girls or an all-camp event, say so.) ● Create criteria, an evaluation system, or guidelines for completion of this step so all Counselors-in-Training know what they are working towards. If the goal is to cultivate future staff, girls need to know they will be qualified candidates. 		
<p>Celebration</p> <p>After girls have completed the steps to earn their Counselor-in-Training Awards, they can celebrate their achievements!</p>	<ul style="list-style-type: none"> ● Present girls with their award pins. ● Girls can share their successes. ● Girls can talk about how they have grown and how achieving Counselor-in-Training has helped them be leaders in their lives and in the world. 		<ul style="list-style-type: none"> ● Award pins <div data-bbox="1159 1549 1520 1667" style="text-align: center;"> </div>



COUNSELOR-IN-TRAINING II

Seniors or Ambassadors interested in mentoring younger girls in a specific area of camp as they build skills toward becoming camp counselors should consider pursuing this award. To earn the Counselor-in-Training II award, a girl:

1. Earns her CIT I award.
2. Works with younger girls over the course of at least one camp session while focusing on increasing her skills in one specific area—such as riding instruction, lifeguarding, or the arts.

Sample Framework

The Leader in You: At the end of this session girls will be able to describe themselves as leaders in their lives and in the world. Specifically, Counselors-in-Training II will compare their leadership roles at camp and away from camp. Counselors-in-Training II will write goals for their CIT II experience.

Practice: At the end of this session, girls will be able to teach in a specialty area of camp; they will facilitate activities connected to outcomes. All instruction will take place under the supervision of a qualified adult.

Safety: At the end of this session girls will be able to apply the 12 Safety Standards and Safety Activity Checkpoints to their specialty area and know how to respond to emergency situations.

Practical Experience: Girls will complete a council-designed “hands-on” project/internship. Specifically, Counselors-in-Training II will work with younger campers during a camp session employing all they have learned about themselves as leaders and younger campers to facilitate activities aimed at outcomes that provide fun with purpose.

Becoming a Counselor: At the end of the session girls will be able to identify the qualifications necessary to become counselors. Counselors-in-Training II will describe how their abilities as leaders will make them assets to camp staff.

Celebration: After girls have completed the steps to earn their Counselor-in-Training II Awards, they can celebrate their achievements!





Sample Sessions: Counselor-in-Training II

In the suggested activities column, we have offered examples from a variety of National Leadership Journeys. We hope these examples spark your creativity as you work to include additional activities.

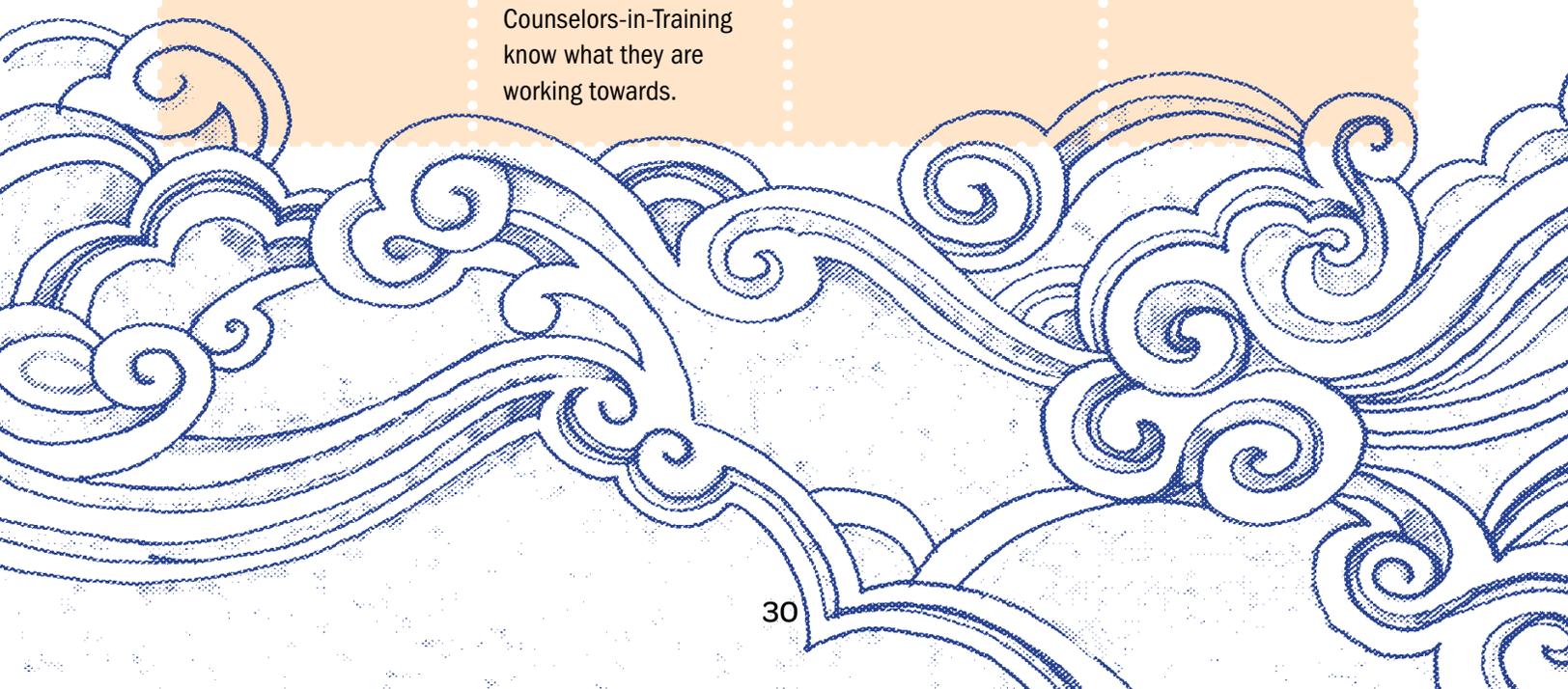
Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>The Leader in You</p> <p>At the end of this session girls will be able to describe themselves as leaders in their lives and in the world. Specifically, Counselors-in-Training II will compare their leadership roles at camp and away from camp. Counselors-in-Training II will write goals for their CIT II experience.</p>	<ul style="list-style-type: none"> ● Give girls an opportunity to discuss what they learned as CITs and describe how the experience increased their leadership skills and impacted their lives in and outside of camp. ● Encourage girls to write down their strengths and areas they'd like to improve. ● From their list of strengths and areas of improvement, have girls write three goals for themselves during their CIT II experience. 	<ul style="list-style-type: none"> ● <i>Bliss: Live It!</i> (Ambassador journey, It's Your Story—Tell It!) pages 15-20, “Values and Standards: Your Springboard to Dreams.” <p>(Exercise will spark girls to think about their values. How do those values impact the goals they have set for themselves this summer?)</p>	<ul style="list-style-type: none"> ● <i>Bliss, Live It!</i> ● Paper ● Pens 
<p>Practice</p> <p>At the end of this session girls will be able to teach in a specialty area of camp; they will facilitate activities connected to outcomes. All instruction will take place under the supervision of a qualified adult.</p>	<ul style="list-style-type: none"> ● This session may take several mini sessions. ● Have girls take lessons and/or practice in their area of specialty. ● Guide girls in teaching others with their fellow CIT IIs. ● Support girls as they plan and design activities that align with the GSLE. 	<ul style="list-style-type: none"> ● <i>Breathe</i> (Cadette journey, It's Your Planet—Love It!) Adult Guide, pages 22-23 (processes) and 29 (keys). ● A CIT II working at a waterfront could use the “One Sparkly Drop” from the <i>WOW!, Wonders of Water</i> Brownie journey (page 7) with younger campers. 	<ul style="list-style-type: none"> ● <i>Breathe</i> Adult Guide ● <i>WOW!, Wonders of Water</i> 

Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Safety</p> <p>At the end of this session girls will be able to apply the 12 Safety Standards and Safety Activity Checkpoints to their specialty area and know how to respond to emergency situations.</p>	<ul style="list-style-type: none"> ● Introduce girls to the Safety Standards and any other risk-management policies or procedures the council uses. Girls should plan a day at camp—within their specialty area. This may mean they will interact with various age levels. ● Have girls apply the 12 Safety Standards and the Safety Activity Checkpoints to an activity they have planned. Do they need to make changes? ● Have girls conduct a risk audit of the site. Are there any noticeable hazards? If so, who needs to be made aware? ● Have girls explore the topic of emotional safety and techniques for keeping girls safe. Ask girls: how can this manifest itself in a camp setting? 	<ul style="list-style-type: none"> ● Girls should review their plan – what Safety Standards and Safety Activity Checkpoints do they need to review? Do any of their plans need to be modified? 	<ul style="list-style-type: none"> ● <i>Safety Activity Checkpoints</i> ● <i>Girl Scout Safety Standards</i> ● Council-specific safety and risk resources as appropriate

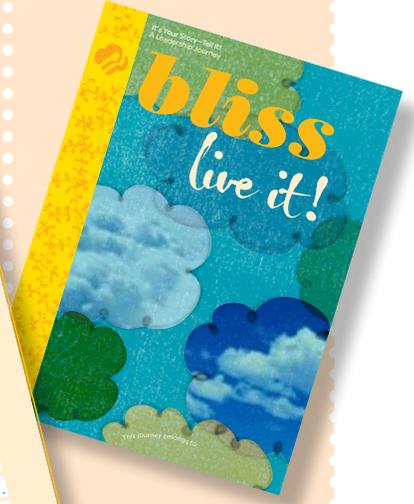
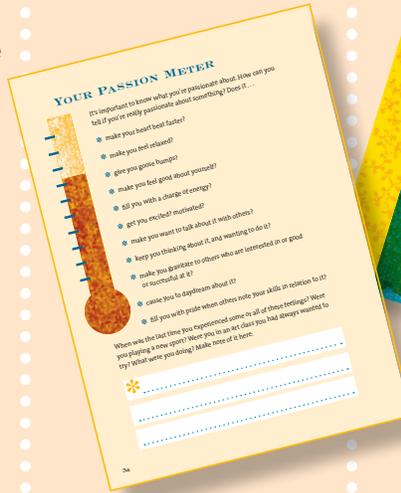




Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Practical Experience</p> <p>Girls will complete a council-designed “hands-on” project/ internship. Specifically, Counselors-in-Training II will work with younger campers during a camp session employing all they have learned about themselves as leaders and younger campers to facilitate activities aimed at outcomes that provide fun with purpose.</p>	<ul style="list-style-type: none"> ● This may be a series of mini sessions. (Consider who will support the Counselors-in-Training II.) ● Identify what practical experience Counselors-in-Training II need to have (e.g., how many sessions should they have led? How many lessons should they have taught?). Be prescriptive. If the council wants all CITs to be able to plan a week’s worth of camp for younger girls or an all-camp event, say so. ● Arrange for CIT IIs to review their goals. ● CIT IIs should be given an evaluation measuring their goals. ● Create criteria, an evaluation system, or guidelines for completion of this step so all Counselors-in-Training know what they are working towards. 		



Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Becoming a Counselor</p> <p>At the end of the session girls will be able to identify the qualifications necessary to become counselors. Counselors-in-Training II will describe how their abilities as leaders will make them assets to camp staff.</p>	<ul style="list-style-type: none"> ● Schedule a visit from the Human Resources Director. She can give girls information about the qualifications needed to become camp counselors as well as the hiring process. She can speak about what she looks for in a potential staff member and how she supports the camp staff. ● Encourage girls to assess their passion to be camp counselors by reviewing “Your Passion Meter” in <i>Bliss: Live It!</i>. 	<ul style="list-style-type: none"> ● <i>Bliss: Live It!</i> (Ambassador journey, It’s Your Story—Tell It!) page 34, “Your Passion Meter” 	<ul style="list-style-type: none"> ● <i>Bliss, Live It!</i>
<p>Celebration</p> <p>After girls have completed the steps to earn their Counselor-in-Training II Awards, they can celebrate their achievements!</p>	<ul style="list-style-type: none"> ● Present girls with their award pins. ● Girls can share their successes. ● Girls can talk about how they have grown and how achieving Counselor-in-Training II has helped them be leaders in their lives and in the world. 		<ul style="list-style-type: none"> ● Award pins





VOLUNTEER-IN-TRAINING

The Volunteer-in-Training (VIT) award is for Girl Scout Seniors and Ambassadors who would like to mentor a Girl Scout Daisy, Brownie, Junior, or Cadette group outside of the camp experience. If a girl has completed ninth grade, she is eligible to earn this award. A Volunteer-in-Training project needs to span a three-to-six-month period. To earn the Volunteer-in-Training award, a girl:

VIT

- 1.** Finds an adult volunteer mentor who is currently the volunteer for a group of girls at the level she'd like to work with. This volunteer will help her through her training and internship, and she'll help the volunteer with her group of girls for a three-to-six-month period.
- 2.** Completes a council-designed Volunteer-in-Training leadership course.
- 3.** Creates and implements a thoughtful journey project that lasts over four or more sessions. Volunteers-in-Training might also help younger girls with a Take Action project. The Volunteer-in-Training is responsible for designing, planning, and evaluating the activities. If a girl is passionate about a topic such as art or technology she could design the activities around this topic.

Sample Framework

The Leader in You: At the end of this session girls will be able to describe themselves as leaders – in their lives and in the world. Specifically, Volunteers-in-Training will describe or demonstrate examples of their own leadership.

The Girl Scout Leadership Experience (GSLE): At the end of this session, girls will understand what the Girl Scout Leadership Experience means and how it helps girls become leaders in their daily lives—and in the world! Specifically, Volunteers-in-Training will be able to facilitate activities intentionally aimed at meeting outcomes – fun with purpose.

Girl Development: At the end of this session, girls will learn how younger girls develop physically and emotionally. Volunteers-in-Training will come to understand how the needs, interests, and capabilities of younger girls can change. Volunteers-in-Training will be intentional about helping younger girls become leaders in their lives.

Group dynamics: At the end of this session girls will have an increased ability to manage groups effectively. As leaders in their lives, Volunteers-in-Training will begin to think about how they can be intentional leaders in the world as they spend time with groups of younger girls.

Journeys: At the end of this session, girls will know that leadership journeys are a key part of the GSLE, that a journey is a coordinated series of activities grouped around a theme, and that each journey ties to Girl Scouts' 15 national outcomes. Specifically, Volunteers-in-Training will be able to choose and facilitate journey activities with younger girls while modeling leadership.

High-Quality Experiences: At the end of this session, girls will understand that not only are the activities they facilitate with girls important, but how they engage is also important in creating a high-quality experience. Specifically, Volunteers-in-Training will be able to identify the three processes and explain how they can use those processes with the younger girls they will work with.

Safety: At the end of this session girls will be able to apply the 12 Safety Standards and Safety Activity Checkpoints to activities they facilitate with younger girls and know how to respond to emergency situations.

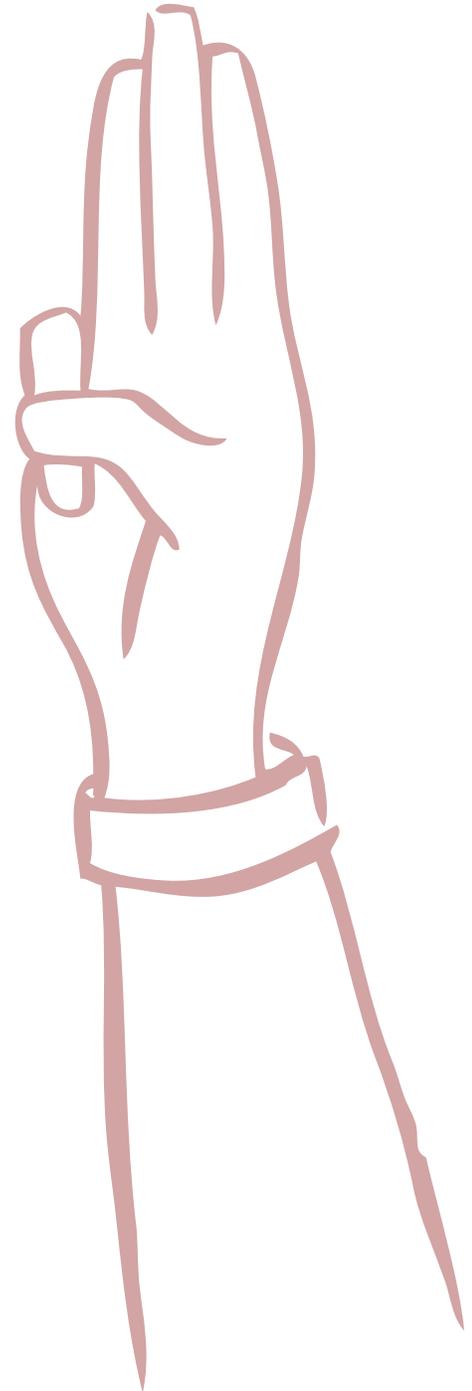
Program Plan: At the end of this session, girls will use the girl led process to create a plan for the program(s) they will facilitate. Specifically, Volunteers-in-Training will be mindful of what activities they will facilitate as well as how they will engage girls.

Practice: At the end of this session girls will have practiced or refined the skills they need to carry out their plans.

Practical Experience: Girls will complete a council-designed "hands-on" project/internship. Specifically, Volunteers-in-Training will work with younger girls over a period of three to six months utilizing all they have learned about themselves as leaders and younger girls to facilitate activities aimed at outcomes that provide fun with purpose.

Volunteer Systems: At the end of this session, girls will understand the volunteer systems in place in their council. Volunteers-in-Training will begin to think about what volunteer role might be a good match for her skills and interests.

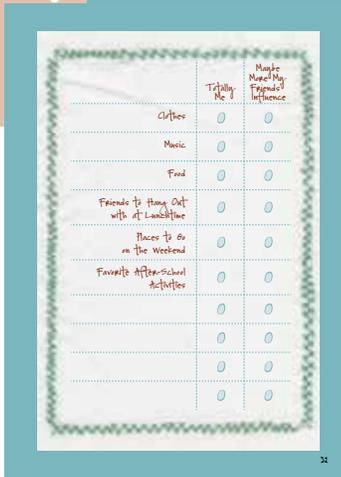
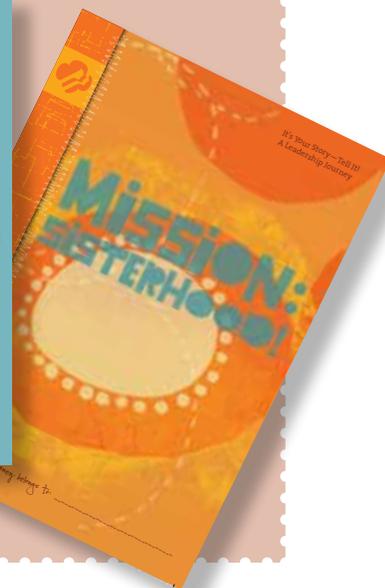
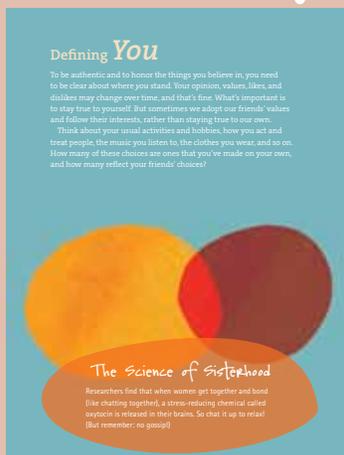
Celebration: After girls have completed the steps to earn their Volunteers-in-Training Awards, they can celebrate their achievements!



Sample Sessions: Volunteer-in-Training

In the suggested activities column, we have offered examples from a variety of National Leadership Journeys. We hope these examples spark your creativity as you work to include additional activities.

Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>The Leader in You</p> <p>At the end of this session girls will be able to describe themselves as leaders in their lives and in the world. Specifically, Volunteers-in-Training will give examples of their leadership.</p>	<ul style="list-style-type: none"> ● Have girls create a “Leadership” collage using different materials such as cut-up magazines, fabric, paint, colored pencils, etc. Or girls can write about their leadership qualities through poems, stories, or journaling. Follow activity with a discussion about leadership giving each girl a chance to describe her leadership qualities. ● Allow time for each girl to describe her leadership qualities. 	<ul style="list-style-type: none"> ● <i>Mission: Sisterhood!</i> (It’s Your Story—Tell It! journey series) pages 30-31 “Defining You.” 	<ul style="list-style-type: none"> ● <i>Mission: Sisterhood!</i>—one for each girl. ● Art supplies or writing materials



Topic and Purpose	Suggested Activities	Suggested Resources	Materials
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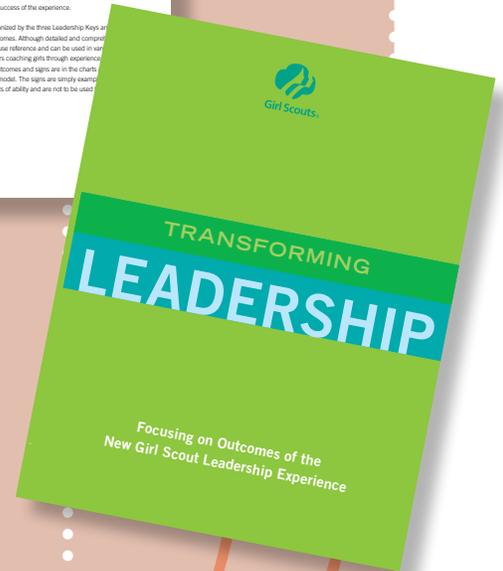
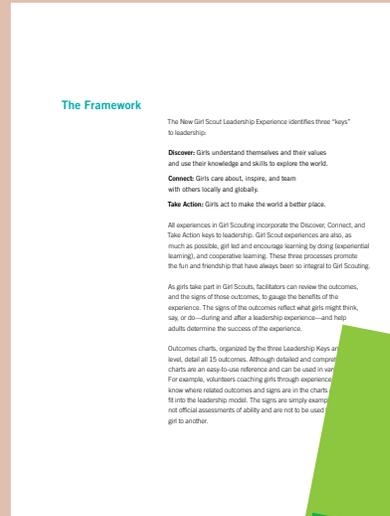
The Girl Scout Leadership Experience (GSLE)

At the end of this session, girls will understand what the Girl Scout Leadership Experience means and how it helps girls become leaders in their daily lives—and in the world. Specifically, Volunteers-in-Training will be able to facilitate activities intentionally aimed at meeting outcomes – fun with purpose.

- Acquaint girls with the basics of the Girl Scout Leadership Experience, including outcomes.
- Using *Transforming Leadership*, get girls into the GSLE model and the indicators by grade level.
- Engage girls in a brainstorming session. Fold newsprint in half. On one side of the paper girls explain what each key (Discover, Connect, Take Action) means to them. On the other side of the page, girls add what the keys might mean to younger girls.
- Sample Brainstorming Questions:
 - What do the keys mean to you?
 - How does using these keys make you a leader in your own life? In the world around you?
 - What could these keys mean for younger girls? How can they be leaders in their lives? In the world around them? What can you do to guide younger girls to become leaders?

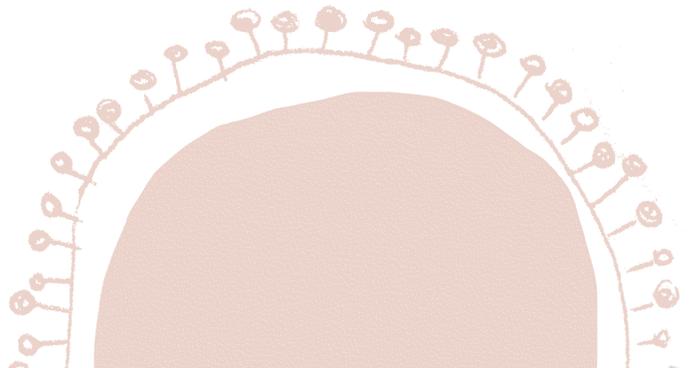
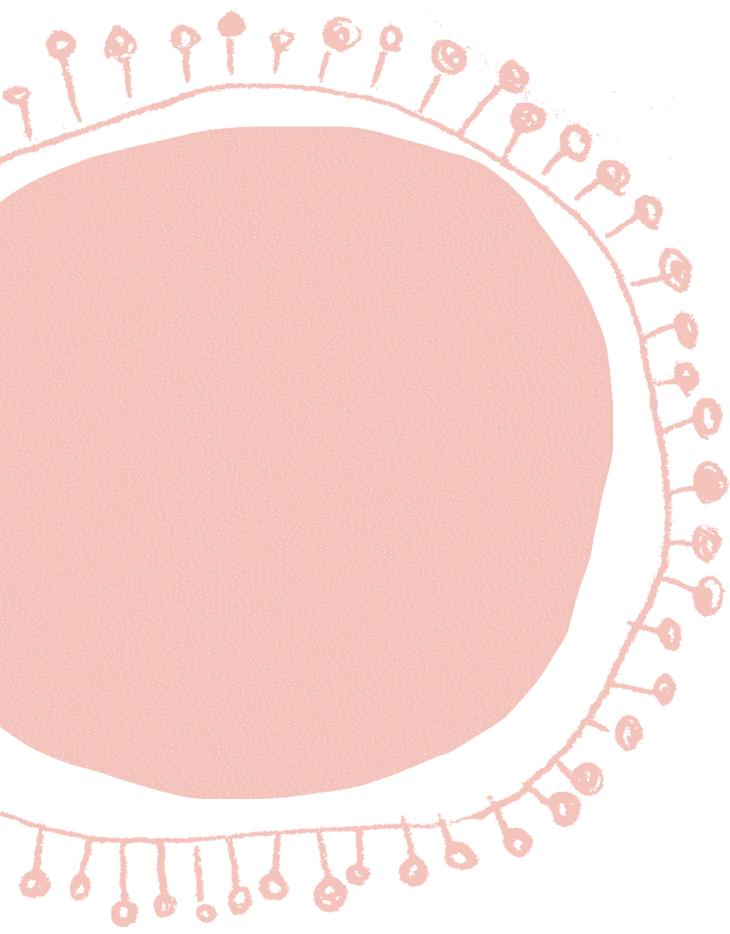
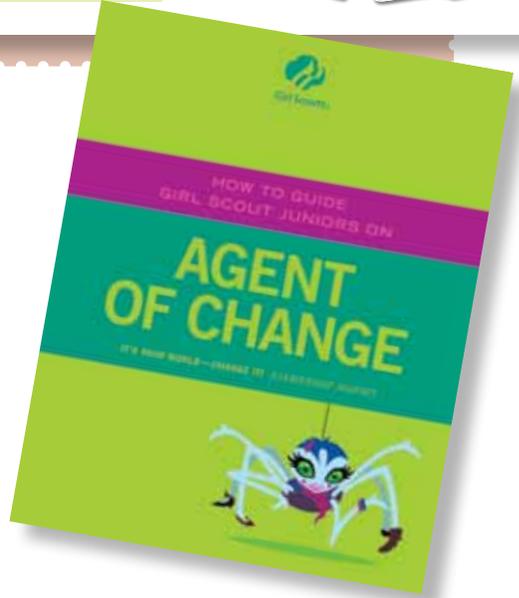
- Explore the GSLE framework found on page 11 of *Transforming Leadership*. Access the video through <http://www.girlscouts.org/gsle>.

- *Transforming Leadership* (book)
- GSLE video
- Newsprint
- Markers

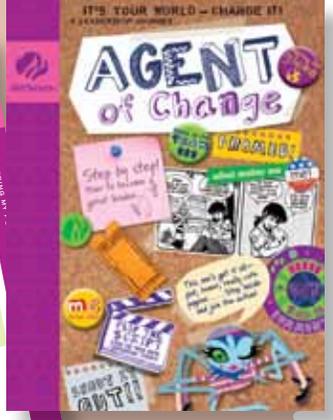




Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Girl Development</p> <p>At the end of this session, girls will learn how younger girls develop physically and emotionally. Volunteers-in-Training will come to understand how the needs, interests, and capabilities of younger girls can change. Volunteers-in-Training will be intentional about helping younger girls become leaders in their lives.</p>	<ul style="list-style-type: none"> ● Review information about developmental characteristics found in the opening section of the Adult Guides to the journeys. Ask Volunteers-in-Training to describe how their interactions with younger girls will change with different developmental stages. ● Brainstorm and role-play typical scenarios Juniors might experience while in a troop or series pathway. Ask: What was the same? What was different? What support could they as VITs lend? 	<ul style="list-style-type: none"> ● <i>Agent of Change</i> (Junior journey, It's Your World—Change It! journey series), Adult Guide, pages 22-23, “Understanding Junior-Age Girls” 	<ul style="list-style-type: none"> ● <i>Agent of Change Adult Guide</i> ● Chart paper, markers



Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Group Dynamics</p> <p>At the end of this session girls will be have an increased ability to manage groups effectively. As leaders in their lives, Volunteers-in-Training will begin to think about how they can be intentional leaders in the world as they spend time with groups of younger girls.</p>	<ul style="list-style-type: none"> ● Introduce group management techniques for a variety of situations. Give girls an opportunity to practice those techniques. ● Discuss the differences between working with younger girls in a traditional troop setting and working with younger girls in a series. ● Complete the exercise, "Thinking About Power." Ask girls to think about how these concepts might apply to groups of younger girls. Have girls develop an activity or exercise to use with younger girls at camp based on "Thinking About Power." 	<ul style="list-style-type: none"> ● <i>Agent of Change</i> (Junior book in It's Your World – Change it! journey series), Adult Guide, page 47. 	<ul style="list-style-type: none"> ● <i>Agent of Change Adult Guide</i> ● <i>Agent of Change</i>



Topic and Purpose

Journeys

At the end of this session, girls will know that leadership journeys are a key part of the GSLE, that a journey is a coordinated series of activities grouped around a theme, and that each journey ties to Girl Scouts' 15 national outcomes. Specifically, Volunteers-in-Training will be able to choose and facilitate journey activities with younger girls while modeling leadership.

Suggested Activities

- Have girls become familiar with the journey series for Daisies, Brownies and Juniors. Use Adult Guides as a starting point for activities.
- Give girls an opportunity to work in teams to lead an activity with the group, covering all 9 books. Girls may present in any way they choose – role play, poster, etc.
- Divide girls into teams to select a journey activity that interests them and plan to facilitate that activity with younger girls in a troop setting. At the same time, girls share how that same activity could be very different if done in the series or event pathway. Have girls prepare a response to: "But we did this with Mrs. Smith, our troop leader already."

Suggested Resources

- Girls' books and Adult Guides

Materials

- Daisy, Brownie and Junior journeys and Adult Guides



Topic and Purpose

High-Quality Experiences

At the end of this session, girls will understand that not only are the activities they facilitate with girls important, but how they engage is also important in creating a high-quality experience. Specifically, Volunteers-in-Training will be able to identify the three processes and explain how they can use those processes with the younger girls they will work with.

Suggested Activities

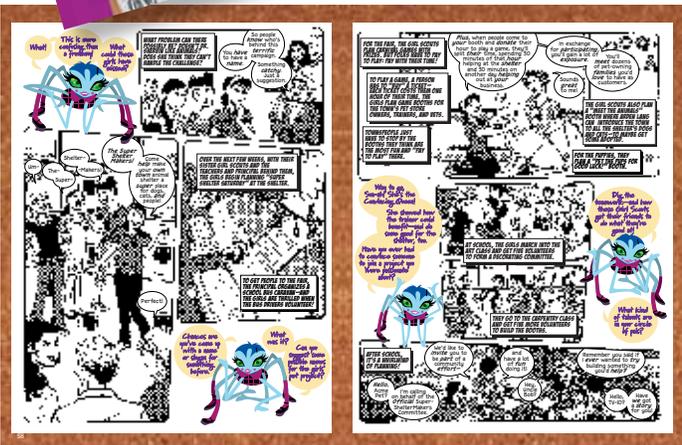
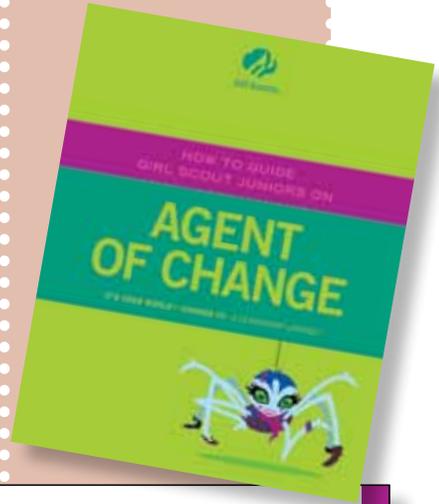
- Have girls practice engaging younger girls in the planning process through role playing activities.
- Have girls complete the “Trust Me!” activity. Ask: How do you think it would be to lead a group of Juniors through this activity? How are the processes included? What is the benefit for the girls now? In the future?

Suggested Resources

- *Agent of Change* (Junior book in It’s Your World – Change it! journey series), Adult Guide, page 24-27 to explore the three processes. *Agent of Change* pages 58-59, “Trust Me!”
- Choose an activity that happens in a troop or series. Can you infuse the processes into the activity? Does it change the activity? How?

Materials

- *Agent of Change Adult Guide*



What + How: Creating a Quality Experience

Girl Scouting, it's not just what girls do but how you engage them in a girl-led partnership that will ensure they have a high-quality experience. All Girl Scout activities are built on three processes—Girl Led, Cooperative Learning, and Learning by Doing—that make Girl Scouting unique from school and other extracurricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral to Girl Scouting.

Girl Led

“Girl led” is just what it sounds like: girls plan an activity just by figuring out the what, where, when, how, and why of that activity. They lead the planning and decision-making as much as possible. This ensures that girls are engaged in their learning and experience leadership opportunities as they prepare to become active participants in their local and global communities.

With Juniors, this might mean that girls:

- decide how they want to plan sessions and activities, begin and end meetings, and lead some meetings
- brainstorm possible ways of doing suggested activities—or offer substitutions to make activities more to their taste
- choose their own Take Action Project—one that really care about
- call, interview, and email representative community members to be guides and assistants on the Take Action Project

Learning by Doing

Learning by Doing, also known as Experiential Learning, is a hands-on learning process that engages girls in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of practical skills. As they participate in meaningful activities and then reflect on them, girls get to explore their own questions, discover answers, gain new skills, and share ideas and observations with others. Throughout the process, it's important for girls to be able to connect their experiences to their lives and apply what they have learned to their future experiences.

Because junior girls are beginning to understand the concepts of ethics, they need opportunities to learn through role-playing, games, and case studies. This means providing experiences that:

- are fun-to-do, ideally—the girls might work together to make up a TV script, for example, or on their own, produce a Power Log or Log of their Communities
- promote discussion and reflection on what they learned from the “doing” (“How did our team plan and do the project as a group?”)
- give the girls time to reflect on how to apply what they have learned to what's next on their journey (“If you could continue doing this project, what would you learn? What would you work out or change?”)

Cooperative Learning

Through cooperative learning, girls work together toward shared goals in an atmosphere of respect and collaboration that encourages the sharing of skills, knowledge, and learning. Working together in all-girl environments also encourages girls to feel powerful and emotionally and physically safe, and it allows them to experience a sense of belonging even in the most diverse groups.

To give junior girls a:

- opportunity for group projects, which may be a good sort of interdependence among the girls
- opportunities to create their own team rules
- encouragement as they begin to see how they can use their power as a group to effect change—in their team and beyond
- guidance as they learn to act as a team within a community
- time to work out their own solutions to problems before you offer your support (so long as physical safety isn't at stake)
- time to reflect as a group so they can adapt their plans and determine what to do better next time.

Cooperative Learning

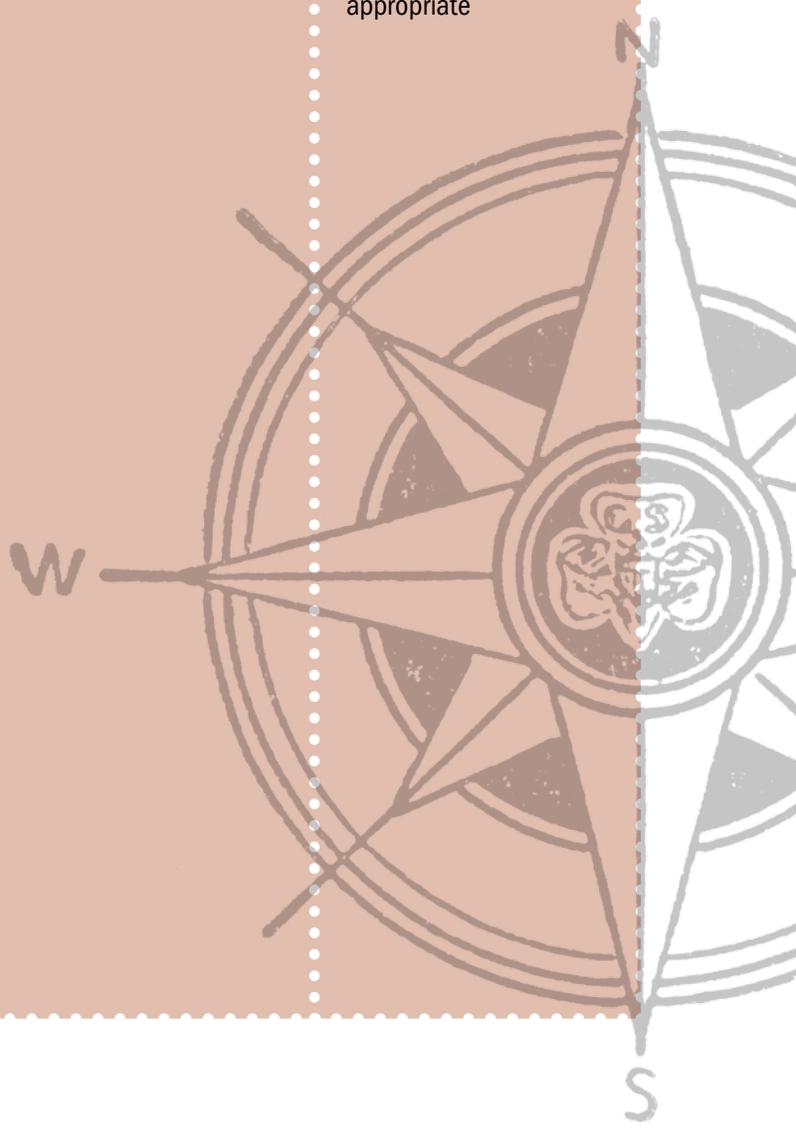
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Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Safety</p> <p>At the end of this session girls will be able to apply the 12 Safety Standards and Safety Activity Checkpoints to activities they facilitate with younger girls and know how to respond to emergency situations.</p>	<ul style="list-style-type: none"> ● Introduce girls to the Safety Standards and other risk management policies or procedures the council uses. Girls could plan a troop or series meeting full of journey activities. ● Have girls apply the 12 Safety Standards and the Safety Activity Checkpoints to an activity they have planned. Do they need to make changes? ● Have girls conduct a risk audit of the site where the troop meets or the series will be held. Are there any noticeable hazards? If so, who needs to be made aware? ● Have girls explore the topic of emotional safety and techniques for keeping girls safe. Ask girls: how can this manifest itself during a troop or series meeting or an event? 		<ul style="list-style-type: none"> ● Safety Standards ● Safety Activity Checkpoints ● Council-specific safety and risk resources as appropriate



Topic and Purpose

Suggested Activities

Suggested Resources

Materials

Program Plan

At the end of this session, girls will use the girl-led process to create a plan for the program(s) they will facilitate. Specifically, Volunteers-in-Training will be mindful of what activities they will facilitate as well as how they will engage girls.

- This session may need to be several mini-sessions. (Consider who will be on hand to support the VITs—will they be partnered with experienced volunteers or someone else?)
- Identify what elements you would like girls to include in their plans. Use Adult Guides as a starting point for activities.

- Journey Adult Guides



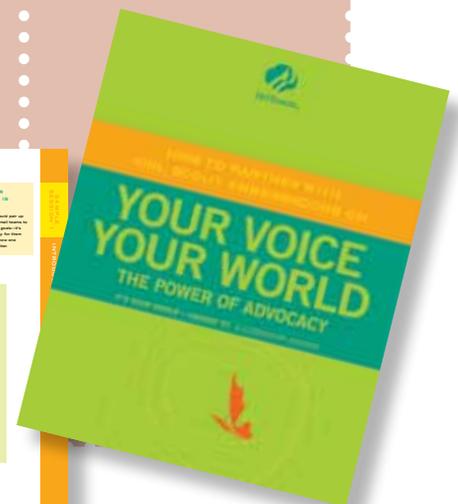
Practice

At the end of this session, girls will have practiced or refined the skills they need to carry out their plans.

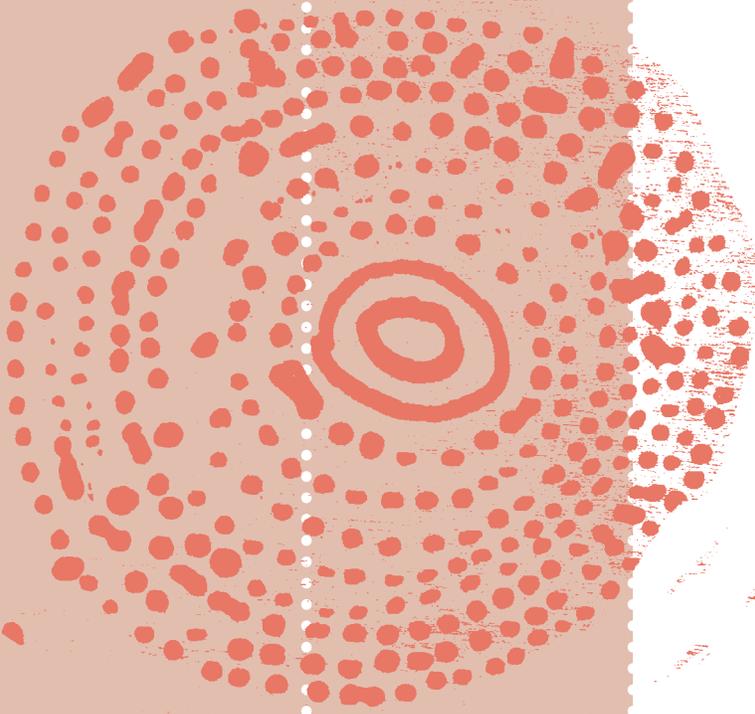
- Have girls complete the “Make it Yours” activity. Ask: what personal goals do you have for your VIT experience? Are there other goals you would like to accomplish? What skills do you already have to achieve those goals? What skills do you need to practice?

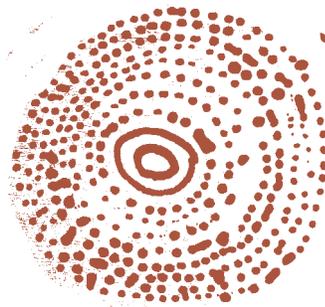
- *Your Voice Your World* (Ambassador book in It’s Your World –Change it! journey series), Adult Guide page 39, “Make it Yours.”

- *Your Voice, Your World* Adult Guide





Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Practical Experience</p> <p>Girls will complete a council-designed “hands-on” project/ internship. Specifically, Volunteers-in-Training will work with younger girls over a period of three to six months utilizing all they have learned about themselves as leaders and younger girls to facilitate activities aimed at outcomes that provide fun with purpose.</p>	<ul style="list-style-type: none"> ● This may be a series of mini sessions. (Consider who will be on hand to support the VITs—will they be partnered with experienced volunteers or someone else?) ● Identify what practical experience Volunteer-in-Training need to have (i.e., time spent in with a troop, planning and implementing a service unit event, etc.). ● Create criteria, an evaluation system, or guidelines for completion of this step so Volunteers-in-Training know what they are working towards. If the goal is to cultivate future volunteers, girls need to know they will be qualified candidates. 		



Topic and Purpose	Suggested Activities	Suggested Resources	Materials
<p>Volunteer Systems</p> <p>At the end of this session, girls will understand the volunteer systems in place in their council. A volunteer-in-Training will begin to think about what volunteer role might be a good match for her skills and interests.</p>	<ul style="list-style-type: none"> ● Introduce girls to a panel comprised of a variety of volunteers that serve your council. Ask panelists to give girls some background information, such as: how did they become involved? In what ways have they volunteered? How much time have they committed? Give girls an opportunity to ask questions. ● Ask a representative from your council's volunteerism team to explain how one goes about becoming a volunteer. Have this person speak to: the on-boarding system, volunteers who support other volunteers, staff members as partners, the volunteer evaluation system. 		<ul style="list-style-type: none"> ● Council-specific materials related to the volunteers
<p>Celebration</p> <p>After girls have completed the steps to earn their Volunteers-in-Training Awards, they can celebrate their achievements!</p>	<ul style="list-style-type: none"> ● Present girls with their award pins. ● Girls can share their successes. ● Girls can talk about how they have grown and how achieving Volunteer-in-Training has helped them be leaders in their lives and the world. 		<ul style="list-style-type: none"> ● Award pins <div data-bbox="1156 1501 1523 1619" style="text-align: center; border: 2px solid orange; border-radius: 15px; padding: 5px; background-color: #fff9c4; display: inline-block;"> <p>VIT</p> </div>