



## **Program Aide Plus Training**

**Activity Plan Description:** Explore the basic leadership skills needed to work with younger Girl Scouts. Learn the characteristics of younger Girl Scouts, practice planning activities, and find out what it takes to help out at events. Learn what it means to be a Junior Caddie, or Program Aider at a day camp.

**Program Grade Level:** Girl Scout Cadettes, 6<sup>th</sup> - 8<sup>th</sup> grade

**Program Duration:** 5 - 7 hours

**Optimal Setting:** Classroom setting, with open areas preferable

**Optimal Group Size:** 4-50 participants

### **Training Goals for Program Aide:**

- Identify and infuse their passions and be able to describe themselves as leaders.
- Identify the three keys to leadership-Discover, Connect, and Take Action-as well as the three Girl Scout processes of girl led, learning by doing, cooperative learning.
- Explain what leadership means for them and younger Girl Scouts.
- Know what to expect from younger Girl Scouts as they develop physically and emotionally.
- Have an increased ability to manage groups effectively.
- Have a knowledge of safety standards.
- Practice planning and putting together an activity

### **Training Goals for Program Aide Plus (for being a Junior Caddie or Program Aide at a Day Camp)**

- Learn what it means to be a Junior Caddie or Program Aide at a day camp.
- Discuss and practice leading songs, games and a flag ceremony.
- Begin to discover and practice good conflict and group management.

### **Program Aide Plus activity plan packet:**

This packet is set up for Cadettes to work on their own with an adult for support, for a troop to work on together, or for a Service Unit to offer the training. Activity Resources for many of the sessions can be found in the second part of this packet.

Adults leading the activities may customize them to best suit the needs of the Girl Scouts and the types of activities they are being prepared to lead troop, service unit events, or day camp activities.

Timing for activities may vary based on the size of the group being trained and customization.

**Background Information and Award Requirements:**

- Program Aides (PAs) are Girl Scout Cadettes that help younger Girl Scouts at troop meetings, council-sponsored events, service unit events and other activities such as volunteer-led day camps.
- To earn the Program Aide Pin, girls must earn one LiA Award, complete a council designed training (this curriculum or program aide event), and work directly with younger girls for a minimum of 6 activities/sessions.
- Pin/Badge can be purchased at any River Valleys shop upon completion of Program Aide hours and LiA Award.

**Leadership in Action award:**

- One Leadership in Action (LiA) award should be earned either before or after completing this training. Requirements for the LiA awards can be found in the Brownie and Cadette Journey Adult Guides of the first 3 journeys: It's Your world – Change It!, It's Your Planet – Love It! Or Its Your Story – tell It! Or follow these basic Leadership in Action (LiA) Award steps:
  - Step 1. Share your organizational skills
  - Step 2. Demonstrate your talents and skills
  - Step 3. Teach Brownies 3 steps/activities from their Journey
  - Step 4. Reflect on your experience

**Training Overview**

<b>Time Allotment</b>	<b>Activity Description</b>	<b>Materials Needed</b>
5 - 15 minutes	Activity 1: Welcome and Introductions <ul style="list-style-type: none"><li>• Overview of Program Aide training objectives</li><li>• Girl Scout Promise and Law</li><li>• Optional: Bingo Icebreaker game</li></ul>	<ul style="list-style-type: none"><li>• Basic Program Aide Information sheet</li><li>• Optional: Girl Scout Promise and Law</li><li>• Optional: Copies of Girls Scout Bingo cards</li><li>• Optional: Writing utensils</li></ul>
10 - 20 minutes	Activity 2: Program Aide Board Game <ul style="list-style-type: none"><li>• Learn important information regarding becoming a Program Aide.</li></ul>	<ul style="list-style-type: none"><li>• Board Game, cards, dice, and game pieces</li></ul>
10 - 15 minutes	Activity 3: Role Models <ul style="list-style-type: none"><li>• Discuss their own role models as well as how they are role models.</li></ul>	<ul style="list-style-type: none"><li>• Paper and writing utensils</li><li>• Optional: Flip chart paper or whiteboard and markers</li></ul>
15 - 20 minutes	Activity 4: Skill Sharing <ul style="list-style-type: none"><li>• Play a game to help them think about what skills they already have that will make them great leaders!</li></ul>	<ul style="list-style-type: none"><li>• Beach ball with favorites statements</li><li>• Optional: Printed favorites statements and hat/bowl</li><li>• Leadership &amp; Skills Inventory worksheets</li><li>• Writing utensils</li></ul>

20 – 25 minutes	<p>Activity 5: High Quality Experience</p> <ul style="list-style-type: none"> <li>Participate in a younger girl Journey activity, to learn about the Three Keys to Leadership and the Three Processes.</li> </ul>	<ul style="list-style-type: none"> <li>Brownie “A World of Girls” Journey book and adult guide</li> <li>Three Keys to Leadership and Three Processes information sheets</li> <li>Index cards and writing utensil.</li> <li>Additional materials may be needed based on activity chosen</li> </ul>
10 - 15 minutes	<p>Activity 6: Giving Directions</p> <ul style="list-style-type: none"> <li>Learn about the importance of giving directions through a fun drawing activity.</li> </ul>	<ul style="list-style-type: none"> <li>Giving Directions Drawing worksheet</li> <li>Paper and writing utensils</li> <li>Flip Chart Paper or Whiteboard and Markers</li> </ul>
10 - 15 minutes	<p>Activity 7: Safety</p> <ul style="list-style-type: none"> <li>Learn how to ensure planned activities are safe for all Girl Scouts.</li> </ul>	<ul style="list-style-type: none"> <li>Paper and writing utensils</li> <li>Suggested safety activity checkpoints</li> </ul>
15 - 20 minutes	<p>Activity 8: Age Level Characteristics</p> <ul style="list-style-type: none"> <li>Learn about the different characteristics Girl Scouts exhibit at each age level.</li> </ul>	<ul style="list-style-type: none"> <li>Three Keys to Leadership and Three Processes information sheets</li> <li>Age Characteristic Sheet</li> <li>Age level Behavior Sheet</li> <li>Flip Chart Paper and Markers</li> </ul>
15 - 20 minutes	<p>Activity 9: “Oh No” Role Play</p> <ul style="list-style-type: none"> <li>Brainstorm how to deal with problems that may arise during activities.</li> </ul>	<ul style="list-style-type: none"> <li>“Oh no!” Scenario cards</li> <li>Paper and writing utensils</li> </ul>
30 minutes	<p>Activity 10: Our Turn</p> <ul style="list-style-type: none"> <li>Practice leading an activity whether it be a song, game, or an activity from one of our journey events curricula</li> </ul>	<ul style="list-style-type: none"> <li>Game books or games from internet search</li> <li>Tips for Teaching Games and Song Leading</li> <li>Paper and writing utensils</li> <li>Three Keys to Leadership and Three Processes information sheets</li> <li>Optional: Handbooks and journey books</li> </ul>
10 - 15 minutes	<p>Activity 11: Wrapping Up</p> <ul style="list-style-type: none"> <li>Reflect on what was learned and how this can be used.</li> <li>GSRV Leadership Progression</li> <li>Receive certificates of completion!</li> </ul>	<ul style="list-style-type: none"> <li>Reflection/review questions</li> <li>GSRV Leadership Progression handout</li> <li>Certificates of Participation</li> </ul>
<p><b>Congrats! You’ve completed the Basic Program Aide Course! Want to do the Program Aide PLUS course? Continue with the following modules! These can also be interspersed throughout the Program Aide portion or completed after.</b></p>		
30 minutes	<p>Module 1: Role of a Program Aide PLUS/Junior Caddie and From a Different Angle</p> <ul style="list-style-type: none"> <li>Identify what makes a Program Aide PLUS</li> <li>Learn what is expected of a Program Aide from campers, parents, and other staff</li> </ul>	<ul style="list-style-type: none"> <li>Copies of Junior Caddie Position Description or other appropriate description</li> <li>Flip chart paper</li> <li>Writing utensils</li> </ul>

30 minutes	<b>Module 2: Flag Ceremony</b> <ul style="list-style-type: none"> <li>Review how the roles in a flag ceremony</li> <li>Practice a flag ceremony and flag folding</li> </ul>	<ul style="list-style-type: none"> <li>Flags</li> <li>Flag Stands</li> <li>Ceremony Instructions</li> </ul>
30 - 45 minutes	<b>Module 3: Games</b> <ul style="list-style-type: none"> <li>Review different types of games</li> <li>See different teaching techniques</li> <li>Practice teaching games!</li> </ul>	<ul style="list-style-type: none"> <li>Flip chart paper</li> <li>Writing Utensils</li> <li>Games Packet</li> <li>Game materials</li> </ul>
30 - 45 minutes	<b>Module 4: Songs</b> <ul style="list-style-type: none"> <li>Learn what makes a good song</li> <li>Practice teaching a song!</li> </ul>	<ul style="list-style-type: none"> <li>Flip chart paper</li> <li>Writing Utensils</li> <li>Songbooks</li> <li></li> </ul>
30 - 45 minutes	<b>Module 5: Teamwork and Conflict Resolution</b> <ul style="list-style-type: none"> <li>Learn how to deal with common scenarios at camp</li> <li>Practice team building exercises</li> </ul>	<ul style="list-style-type: none"> <li>Hula Hoop</li> <li>Jump Rope</li> </ul>
<b>CONGRATS! You've completed the Program Aide PLUS training modules!</b>		

## **Activity #1: Welcome and Introductions**

Time Allotment: 5 - 15 minutes

Purpose of this activity is to learn the role of a program aide as well as get to know each other.

Prep Needed:

- Make copies of the Basic Program Aide information sheet.
- Make copies of the Girl Scout Promise and Law.
- Optional: Make copies of Girl Scout Bingo cards and instructions.

Materials Needed:

- Basic Program Aide Information sheet (See Activity Resources)
- Girl Scout Promise and Law (See Activity Resources)
- Optional: Girl Scout Bingo cards (See Activity Resources) and writing utensils

Steps:

1. Share background information and training goals as outlined on page 1. Inform participants where bathrooms are located and drinking fountains if available, as well as any other necessary information for participants in attendance.
2. Have them read the Basic Program Aide Information sheet on their own.
3. Recite the Girl Scout Promise and Law.
4. Optional: Girl Scout Bingo may be played to allow girls to learn more about one another. Or substitute another getting to know you game.

## **Activity #2: Program Aide Board Game**

Time Allotment: 10 - 20 minutes

Purpose of this activity is to continue to explore the role of a program aide and how it differs from being a younger Girl Scout participant.

Prep Needed:

- Make copies of the game board and game cards (1 set per 4-5 participants). Cut out game cards. You can use any small items as game pieces as long as they are different from each other.

Materials Needed:

- Game Board (Located in activity resources)
- Game Cards (Located in activity resources)
- Game Pieces
- Dice

Steps:

1. Split into groups of 4-5 and explain the rules below.
  - Each player will choose a game piece and place it at the start position.
  - The youngest player will start the game.

- Another player will take a game card and ask the question. If the player answers the question incorrectly, they will remain on their current spot. If they answer the question correctly, they will roll the die and move the number of spaces indicated.
  - If the player moves their piece to a question space, they will remain there, and it will be the next players turn. If the space indicates to move their piece, they will do so as indicated, then it will be the next players turn.
2. The play continues until one person has reached the end of the board or until they are out of questions cards.

This game can also be set up as a Program Aide Trivia Game:

- a. Have someone read the trivia questions. Questions consist of information found in the Basic Program Aide information sheet as well a trivia about Girl Scouts.
- b. For each correct answer a point is given.
- c. If playing in a group, take turns receiving a question.
- d. Questions do not need to be read in order.

Play the game again at the end of this Program Aide training to see if scores will improve.

### **Activity #3: Role Models**

Time Allotment: 10 - 15 minutes

Purpose of this activity is to reflect on how role models have impacted the participants life and how they can be positive role models for other Girl Scouts.

Materials Needed:

- Scratch paper
- Writing utensils
- Optional: Flip chart paper or whiteboard and markers

Steps:

1. Ask participants to think about older Girl Scouts they looked up to when they were younger.
2. Draw a line down a piece of flip chart paper or whiteboard. (Scratch paper may also be used.) On one side, collect information about WHY they admired these people so much. On the other side, have them list ways this person changed or impacted their life.
3. Have them reflect to themselves about why younger Girl Scout would look up to them.
4. Invite participants share if they would like to.

#### **Activity #4: Skill Sharing**

Time Allotment: 15 - 20 minutes

Purpose of this activity is for participants to think about what they like to do and what skills they have to bring to the role of Program Aide. Reflecting on interest and skills helps someone to grow into their leadership skills.

Prep Needed:

- Write the Favorites Statements (see activity resources) on beach balls. If beach balls are not available, you will need to print out the Favorites Statements and cut the phrases out.
- Print copies of Leadership & Skills Inventory worksheet.

Materials Needed:

- Beach balls with Favorites Statements written on them OR Favorites Statements on paper slips and a hat or bowl (Located in activity resources).
- Leadership & Skills Inventory worksheets (Located in activity resources)
- Writing utensils

Steps:

1. Split into groups of no larger than 5 girls.
2. Give a beach ball to each group. Have girls get in a circle and throw the ball to one another.
3. Each time the ball is caught; the girl who catches it will read the category touching her right thumb and tell what “her favorite” is for that category.
  - Variation: Instead of having girls throw the beach ball, have girls pass around a hat/bowl and choose statements in slips of paper.
4. Make sure there have been a variety of categories and every girl has had at least one chance to go.
5. After 7 minutes of learning about girls’ favorites, have girls complete Leadership & Skills Inventory Worksheet.
6. Encourage girls to finish the worksheet after training, if time runs out. Note If training is being extended to 4 hours, girls can be given additional time to complete the worksheet.

#### **Activity #5: High Quality Experience**

Time Allotment: 20 - 25 minutes

Purpose of this activity is for each Girl Scout to think about what needs to be included to make a high-quality Girl Scout experience.

Background Information: Review the handouts in the activity resources: The Three Keys to Leadership and The Girl Scout Processes. You can also view this video from Girl Scout University Website: <http://gsuniversity.girlscouts.org/resource/girl-scouting-101-refresher/girl-scout-leadership-experience-gsle/>

#### Materials Needed:

- Three Keys to Leadership information sheet (Located in activity resources)
- Three Processes information sheet (Located in activity resources)
- Brownie World of Girls Journey Book and adult guide or another journey book and adult guide of your choosing (May be checked out from your service unit library)
  - Review the activity “Two Story Relays” on pages 51-52 of the *It’s Your Story-Tell It! World of Girls* adult guide or choose an activity from another younger girl journey book. (also located in Activity Resources)
- Index cards - Write the “Sample Words for Relay 2 Cards” from page 52 of the adult guide onto index cards. There should be 1 word per card.
- A writing utensil.
- Optional: Other materials, if needed (varies based on activity chosen)

#### Steps:

1. Begin by introducing the Three Keys to Leadership and the Three Girl Scout processes by using the information listed above and the laminated Three Keys to Leadership and Three Processes information sheets.
2. Lead the girls in the activity “Relay 2” from page 52 of the *It’s Your Story-Tell It! World of Girls* adult guide.
3. After the activity, lead a discussion about what the girls have done.  
Possible discussion questions are:
  - Can you identify where the Three Keys to Leadership were in this activity?
  - Were all Three Keys to Leadership part of this activity? Which one(s) were missing?
  - What happened in this activity and what did you discover?
  - How did the “girl-led”, “cooperative learning”, and “learn by doing” processes come through?
  - How does this activity help girls now?
  - How might this activity help girls in the future?
4. Optional/Alternative Activity: Read the following activities aloud and have the girls answer whether they think they fulfill the Discover, Connect, or Take Action Keys (Note: More than one answer may be correct):
  - Girl Scouts research and learn about “tree issues” in their community
  - Girl Scouts plant a tree at a local park or community center
  - Girl Scouts research cyber-bullying and share ideas about how to stay safe
  - Tug of War game
  - First aid class
  - Girl Scouts teach some basic first aid skills to younger Girl Scouts
  - Hiking to explore local plants and birds
  - Girl Scouts are invited to bring a recipe or item representing their cultural heritage.
  - Girl Scouts interview a local business woman to learn more about starting a small business
  - Girl Scouts use the information they learned from the business woman to start a small money earning project to earn money for their troop to attend camp

## Activity #6: Giving Directions

Time Allotment: 10 - 20 minutes

Purpose of this activity is to practice giving very specific directions that younger kids can understand. It demonstrates how trust, communication, and teamwork are all important parts of teaching others and how it relates to giving instructions.

### Materials Needed:

- Giving Directions Drawing worksheet (1 per 2 participants, located in activity resources)
- Paper
- Writing utensils

### Steps:

1. Share that through this activity they will learn how trust, communication, and teamwork are all important parts of teaching others and how it relates to giving instructions. Participants may feel frustrated by this activity. Ask them to encourage one another, find humor in the activity, or change the way they are communicating (or talking) if something isn't working. The purpose of this activity is to practice giving very specific directions that younger kids can understand.
2. In pairs, one person will be the "artist" and one person will be the "director."
3. Sit so that the artist and director cannot see what the other is doing.
4. The director has the picture and the artist has a blank sheet of paper and writing utensil.
5. Remind them that only the director can see the picture. Also ensure that the artist from one group cannot see the sheet of the director from the other group.
6. The director must describe the picture to the artist, who must try to draw the picture based on the words and description from the director. Detail is key if you are the director! Just telling the artist what the picture is will not help her know where to place the objects on the paper and what they look like exactly. Be very specific!
7. The goal is to end up with a drawing that looks as much like the original picture as possible.
8. Encourage the artists to ask lots of questions.
9. Give them 5 minutes to complete the drawing. If working in several groups, once everyone is done, compare the picture with the drawing.
10. Either the pair or the group gather to discuss the following questions:
  - How close were the pictures to each other?
  - How did it feel to be the artist?
  - How did it feel to be the director?
  - Did anyone get frustrated? If so, what did you do to make it easier?
  - What does this activity have to do with giving directions and communicating with others?
11. Together come up with a list of helpful tips to keep in mind when giving directions? Ideas might include:
  - Give one direction at a time.

- Be specific
- Allow questions to be asked
- Instead of saying “Do you all understand?” ask “Does anyone have any questions?”
- Have a visual representation of your directions.

### **Activity #7: Safety**

Time Allotment: 10 – 15 minutes

Purpose of this activity is to increase understanding of the role of safety in Girl Scouts.

#### Background Information:

- Safety Activity Checkpoints are from GSUSA and can be found on the River Valleys volunteer website. It outlines safety procedures in Girl Scouts and for specialized activities. All Girl Scout activities must follow *these* guidelines.
- Each activity has its own set of guidelines. Before starting an activity, review its unique checkpoints.
- The activity checkpoints are updated on a regular basis. Be sure to review the safety activity checkpoint each time you do an activity.
- If an activity is not covered in a *Safety Activity* checkpoint, and is not expressly forbidden, find the checkpoint that most closely represents the activity for guidance.
- If you are not sure how to proceed safely with an activity, please check with Girl Scouts River Valleys staff prior to planning the activity.

#### Materials Needed:

- Writing utensils
- Scratch paper
- Copy of Safety Activity checkpoints (first section, not all activity checkpoints. Choose a few applicable activity checkpoints to print out for the group.)
- <https://volunteers.girlscoutsv.org/reference/articles/safety-wise/>

#### Steps:

1. Take a minute and brainstorm different activities that Program Aides could lead or assist with.
2. Split into groups of 4 or 5.
3. Tell participants that when planning and leading activities it is important to think about safety.
4. Give them 3 minutes to come up with a list of all the safety rules and guidelines they can think of.
  - Examples: an adult must always be present at each activity, and everyone must wear a PFD when boating
5. Have each group share the rules they came up with, the other groups should cross it off on their sheet. (Think Scategories)
6. Introduce the group to the *Safety Activity Checkpoints*. Explain these are safety procedures specifically for Girl Scouts. Tell them they can find these on the River Valleys volunteers website under references and then articles.

## **Activity #8: Age Level Characteristics**

Time Allotment: 15 - 20 minutes

Purpose of this activity is to increase understanding of age level characteristics and how that influences the types of activities offered and how leading each age level may vary.

Materials Needed:

- Three Keys to Leadership information sheet
- Three Processes information sheet
- Age Level Characteristics Sheet
- Age Level Behavior Characteristic Sheet
- Large paper and markers

Steps:

1. Review the age level characteristics information found on the Three Keys to Leadership and the Three Processes information sheets.
2. Have participants work in small groups or alone.
3. Give each participant an Age-Level Behavior Sheet and an Age-level Characteristic sheet. Tell them they will be creating/drawing a Girl Scout who is at a specific program level.
  - Tell them to think about what kinds of things Girl Scouts at that age level likes to do, how are their fine motor skills, how do they like to receive directions, etc.
4. Each participant or group either becomes Daisy experts, Brownie experts, or Junior experts.
5. Give them 5-10 minutes to draw their Girl Scout.
6. Have them present their Girl Scout to the larger group.
7. If working alone, find an adult to discuss the difference between Daisies, Brownies and Juniors and how you would lead them differently.

## **Activity #9: “Oh No” Role Play**

Time Allotment: 15 - 20 minutes

Purpose of this activity is to discuss solutions to scenarios that can arise for when leading activities.

Materials Needed:

- “Oh No!” scenario cards (Located in Activity Resources)
- Paper
- Writing utensils

Steps:

1. Get into small groups of 2-4 depending on group size. Give each group an “Oh No!” scenario card. Some of the cards have the same situation, but the age of the Girl Scout(s) is different. Be sure to assign some scenarios that are the same.
2. Give about 2-4 minutes to brainstorm what they would do in this situation.
3. Share the situation with the group and the solution they talked about as a pair or small group.

4. After each group shares, discuss what happened and other possible ways that they could handle the situation. For groups that have the same situation, but different age levels, discuss how and why you would deal with different ages differently if at all
5. Remind them that even as they adjust to more leadership roles, there will always be adults around that they can turn to for help.

### **Activity #10: Our Turn**

Time Allotment: 30 minutes

Purpose of this activity is for participants to practice planning and leading an activity for a group of Girl Scouts. You can have them choose their own activity, or direct them to lead a song, game, badge or journey activity.

Materials Needed:

- Games books or internet access
- Badge or Journey curriculum if applicable
- Tips for Teaching Songs and Leading Games sheets
- Three Keys to Leadership and Three Processes information sheets.
- Writing utensils
- Paper

Steps:

1. Review the tips for how to give good directions the group came up with earlier and go over the how to teach songs and leads game sheet.
2. Divide into groups of 2-3.
3. As a group, they need to decide if they would like to practice teaching a song, a game, or an activity from a badge or journey curriculum.
4. Randomly assign each group to either be leading Daisies, Brownies, or Juniors.
5. Give girls 5 minutes to practice, decide who is going to teach what, and/or read over the curriculum.
6. Encourage the girls to think about all the information and resources they learned about today.
7. Girls should also think about...
  - Is the activity age-appropriate?
  - What resources and supplies will be needed?
  - How much time will the activity take?
  - Consider the Keys to Leadership
  - Is the activity girl led, learning by doing, and cooperative learning?
  - Don't forget safety!
8. Have each group lead 2 or 3 other groups in the activity they chose.
9. Debrief the experience. First have the group leading the activity to state if it went as planned; as well as what they might have done differently. The group experiencing the activity state what they appreciated about how the activity was taught; as well as something they might have done differently.

## **Activity 11: Wrapping Up**

Time Allotment: 10 - 15 minutes

The purpose of this activity is for the participants to reflect on what was learned and how they can use it. They will also get an overview of how to complete the Program Aide award and the GSRV Leadership Progression. There is also an opportunity to celebrate and receive their certificates of participation.

### **Materials Needed:**

- GSRV Leadership Progression Handout
- Certificates of Participation
- Paper
- Writing Utensils

### **Steps:**

1. Write on a flip chart the following questions. Have each individual reflect and write their answers.
  - a. What did you learn?
  - b. How will this make you a better PA?
  - c. What is an area you want to learn more about or practice to get better at it?
  - d. What is your goal for using your new skills?
2. Have participants share their thoughts on these questions. This can be done in pairs, small groups of 3-5, or with the large group.
3. Hand out the Certifications of Participation and tell them once they have completed their LiA award and leading 6 activities/sessions with younger Girl Scouts they can return the certification to you for their PA pin which can be worn on the front of their uniform.
4. Hand out and review the GSRV Leadership Progression sheet.
  - a. With their Program Aide Training, they are also now eligible to be assist with troop, service unit and council events.
  - b. They can also continue their learning by taking the volunteer-led Caddie Training.
  - c. As a Senior and Ambassador Girl Scout they can take Counselor in Training through the GSRV summer camp program and/or earn their Volunteer-In-Training pin.

# Program Aide PLUS Modules

## Module 1: Role of a Program Aide PLUS and From a Different Angle

Time Allotment: 30 minutes

The purpose of this module is to help Cadette Girl Scouts understand their leadership role in working with a day camp.

Materials needed:

- 1 copy of Junior Caddie Position Description or other appropriate description for each small group
- 1 pieces of flip chart paper for each small group
- Writing utensils

Steps:

1. Acknowledge this may be their first experience with such a structured volunteer position and thank them for their willingness to be involved!
2. Explain what the purpose of a position description is and how this will be helpful to the running of a day camp.
3. Split into 5 or more small groups and hand out a Position Description to each group. Have the group underline the parts of the description that they think will be easy for them to do and circle the parts of the description that they think will be challenging for them to do.
4. Give them a few minutes to share with the large group.
5. In the same small groups, hand out a sheet of flip chart paper. Each group will answer the following question from a different perspective.
  - a. The question is “What will this group be looking for and expecting from you as a Program Aide or Junior Caddie at a day camp?”
  - b. The perspectives are: campers, parents, other program aides, the adult volunteers, the day camp director.
6. Give the groups 5 minutes to work on this activity. Then, allow them to share with the large group.
7. Reflection: What if anything was surprising? How will they use this information?

## Module 2: Flag Ceremony

Time Allotment: 30 minutes

Purpose of this activity is to review and fine tune their abilities to lead a flag ceremony with younger Girl Scouts

Materials Needed:

- Flags and Flag Stands
- Flag Ceremony Instructions
  - Online version: <https://volunteers.girlscoutsv.org/reference/articles/ceremonies-traditions-celebrations/>

Steps:

1. Review the positions for the flag ceremony
  - a. Color Guard: the person whose sole purpose is to guard the flag(s)
  - b. Color Bearer: the person who carries the flag
  - c. GS in Charge (Caller): the person who calls commands to the color guard and gives instructions to the audience
  - d. Standards: the stands that support the flag.
2. Using the Ceremony Instruction Packet, perform a practice ceremony (or two!).
3. Using the same packet, follow the instructions for folding of the flags.

## Module 3: Games

Time Allotment: 30 - 45 minutes

The purpose of this activities it to help participants begin to consider the intentionality of the games that they choose as well as techniques for teaching. If time allows, have participants practice teaching games to each other.

Materials Needed:

- Flip chart paper
- Writing Utensils
- Leading Games handout
- Optional: Game materials

Steps:

1. On flip chart paper, have the following categories listed: Quiet Games, Active Games, Singing and Rhythmic Games, Open Country Games, and Sports. Hang the paper throughout the room.
2. Give participants several minutes to walk around the room and write down all the games they can think of under each category.
3. Go through each category. Some people may need to do a brief explanation of the game if it is one people are unfamiliar with.
4. Using the Leading Games handout, go through the steps on teaching techniques, and use one of the games to show how to use the techniques teaching.

5. Divide into small groups of 3 to 5 participants. Ask each group to teach the larger group a game. Remember, they should assume that the participants are first-time campers!
6. Practice!

## **Module 4: Songs**

Time Allotment: 30 - 45 minutes

The purpose of this activities it to help participants begin to consider the intentionality of the songs that they choose as well as techniques for teaching. If time allows, have participants practice teaching games to each other.

Materials Needed:

- Flip chart paper and markers
- Song Leading handout
- Optional: Songbooks
  - Online version: <https://volunteers.girlscoutsv.org/reference/articles/ceremonies-traditions-celebrations/>

Steps:

1. As a large group, list the songs that can be sung in the following categories:
  - a. "Repeat after me"
  - b. Slow songs
  - c. Songs that go with games (i.e. Ring around the Rosie)
  - d. Campfire songs
2. Using the list of songs from the previous activity, ask them what their favorite songs are. Discuss why.
  - a. A good song usually has simple, repeating tunes, a few, repeating words, rhyming lines, and easy actions.
3. Divide into small groups, each group should be assigned one of the following questions.
  - a. Where can songs be sung?
  - b. What should you consider when picking songs to sing?
  - c. What are some examples of camp songs that would be appropriate for Girl Scout Brownies? Why?
  - d. What are some examples of camp songs that would be appropriate for Girl Scout Juniors? Why?
  - e. What are some good things to remember when leading songs?
4. Give them several minutes to discuss in their small groups then discuss in the large group.
5. Then have them return to their small groups and pick a song to teach to the group. Remember, they should assume that the participants are first-time campers!
6. Practice!

## **Module 5: Teamwork and Conflict Resolution**

Time Allotment: 30 - 45 minutes

The purpose of this activity is for participants to consider their role in handling conflict and what they can do to help reduce conflict.

Materials Needed:

- Hula Hoop
- Jump Rope

Steps:

1. Divide them into small groups of 4-5, each group should prepare a small role play (2 minutes maximum) for the following scenarios:
  - a. What do you do when some campers can't agree on the playing the same game?
  - b. What do you do when some campers are fighting over the same toy?
  - c. What do you do when one camper is routinely being left out?
  - d. What do you do when one camper hits another camper?
2. Each group presents their role play, then discuss if the reaction was appropriate and what other courses of action would be beneficial.
3. Once role plays are completed, ask them to reflect on their role as a day camp PA/Caddie in reducing or helping to resolve conflict.
4. Ask how teamwork contributes to conflict resolution.
5. Play a couple team building games. There are some choices below.
6. After each game discuss: What worked? What didn't? What do you want to remember about teamwork for your next activity?

### **Teambuilding #1: Hula-Hoop Pass**

1. Stand in a big circle, joining hands.
2. Place a Hula-Hoop on one person's arm and tell them the objective of the game is to pass the Hula-Hoop all the way around the circle without unclasping hands. The group will have to figure out how to maneuver their bodies all the way through the hoop to pass it on.

### **Teambuilding #2: Hula Hoop Lift**

1. In this game, up to 8 participants stand in a circle and raise their arms then extend their index fingers.
2. The group leader places a Hula-Hoop so that it rests on the tips of their fingers. Participants are told that they must maintain a fingertip on the hula hoop at all times but are not allowed to hook their finger around it or otherwise hold the hoop; the hoop must simply rest on the tips of their fingers. The challenge is to lower the hoop to the ground without dropping it.
3. To make this more challenging, you can place communication constraints on them—no talking or limited talking, for example.

### **Teambuilding #3: All Aboard**

1. Divide into groups of six or eight.
2. Have each group make a circle with their jump rope on the ground. This is their “lifeboat
3. Now have all the members of each group get into their lifeboat. This should be easy the first time.
4. Then have all players get out and reduce the size of their circle by one foot. Again, all players need to get into the boat.
5. Repeat this process, making the lifeboat smaller and smaller while you watch your students come up with creative solutions for making sure that everyone fits safely inside their boat.

### **Teambuilding #4: Line-up**

1. Have the group line up shoulder to shoulder.
2. Then tell the girls, without speaking, they must line up in
  - a. alphabetical order by first name
  - b. alphabetical order by last name
  - c. order of birthdays
  - d. tallest to shortest
3. If that was too easy, you can:
  - a. Have them stand on a jump rope and tell them to, silently, line up without moving off the jump rope.
  - b. Tell them to line up in under 1 minute

### **Wrap-up of Program Aide Modules**

Use the questions from Activity 11 to have participants reflect on what they learned from the 5 Program Aide Plus Modules

### **Activity Resources found in the rest of this document:**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| • Girl Scout Promise and Law      | • Three Processes              |
| • Girl Scout Bingo                | • 2 Story Relay directions     |
| • Basic Program Aide Information  | • Giving Directions            |
| • PA Game Board                   | • Oh No Scenario Card          |
| • PA Game Cards                   | • Activity Planning Scenarios  |
| • Favorites Statements            | • Leading Games and Songs      |
| • Leadership and Skills Inventory | • Leadership Progression       |
| • Three Keys to Leadership        | • Certificate of Participation |

## **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.

\* Members may substitute for the word God in accordance with their own spiritual beliefs

## **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 to be a sister to every Girl Scout

# Girl Scout Bingo

**WHO CAN FILL IN THE MOST SPACES? HAVE FUN!**

<p>I believe it's important to give back to the Girl Scout organization by serving as a Program Aide.</p>	<p>I have earned my Leader in Action (LiA) award!</p>	<p>I see myself as a leader.</p>	<p>I feel confident teaching this outdoor skill to younger Girl Scouts.</p> <p>_____.</p>	<p>I was a Girl Scout Daisy.</p>
<p>I'd like to be a PA/Junior Caddie at day camp.</p>	<p>I know the requirements for earning the Program Aide Pin. What are they?</p>	<p>I can name one reason why safety is important in Girl Scouts!</p>	<p>I learned this important skill in Girl Scouts....</p> <p>_____.</p>	<p>I know a great song to share with younger girls. Please name what it is....</p> <p>_____.</p>
<p>I can name a character from one of the Girl Scout Journey books. Write the name below...</p> <p>_____.</p>	<p>I feel confident teaching this craft activity to younger girls. Please name what it is...</p> <p>_____.</p>	<p>I can name one older Girl Scout that I looked up to as a positive role model when I was younger</p> <p>_____.</p> <p>Why did you look up to her?</p>	<p>I have experience working with younger Girl Scouts. What sort of experience have you had?</p> <p>_____.</p>	<p>I can name my favorite Girl Scout activity of ALL TIME</p> <p>_____.</p> <p>Please share what made it so special? Was it the event itself? Was it the people?</p>
<p>I have skills I could share with girls in younger Girl Scout troops. Please share what it is</p> <p>_____.</p>	<p>I'm excited to demonstrate my leadership skills as a program aide</p> <p>_____.</p>	<p>I know a great game to play with younger Girl Scouts. The game is:</p> <p>_____.</p>	<p>I can name one thing that makes a great leader</p> <p>_____.</p>	<p>I'd like to use my skills at service unit events.</p>

# Basic Program Aide Information

## What is a Program Aide (PA)?

A Program Aide is a Girl Scout in grades 6-12 who has completed PA training and wishes to demonstrate and practice her leadership skills and talents by working with younger girls throughout the Council (along with leaders, adult volunteers, council staff, and other adults).

## Where can a PA help?

- At resident or day camps
- At troop meetings, service unit events and encampments (overnights)
- At council-sponsored programs & events

## What does a PA do?

A Program Aide in partnership with adults can:

- Help run council programs (put out supplies, take attendance, help direct activities, collect paperwork, clean up).
- Plan & lead activities, songs, and games.
- Lead special programs (based on skills & talents).
- Attend meetings and events and act as a positive role model for younger Girl Scouts.

## What are the responsibilities of a PA?

- To work with leaders and staff to plan safe, fun, and age/ability appropriate activities for younger girls.
- To communicate with the adults involved to determine:
  - 1) the date, time, and location of the activity.
  - 2) what exactly the PA will help with (will it be a special activity or leading the whole meeting or event).
  - 3) what supplies will be needed and who will bring them.
- To notify the adult in advance if you are unable to fulfill your commitment.
- To arrange your own transportation to and from the program.
- To find an adult to attend with you (in case there's an emergency).

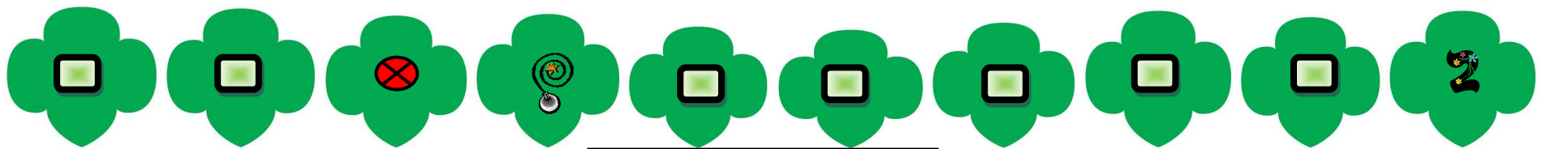
## Why should I be a PA?

- It's a great way to grow and develop your leadership skills.
- You can earn recognitions, including: The Program Aide pin by completing 1 Leadership in Action (LiA) Award, PA training, and 6 sessions working with younger girls.
- You get to meet new people and make new friends.
- It's fun & free!
- One of the most important things you can do as an older Girl Scout is become a positive role model for younger Girl Scouts.

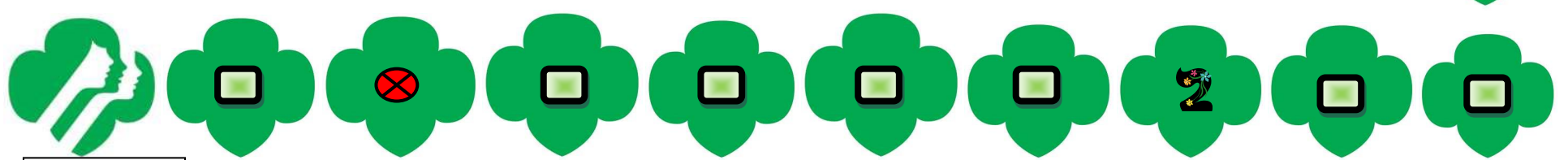
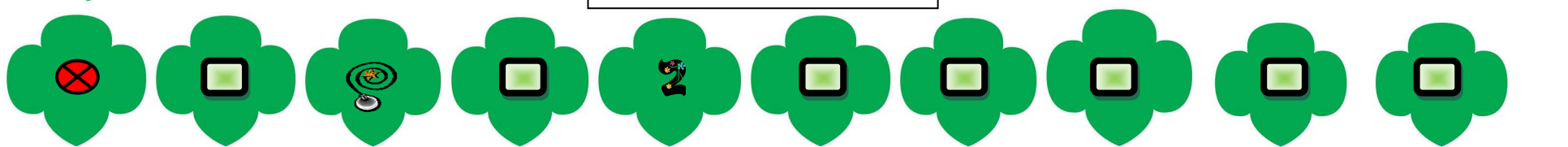
START



KEY: Draw a Card=  Lose Your Turn:  Move Ahead 2:  Move Back 3: 



GAME CARDS



FINISH



# Game Cards

<p>A Program Aide may lead a specific program based on her specific skills and talents. <b>Answer: TRUE</b></p>	<p>If you cannot fulfill a commitment, let your troop leader know and they will take care of it. <b>Answer: FALSE, as a Program Aide, it is your responsibility to contact the adult(s) you are working with and find a replacement if at all possible.</b></p>	<p>If you have already earned your LIA award, you will earn your Program Aide pin by completing this training. <b>Answer: FALSE, you will also need to work directly with girls for 6 activities/sessions.</b></p>
<p>When helping with an event/activity, it is the Program Aide's responsibility to communicate with adults in order to know the date, time, and location of the activity, what she will be helping with, and what materials are needed and who is bringing them. <b>Answer: TRUE</b></p>	<p>What are the 3 Girl Scout Process? <b>Answer: Girl-led, Learning by Doing, Cooperative Learning</b></p>	<p>A Program Aide will lead activities, songs, and games, but the adult develops these activities. <b>Answer: FALSE, knowing how to develop age-appropriate activities is an important for Program Aides.</b></p>
<p>The adults running the program are responsible for providing your transportation to the program.  <b>FALSE, you are responsible for providing your own transportation.</b></p>	<p>There is no fee to be a Program Aide. <b>Answer: TRUE</b></p>	<p>In order to earn the PA Pin, a girl must have completed one LiA award. <b>Answer: TRUE</b></p>
<p>A Program Aide can help with troop meetings and service unit events. <b>Answer: TRUE</b></p>	<p>Girl Scout Cadettes, Seniors, and Ambassadors can earn their PA pin. <b>Answer: FALSE, only Cadettes can earn the PA pin.</b></p>	<p>Being a Program Aide allows girls to demonstrate and practice their leadership skills. <b>Answer: TRUE</b></p>
<p>What are the Three Keys to Leadership? <b>Answer: Discover, Connect, Take Action</b></p>	<p>A Program Aide cannot help with overnight activities. <b>Answer: FALSE, they can assist with service unit encampments and overnight Council Events.</b></p>	<p>Program Aides can work with only Girl Scout Daisies and Girl Scout Brownies. <b>Answer: FALSE, they can also work with Juniors.</b></p>
<p>What is the highest award a Girl Scout can earn? <b>Answer: Gold Award</b></p>	<p>Recite the Girl Scout Slogan. <b>Answer: Do a good turn daily</b></p>	<p>What was Juliette Gordon Lowe's nickname <b>Answer: Daisy</b></p>
<p>What does LiA stand for? <b>Answer: Leader in Action</b></p>	<p>What is the highest award a Girl Scout Cadette can earn? <b>Answer: Silver Award</b></p>	<p>What day do we celebrate the Girl Scout Birthday. <b>Answer: March 12</b></p>



## **Favorite Statements for beach ball or Scratch Paper**

Favorite book

Favorite indoor activity

Favorite movie

Favorite thing about my family

Favorite song

Favorite thing about my school

Favorite place

Favorite time of day

Favorite expression

Favorite food

Favorite game

Favorite person

Favorite way to express yourself

Favorite club/organization

Favorite subject

Favorite website

Favorite outdoor activity

# Leadership & Skills Inventory

**Name:**

I care about...

I like to help people...

I know how to make...

I am most proud of...

It would be fun to...

I feel confident teaching someone how to...

I want to learn more about...

How could you share one of these skills or interests with younger girls as a Program Aide?  
Write down your answers below.

# Three Keys to Leadership

Discover: Activities engage Girl Scouts in exploring their values, skills, and world.

Connect: Activities engage Girl Scouts in teaming up and relating with others in a multicultural world.

Take Action: Activities engage Girl Scouts in making a difference in the world.

Age Level Characteristics			
	Daisy	Brownie	Junior
Age	5-7 years old	7-8 years old	9-11 years old
Attention span	5 to 10 minutes	10 to 15 minutes	15 to 30 minutes
Fine Motor Skills	Somewhat clumsy	Wide variety	Pretty well developed
Group Skills	Seeks adult approval	Developing group skills, but needs individual attention	Developing group skills

# Three Processes

**Girl Led:** This means Girl Scouts play an active part in figuring out the: what, where, when, how, and why of their activities. Encourage them to lead the planning, decision making, learning, and fun as much as possible. This ensures that they experience leadership opportunities as they prepare to become active participants in their communities.

**Learning by Doing:** Engages Girl Scouts in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of skills. As they participate in activities and then reflect on them, they explore their own questions, gain new skills, and share ideas. It's important for Girl Scouts to connect their experiences to their lives and apply what they have learned to future experiences outside of Girl Scouting.

**Cooperative Learning:** Girl Scouts work together towards goals with mutual respect and collaboration. Working together in a safe environment encourages Girl Scouts to feel powerful and emotionally and physically safe, and allows them to experience a sense of belonging.

Three Processes			
	Daisies	Brownies	Juniors
Girl Led	<ul style="list-style-type: none"> <li>Encourage Daisies to volunteer.</li> <li>Identify activities Daisies can take the lead on.</li> <li>Help Daisies decide the details of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Help talk Brownies through decisions.</li> <li>Encourage Brownies to add their own flair to projects and activities.</li> <li>Give Brownies the freedom to solve problems on their own.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage Juniors to plan and lead a session, activity, project, or event.</li> <li>Model and provide strategies for solving problems and making decisions.</li> <li>Expose Juniors to diverse ideas, geographies and culture.</li> </ul>
Learn By Doing	<ul style="list-style-type: none"> <li>Develop activities for Daisies to get up and out of their seat.</li> <li>Give Daisies opportunities to explore and create.</li> <li>Demonstrate hands-on activities that require assistance from a Daisy.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage Brownies to answer their own questions through hands on activities.</li> <li>Ask Brownies to do more that they are capable of doing while offering limited, strategic help.</li> <li>Offer opportunities for Brownies to engage their motor skills and their senses.</li> </ul>	<ul style="list-style-type: none"> <li>Talk with Juniors about ways to connect their learning to their daily life.</li> <li>Guide Juniors to reflect on their learning.</li> <li>Support Juniors hands-on testing of their own ideas, skill building, and teaching skills.</li> </ul>
Cooperative Learning	<ul style="list-style-type: none"> <li>Give Daisies examples of what cooperation and collaboration look like.</li> <li>Create group activities.</li> <li>Promote social skills like listening and taking turns.</li> </ul>	<ul style="list-style-type: none"> <li>Make the most of teamwork activities.</li> <li>Encourage Brownies to decide as a team how to accomplish a task.</li> <li>Demonstrate giving others equal opportunity to participate in decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Structure experiences so that Juniors "need" one another to complete tasks.</li> <li>Use role-play scenarios to guide Juniors in working effectively within groups.</li> <li>Give Juniors examples of how to assign roles within the group, asses how they are doing, and stay on task.</li> </ul>

## **Two Story Relays:**

**Prepare Games cards in advance:** Use index cards and markers to draw out the game pieces with the following, one set of cards per team:

- For Relay 1- write the words from each part of the Girl Scout Promise on an index card (commas separate the part for each card): 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.
- For Relay 2- write these words onto an index card to help form a story:  
Once, Upon, A, Time, A, Group, Of, Brownies, Found, An, Old, Witch, When, By, Cabin, Went, Bon, A, Hike, Made, Met, New, Friends, Was, In, The, Woods, They, Asked, Where, Saw, Deer, Fox, Waterfall, Built, Fort, Finally, Got, Back, Home, Adventure, The, Trail, Gave, It, To, The, Woman, Her, She, Smiled, They, Wearing, Swam, In, Pond, Felt, Good, At, The, End, Of, The, Day, Ran, Jumped, In, Hat, Shoes, Purple, Golden, Cold, The, Beautiful, Mysterious, And

## **Begin the Game:**

Say, "We're going to play some story games. To start have the story relay have a set of cards for each team. Have a table at one end of the room and a cleared space for running.




Relay 1 - Ask the group to form teams of 5 to 8 people.

- Distribute the sets of cards to each team, one card per person, and ask them not to show their cards to anyone. Extra cards can be set on a table at the beginning of the line.
- At Go! The first person in line runs to the table at the end, places her card word side up, runs back, and tags the next person.
- With every new card that gets laid down, the next person can see how the Girl Scout Promise is forming.
- Each person gets one minute to try to complete one line of the Promise; then she runs back to tag the next person. If a person can't see a solution to make a line or is stumped, she must pass and run back and tag the next person. The team that gets the words in the right order wins.

Relay 2 – the purpose is to create a story from a set of words - any story that makes sense!

- Form into teams and explain these instructions:
- This time, they run to the table one at a time and draw two cards from the shuffled deck.
- The first person places her two words on the table and then runs back, tags the second person, who runs to the table, chooses two cards and has 15 seconds to place her words with the first two words to start creating a logical story.
- The relay continues with each person running to the table, choosing two cards from the deck, and working to arrange the laid-out cards and her cards into a logical story. She can either add to the sentence that is forming on the table or rearrange it to create something else.
- The relay continues until each person on the team has had at least two turns at choosing cards and building the story.
- Then, call "time" and ask the teams to read the stories aloud.
- Get the participants talking about what was hard and what was easy about putting a story together?

# Age Level Behavioral Characteristics

	5 to 6 year olds  d	6 to 8 year olds  b	9 to 11 year olds  j
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Learns by using senses: touch, smell, taste, hear, and see</li> <li>• Toilet trained but may have accidents</li> <li>• Fine muscle coordination not fully developed</li> </ul>	<ul style="list-style-type: none"> <li>• Able to work longer</li> <li>• Detailed small motor, eye-hand coordination activities</li> <li>• Ready for more complex physical activities</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning stages of puberty</li> <li>• Changes in muscles, organs, appearance</li> <li>• Differences in individual abilities appear</li> </ul>
<b>Intellectual</b>	<ul style="list-style-type: none"> <li>• Short attention span</li> <li>• Center their ideas around themselves</li> <li>• Asks “why” a lot</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing attention span</li> <li>• Differentiate between fact and fantasy</li> <li>• More able to see another’s viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• Increased ability to use ideas, imagine, plan, solve problems</li> <li>• Follow through to complete tasks</li> <li>• Seeks more challenging projects</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Mainly concerned with self</li> <li>• Seeks adult approval</li> <li>• Needs adults to help make friends</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks approval of other children</li> <li>• Wants to assume responsibility</li> <li>• Learns to get along without always demanding own desires</li> </ul>	<ul style="list-style-type: none"> <li>• Independent</li> <li>• More interested in approval of peers than adults</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Easily hurt by criticism</li> <li>• Friendly and helpful</li> <li>• Have occasional tantrums</li> </ul>	<ul style="list-style-type: none"> <li>• Needs lots of praise and encouragement</li> <li>• Sometimes silly, sometimes serious</li> <li>• Shows emotions freely</li> </ul>	<ul style="list-style-type: none"> <li>• Changes moods</li> <li>• Restrain their emotions</li> <li>• Consider the feelings of others</li> </ul>

# Age-Level Characteristics

Be realistic in your expectations of girls' interests and abilities. If you expect too much, they may get frustrated or feel as sense of failure. If your activities are easy, the girls may get bored.

**Here are some guidelines for girls' interests and abilities:**



**K-1st Grade**

- tend to focus on one thing at a time
- like rules and routines, which they accept as unbendable
- enjoy doing things for themselves
- have short attention spans
- want to try everything, but may not be able to finish what they started
- begin to see and consider other points of view
- prefer large motor activities
- love jokes and guessing games
- enjoy art projects, building, dancing and the outdoors



**2nd-3rd Grade**

- like doing things their own way
- need routine, structure and help focusing their energy
- want to be able to finish things they start
- like to do things in groups
- like lots of encouragement
- need clear directions
- are generally cooperative, can follow rules and listen to adults
- enjoy play acting, playing in groups, using tools, and using simple arithmetic



**4th-5th Grade**

- like to please
- like to be part of groups and clubs
- want to make decision and express their opinions
- show an interest in helping others
- can be impatient and critical of themselves
- like to develop their talents
- need acceptance of their personalities and their style
- enjoy sports, arts and crafts, putting on plays and skits, and outdoor adventures

# Giving Directions Drawing Worksheet:



# “Oh no!” Scenario Cards

You are supposed to meet a Council staff person to help run a program, but they are running late. Twenty Daisies have already arrived at the location and are waiting to get in.	You are supposed to meet a Council staff person to help run a program, but they are running late. Twenty Brownies have already arrived at the location and are waiting to get in.
You are doing a day-long activity for Juniors. Brandy is continually crying and says she wants to go home. She does not want to participate in any of the activities.	You are doing a day-long activity for Brownies. Brandy is continually crying and says she wants to go home. She does not want to participate in any of the activities.
Malia is a quiet participant at the start of the program, but once involved in activities, you notice that she keeps hitting other participants. Malia is a Brownie.	Malia is a quiet participant at the start of the program, but once involved in activities, you notice that she keeps hitting other participants. Malia is a Daisy.
You’ve planned what you feel is a fun game for a group of Girl Scout Juniors. Everyone is complaining and they refuse to participate	You’ve planned what you feel is a fun game for a group of Girl Scout Daisies. Everyone is complaining and they refuse to participate
You have broken the Brownies up into groups for an activity. Kylie’s group will not let her participate in the activity and keeps dismissing all her ideas.	You have broken the Juniors up into groups for an activity. Kylie’s group will not let her participate in the activity and keeps dismissing all her ideas.
You overhear a group of Juniors using language that is inappropriate.	You are part of an event that is running multiple stations that the participants cycle through. There are only a few minutes left for the groups to shift and less than half the girls have made it through your obstacle course.
You’ve planned a great craft activity for Girl Scout Brownies but once you get to the location you realize you’ve forgotten some of the supplies.	Everyone loves the new dance routine you are teaching...except Chrissy. She just isn’t getting it and is ready to cry.
Angie is hearing impaired and always seems to be left out of things.	There is a group of participants who always seem to form cliques and won’t include others in their activities.
You are teaching the participants a new skill, but Taylor is bored and says she already knows how to do it.	You have an outdoor activity planned and have already set up the materials. Just after the participants arrive, it starts raining.

## **DAY CAMP POSITION DESCRIPTION (SAMPLE)**

Title: **Junior Caddie**  
Reports to: Caddie Director or Day Camp Director  
Supported by: Day Camp Coordinator

### **Purpose of position:**

Develop your individual leadership skills while serving as a positive role model to younger campers.

### **Accountabilities:**

Help the day camp unit leaders and caddies to teach songs, games, and flag ceremonies to younger Girl Scouts. Practice safety at all times.

### **Qualifications required:**

Ability to work well with younger Girl Scouts. Mature attitude. Interest in environmental awareness. Safety awareness. Must know and understand Girl Scout values.

### **Conditions for placement:**

Register as a member of GSUSA.; accept the beliefs and principles of the Girl Scout Movement; Commitment to speak and act in a manner consistent with the Girl Scout Mission, Promise, and Law; practice welcoming and inclusive behavior toward people of all ages, races, religions, cultures, abilities, sexual orientation, gender, educational, and economic backgrounds; Complete all trainings as required for leadership privileges through the sponsoring service unit; have a genuine liking for younger Girl Scouts; understanding and respecting their individual differences.

### **Training expected after placement:**

Director site training  
Caddie Training next year

### **Length of placement:**

Appointment for at least one day camp session in the summer following training.

## **Leading Games:**

### **Tips for Leading Games:**

1. Choose games according to the ages, interests, and abilities of the group you are working with. Make sure you choose a game appropriate to the site you will be using.
2. Know the game well so you don't have to refer to notes while you are teaching.
3. Collect all the supplies and equipment you will need for the game.
4. Explain the game briefly and get them playing it as soon as possible. Ask for questions before you begin.
5. If the game is complicated, teach a portion at a time letting the girls play each portion as you teach it.
6. Let participants have fun with the game but stop when necessary to clear up any rules or to answer questions regarding the action of the game.
7. Stop the game after a reasonable amount of time even if some are begging to continue.
8. Make sure you make any adaptations in the action or the rules of the game to accommodate those with special needs in the group.

### **Safety Considerations:**

#### **Choosing the Game**

- Is the game age appropriate?
- Is the game within the skill level and physical condition of the players?
- Is the game appropriate for indoors or out?
- Is game and safety equipment checked out in advance?

#### **Choosing the Play Area**

- Check out the area. Is there enough room? Are there any hazards? Can they be eliminated? Can they safely play around them?
- Is there proper ventilation?
- Are participants dressed appropriately?
- Is drinking water available and is there a restroom nearby?

### **Notes:**

## **Song Leading**

### **Tips for Teaching Songs**

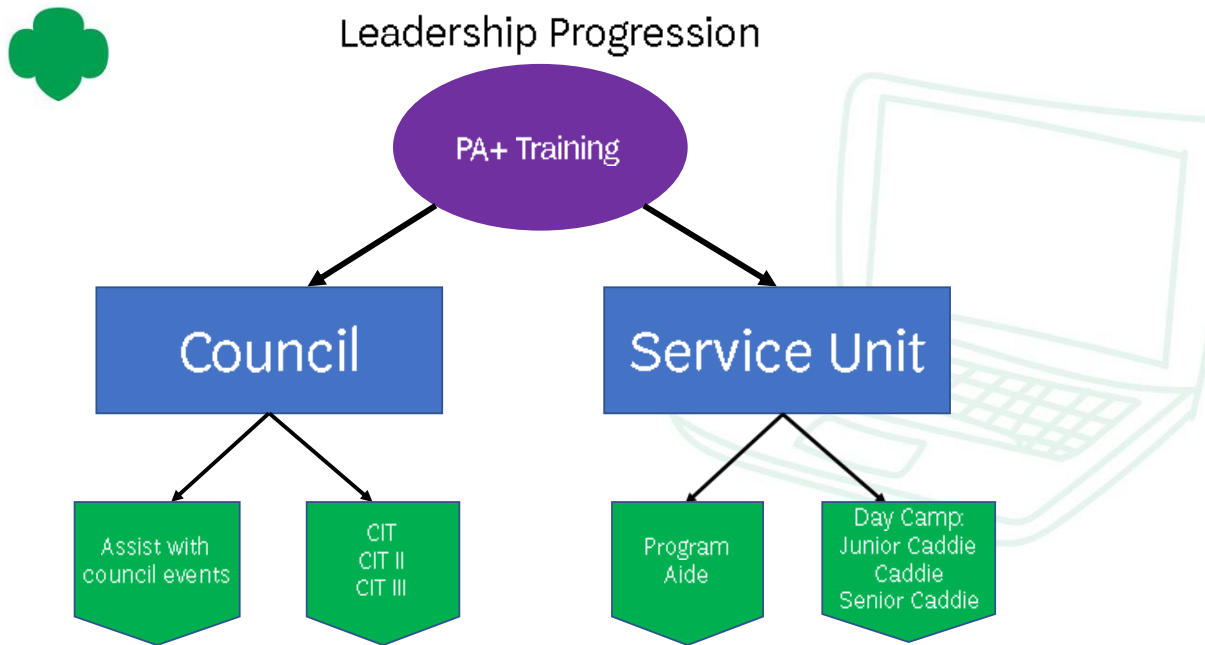
1. Be familiar with the song so you don't need to use a song sheet or book.
2. Sing the song through first.
3. Say the words phrase by phrase and have the group repeat.
4. Sing the words phrase by phrase and have the group repeat.
5. If a song has several verses, teach one verse at a time.
6. Begin with simple songs and move on to more difficult ones later on.
7. Have everyone stand and insist on loud volume.
8. Keep the beat lively and look directly at people.
9. Using actions helps clue the singers to the words. Lead just a little ahead of the song so they know what's coming next.

### **Choice of Songs**

- Fun songs sometimes make no sense and that's okay!
- Songs with lots of actions can make singing more fun.
- Choose songs that you like to sing but remember to pick songs that fit the crowd and the occasion.
- The first song should be a well-known one. The crowd can't go wrong and the success of the first song will establish your success as the leader. (All you have to do is keep up with it.)
- Songs with LOTS of repetition work best.
- Songs set to familiar tunes are easy to lead.
- "Repeat after me" songs are fun but require a little more practice by the leader.

### **Notes:**

# GSRV Leadership Progression



Once you've taken PA+ there are two tracks that you can follow. One track within your own service unit and the other through Council Led programs.

- *Council Track* can be broken down into Year-Round program and Summer Camp Program. With our Year-Round program you can volunteer hours. With the Summer Camp Program you can attend camp going through the CIT progression that starts at the end of your 9<sup>th</sup> grade year (CIT I, CIT II, CIT III).
- *Service Unit Track* can also be broken into Year-round program and Summer camp program. In year round programming you can volunteer as a Program Aide at service unit events (cookie rally, recruitment events, badge events, etc..) or directly with a younger troop. The Summer Camp Program at the service unit level is usually within the Day Camps starting as a Junior Caddie (after attending this training you are eligible to do this) then progressing to Caddie (after your 7<sup>th</sup> grade year), and Senior Caddie (after your 9<sup>th</sup> grade year).

# CERTIFICATE OF PARTICIPATION

Awarded to:

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For completing and demonstrating excellent leadership skills  
during Program Aide training.

Signed: \_\_\_\_\_

