

Program Aide Training

Program Description: Explore the basic leadership skills needed to work with younger girls. Learn the characteristics of younger Girl Scouts, practice planning activities, and find out what it takes to help out at events. Includes training needed to be a Youth Event Assistant (YEA) for council-sponsored program events.

Program Grade Level: Girl Scout Cadettes

School Grade(s): 6th - 8th grade

Program Essentials Focus Area: Leadership

Program Duration: 3 hours or two sessions of 1 hour and 30 minutes

Optimal Setting: Classroom setting, with open areas preferable

Optimal Group Size: 4-50 girls

Training Goals:

Girls will:

- 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-girl led, learning by doing, cooperative learning.
- Explain what leadership means for them and younger girls.
- Know what to expect from younger girls as they develop physically and emotionally.
- Have an increased ability to manage groups effectively.
- Understand that Journey books are a key part of the Girl Scout Leadership Experience.
- Have a knowledge of Safety-wise standards.

Outcome Indicators:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Girls develop strong sense of self | <input checked="" type="checkbox"/> Girls gain practical life skills |
| <input type="checkbox"/> Girls seek challenges in world | <input checked="" type="checkbox"/> Girls develop healthy relationships |
| <input checked="" type="checkbox"/> Girls promote cooperation and team building | <input checked="" type="checkbox"/> Girls can resolve conflicts |
| <input type="checkbox"/> Girls identify community needs | <input checked="" type="checkbox"/> Girls are empowered to make a difference |

Award Requirements met (if applicable):

1. Program Aide Certificate will be obtained after completion of curriculum.
2. Pin/Badge can be purchased at any River Valleys shop upon completion of Program Aide hours and LiA Award.

Training Overview

Time Allotment	Activity Description	Materials Needed
15 minutes	Welcome and Introductions <ul style="list-style-type: none"> Overview of Program Aide training objectives Girl Scout Promise and Law Optional: Bingo Icebreaker game 	<ul style="list-style-type: none"> Basic Program Aide Information sheet Optional: Girl Scout Promise and Law Optional: Copies of Girls Scout Bingo cards Optional: Writing utensils
15 minutes	Program Aide Board Game <ul style="list-style-type: none"> Girls learn important information regarding becoming a Program Aide. 	<ul style="list-style-type: none"> Board Game, cards, dice, and game pieces
10 minutes	Female Role Models <ul style="list-style-type: none"> Girls discuss their own female role models as well as how they are role models. 	<ul style="list-style-type: none"> Paper and writing utensils Optional: Flip chart paper or whiteboard and markers
15 minutes	Skill Sharing <ul style="list-style-type: none"> Girls play a game to help them think about what skills they already have that will make them great leaders! 	<ul style="list-style-type: none"> Beach ball with favorites statements Optional: Printed favorites statements and hat/bowl Leadership & Skills Inventory worksheets Writing utensils
20 minutes	High Quality Experience <ul style="list-style-type: none"> Girls participate in a younger girl Journey activity, to learn about the Three Keys to Leadership and the Three Processes. 	<ul style="list-style-type: none"> Brownie “A World of Girls” Journey book and adult guide Three Keys to Leadership and Three Processes information sheets Index cards and writing utensil. Additional materials may be needed based on activity chosen
10 minutes	Giving Directions <ul style="list-style-type: none"> Girls learn about the importance of giving directions through a fun drawing activity. 	<ul style="list-style-type: none"> Giving Directions Drawing worksheet Paper and writing utensils Flip Chart Paper or Whiteboard and Markers
10 minutes	Safety <ul style="list-style-type: none"> Girls learn how to ensure planned activities are safe for all Girl Scouts. 	<ul style="list-style-type: none"> Paper and writing utensils Suggested safety activity checkpoints
15 minutes	Age Level Characteristics <ul style="list-style-type: none"> Learn about the different characteristics girls exhibit at each age level. 	<ul style="list-style-type: none"> Three Keys to Leadership and Three Processes information sheets Age Characteristic Sheet Age level Behavior Sheet Flip Chart Paper and Markers
15 minutes	“Oh No” Role Play <ul style="list-style-type: none"> Girls brainstorm how to deal with problems. 	<ul style="list-style-type: none"> “Oh no!” Scenario cards Paper and writing utensils
30 minutes	Our Turn <ul style="list-style-type: none"> Girls practice leading an activity whether it be a song, game, or an activity from one of our journey events curriculum 	<ul style="list-style-type: none"> Game books or games from internet search Tips for Teaching Games and Song Leading Paper and writing utensils Three Keys to Leadership and Three Processes information sheets Optional: Handbooks and journey books

10 minutes	Review and Resources <ul style="list-style-type: none"> Review of all activities from the training and share additional resources available. 	<ul style="list-style-type: none"> Final Review and Additional Resources sheets Leadership Progression sheets Mentoring Awards Tracking forms Writing utensils
5-10 minutes	Wrapping Up <ul style="list-style-type: none"> Girls complete paperwork and receive their certificates of completion. 	<ul style="list-style-type: none"> Program Aide Training Attendance form Girl evaluations Writing utensils Certificates of Participation

Possible Adaptations (special needs, materials, etc.):

- This training can be split into two sessions or completed as one longer session. Total time is 3 hours. The training can be made more robust by adding the optional activities described and expanding the program up to 4 hours total. This should be done based on the needs and abilities of your girls.
- This training can be facilitated with or without the program kit. If you are facilitating the training without the program kit, follow the additional notes in the prep and materials needed sections listed as “Training without Kit.”.
- When facilitating this training to a large group, additional copies of resources and supplies will be needed. Review the materials section and plan accordingly.
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made. If you have questions regarding specific adaptations, please contact River Valleys at 800-845-0787.

Optional Materials: If desired, you can also include the following additional resources. Check with your service unit manager about accessing copies.

- Daisy, Brownie, and Junior Journeys and the associated adult guides.
- The Daisy Girls’ Guide to Girl Scouting* and Skill-Building Badge sets
- The Brownie Girls’ Guide to Girl Scouting* and Skill-Building Badge sets
- The Junior Girls’ Guide to Girl Scouting* and Skill-Building Badge sets

Notes to the Facilitator:

- One Leadership in Action (LiA) award should be earned before completing this training. Requirements for the LiA awards can be found in the Brownie and Cadette Journey Adult Guides. Any questions about this award can be directed to the Girl Program Department at girlprogram@girlscoutsv.org.

Activity #1: Welcome and Introductions

Time Allotment: 15 minutes

Background Information:

- Program Aides (PAs) are Girl Scout Cadettes that help younger girls at troop meetings, council-sponsored events, service unit events and other activities. 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 sessions.
- By attending and participating in today's activities, girls will learn how to receive the Program Aide Pin and YEA patch. This can be purchased in River Valleys Shops.

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 from above with participants. Also review the training goals as outlined on page 1. Inform girls where bathrooms are located and drinking fountains if available; as well as any other necessary information for participants in attendance.
2. Have girls read the Basic Program Aide Information sheet on their own.
3. Recite the Girl Scout Promise and Law. Words to these can be found in the activity resources, in all Girl's Guides to Girl Scouting, and all Journey books.
4. Optional: Girl Scout Bingo may be played to allow girls to learn more about one another.

Activity #2: Program Aide Board Game

Time Allotment: 15 minutes

Prep Needed:

- Gather materials for activity.
- Make copies of the game board and game cards (1 set per 4-5 girls). 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
- Game Cards
- Game Pieces
- Dice

Steps:

1. Have girls 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 her the question. If she answers the question incorrectly, she will remain on her current spot. If she answers the question correctly, she will roll the die and move the number of spaces indicated.

- If she moves her piece to a question space, she will remain there, and it will be the next players turn. If the space indicates to move her piece, she will do so as indicated, then it will be the next players turn.
2. Girls will play until one person has reached the end of the board or until they are out of questions cards.

Activity #3: Female Role Models

Time Allotment: 10 minutes

Prep Needed:

- Gather materials.

Materials Needed:

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

Steps:

1. Ask the girls to think about older girls 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 the girls list ways this person changed or impacted their life.
3. Have girls reflect to themselves about why younger girls would look up to them.

Activity #4: Skill Sharing

Time Allotment: 15 minutes

Background Information:

- **Girl Scouting's success speaks for itself.** Two thirds of our nation's most accomplished women in public service, business, science, education, the arts, and community life were Girl Scouts. And virtually every female astronaut who has flown in space got her start here. Mae Jemison, the first African American woman in space, was a Girl Scout. So was Sandra Day O'Connor, the first female to sit on the Supreme Court of the United States. Dr. Drew Gilpin Faust, the first female president of Harvard University, and Katie Couric, the first woman to anchor a network evening newscast, both began their careers in Girl Scouting. And 50 million other former Girl Scouts have their own success stories to tell. One girl can make a difference; girls together can change the world. But we can't do it alone. Help get her there.
- **Research shows that 61% of girls are either ambivalent about leadership** or say it's not important to them at all. Studies also reveal that girls idealize leadership qualities and skills, like being talented, caring, honest, hard-working, confident, good listeners, and team players. But only 21% of girls believe they have the qualities required to be a good leader. In other words, she knows what it takes to lead, but she lacks the confidence to do so.
- **So what is happening? What is so discouraging for girls today?** She is lacking role models and mentors, especially in high-paying STEM careers. She is confronted by unhealthy images about female beauty. And the bullying mentality of peers holds her back. An unsupportive environment gives her discouraging messages starting in grade school, and continuing beyond. If this situation goes unchecked, millions of girls will never realize their full leadership potential. They'll opt out of pursuing their ambitions and never dare to reach her full potential. We all have a role to play in helping her reach a successful future.

Prep Needed:

- Blow up beach balls with "Favorites Statements" written on the panels, or....
- 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 (See activity resources).
- Leadership & Skills Inventory worksheets (See 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 minutes

Background Information:

- **The Three Keys to Leadership:** These are the philosophies that Girl Scout activities are based around.
 - **Discover:** Activities engage girls to explore their values, skills and world
 - **Connect:** Activities that engage girls in teaming up and relating with others in a multicultural world.
 - **Take Action:** Activities engage girls in making a difference in the world
- **Girl Scout Processes:** These processes are incorporated into all Girl Scout programming
 - **Girl Led:** This means girls 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 girls experience leadership opportunities as they prepare to become active participants in their communities.
 - **Learning by Doing:** Engages girls 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, girls explore their own questions, gain new skills, and share ideas. It’s important for girls to connect their experiences to their lives and apply what they have learned to future experiences outside of Girl Scouting.
 - **Cooperative Learning:** Girls work together towards goals with mutual respect and collaboration. Working together in all-girl environments encourages girls to feel powerful and emotionally and physically safe, and allows them to experience a sense of belonging.

Prep Needed:

- Read and understand background information listed above to fully understand what girls will be learning and how to best help them understand this topic.
- Gather materials.
- 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.
- 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.
- Make copies of the Three Keys to Leadership and Three Processes information sheets.
- Optional: prepare needed materials if you choose an alternate activity.

Materials Needed:

- Brownie World of Girls Journey Book and adult guide or another journey book and adult guide of your choosing (May be checked out from service centers or service unit libraries)
- Three Keys to Leadership information sheet (See activity resources)

- Three Processes information sheet (See activity resources)
- Index cards
- 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: 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):
 - Girls research and learn about "tree issues" in their community
 - Girls plant a tree at one of the Girl Scout camps
 - Girls research cyber-bullying and share ideas about how to stay safe
 - Tug of War game
 - First aid class
 - Girls teach some basic first aid skills to younger girls
 - Hiking to explore local plants and birds
 - Girls are invited to bring a recipe or item representing their cultural heritage.
 - Girls interview a local business woman to learn more about starting a small business
 - Girls use the information they learned from the business woman to start a small fundraising project to earn money for their troop to attend camp

Activity #6: Giving Directions

Time Allotment: 10 minutes

Prep Needed:

- Gather materials.
- Training without Kit: Make copies of the Giving Directions worksheet.

Materials Needed:

- Giving Directions Drawing worksheet (1 per 2 girls, see activity resources)
- Paper
- Writing utensils

Steps:

1. Share with the girls 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. Girls 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 girls can understand.
2. Have the girls get into pairs. One person will be the "artist" and one person will be the "director."

3. Have the girls sit back to back and hand out the picture to the director and blank paper to the artist. The artist should put their paper on the floor to draw, but must make sure the director cannot see it. Remind them that only the director can see the photo. Also ensure that the artist from one group cannot see the sheet of the director from the other group.
4. 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!
5. The goal is to end up with a drawing that looks as much like the original picture as possible. Girls cannot switch roles once the papers have been handed out.
6. Encourage the artists to ask lots of questions.
7. Give the girls 5 minutes to complete the drawing. As the girls finish have them place their drawing on the floor face down. When everyone is done, have the girls place the picture and drawing side by side to compare.
8. Gather the girls in one large group 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?
9. Together come up with a list of helpful tips to keep in mind when giving directions to girls?
 - For younger girls give one direction at a time.
 - Be specific
 - Allow girls to ask questions.
 - Instead of saying "Do you all understand?" ask "Does anyone have any questions?"
 - Have a visual representation of your directions.

Review and Mid Training Break or End of Session 1!

Activity #7: Safety

Time Allotment: 10 minutes

Background Information:

- *Safety Activity Checkpoints* are from GSUSA and can be found on the River Valleys website. It outlines safety procedures in Girl Scouts and for specialized activities. All Girl Scout activities must follow *the* 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 checkpoint, but is not expressly forbidden, please review the intro section of the Safety Activity Checkpoints on how to plan safely.

Prep Needed:

- Have an understanding of the resource *Safety Activity Checkpoints*. Girls need to make sure that the activities they plan for younger Girl Scouts are safe. *Safety Activity Checkpoints* is a resource that girls will use to understand the rules and policies the Girl Scouts have to keep them safe.

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.)

Steps:

1. Take a minute and brainstorm different activities that Program Aides could lead or assist with.
2. Split girls into groups of 4 or 5.
3. Tell the girls that when planning and leading activities it is important to think about safety.
4. Give girls 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 girls share what they brainstormed. Tell girls that as a group shares the rules they came up with, the other groups should cross it off on their sheet. (Think Scategories)
6. Introduce the girls 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 minutes

Prep Needed:

- Gather materials for the activity including the Three Keys and Three Processes sheets from previous activities.

Materials Needed:

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

Steps:

1. Review the age level characteristics information found on the Three Keys to Leadership and the Three Processes information sheets.
2. Give each girl an Age-Level Behavior Sheet and an Age-level Characteristic sheet. Tell them they will be creating/drawing a girl who is at a specific program level and that they will share what they learned with 2 other groups.
 - Tell girls to think about what kinds of things girls at that age level likes to do, how are their fine motor skills, how do they like to receive directions, etc.
3. Divide girls into 6 groups (you can do 9 if groups are still big).
4. Assign two groups to become Daisy experts, two groups to become Brownie experts, and two groups to become Junior experts.
5. Give them 5-10 minutes to draw their girl.
6. Have them present their girl to 2 other groups.

Activity #9: "Oh No" Role Play

Time Allotment: 15 minutes

Prep Needed:

- Print a copy of the "Oh No!" scenario card and cut them apart (See activity resources).

Materials Needed:

- "Oh No!" scenario cards (in envelope)
- Paper

- Writing utensils

Steps:

1. Have girls get into small groups of 2-4 girls 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(s) is different. Be sure to assign some scenarios that are the same.
2. Give girls about 2 minutes to brainstorm what they would do in this situation.
3. Have girls 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 girls 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

Prep Needed:

- Gather materials.
- Make copies of the Activity Planning Worksheet (1 per 3-4 girls)
- Print copies of the Songs and Games sheet (1 per 3-4 girls). Print a copy of the Activity Planning scenarios and cut them into slips (See activity resources). Get copies of the younger girl journeys listed. These are available from all River Valleys’ Service Centers or through your service unit.

Materials Needed:

- Games books or internet access
- Tips for Teaching Songs and Leading Games sheets
- Writing utensils
- Paper
- Activity Planning Worksheets
- Three Keys to Leadership and Three Processes information sheets.

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 girls 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 council 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. Girls who were participating should give constructive feedback on the how the leaders did.

Activity #11: Review and Resources

Time Allotment: 10 minutes

Prep Needed:

- Make copies of the Final Review and Additional Resources sheet, Leadership Progression sheet, YEA Interest Indicator, and Mentoring Awards Tracking form. (See activity resources)

Materials Needed:

- Final Review and Additional Resources sheets
- Leadership Progression sheets
- Mentoring Awards Tracking forms
- Writing utensils

Steps:

1. Review what has been covered in the training and take any final questions. Review the additional resources available for the girls. If desired, you may make copies of this sheet for the girls to reference in the future.
2. Hand out and review the Leadership Progression sheet. With their Program Aide Training, they are also now eligible to be Youth Event Assistants (YEAs) at upcoming council-sponsored events.
3. Hand out YEA Interest Indicators. If girls are interested in becoming YEAs, they should also fill out the form and return it as indicated. If they indicate that interest on the form, they will be added to the database and called about upcoming events in their area.
4. Hand out the Mentoring Awards Tracking Forms. If girls wish to earn their PA Pin or YEA patch, they can use these forms to track their progress.

Wrapping Up:

Time Allotment: 10 minutes

Prep Needed:

- Make copies of the girl and adult program evaluations (1 per person, see activity resources).
- Make copies of the Certificate of Participation (1 per girl, see activity resources). Fill in each girl's name on a certificate.

Materials Needed:

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- Copies of girl and adult evaluations
- Certificate of Participation for each girl
- Writing utensils

Steps:

1. Hand out evaluations for girls to complete.
2. When evaluations are finished, collect them and present girls with their certificates.

Consider adding on the Program Aide Plus Module (3.5 hours), where participants will learn about their role leading younger Girl Scouts, Flag ceremonies, as well as more practice and information on leading games and songs.

Activity Resources:

- Girl Scout Promise and Law
- Girl Scout Bingo
- Basic Program Aide Information
- PA Game Board
- PA Game Cards
- Favorites Statements
- Leadership and Skills Inventory
- Three Keys to Leadership
- Three Processes
- Giving Directions
- Oh No Scenario Card
- Activity Planning Scenarios
- Activity Planning Worksheet
- Leading Games and Songs Also found in the Program Aide Plus module)
- Final Review and Additional Resources
- Leadership Progression
- Mentoring Awards Tracking Form
- Program Aide Training Girl Evaluation
- 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 know what a YEA (youth event assistant) does. Please describe.</p>	<p>I see myself as a leader.</p>	<p>I feel confident teaching this outdoor skill to younger girls</p> <p>_____.</p>	<p>I was a Girl Scout Daisy.</p>
<p>I'd like to be a PA at day camp.</p>	<p>I know the requirements for earning the Program Aide Pin. What are they?</p>	<p>I know the requirements for earning the YEA Patch. What are they?</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 girls. 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 girls. 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 be a YEA at Council Sponsored 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 (as a Youth Event Assistant or YEA)

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 the girl's skills & talents).
- Attend meetings and events and act as a positive role model for younger girls.

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).

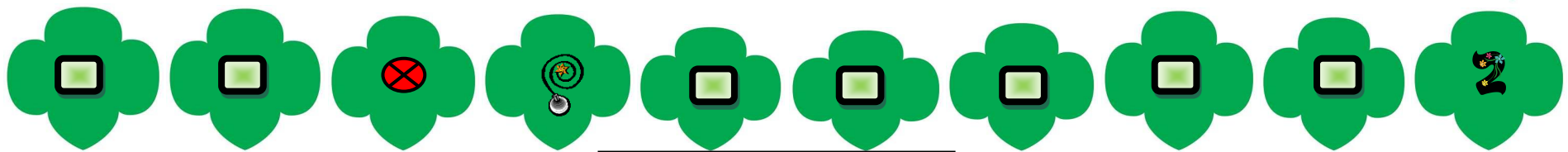
Why should I be a PA?

- It's a great way to grow and develop your leadership skills.
- You can earn recognitions, including:
 - 1) The Program Aide pin by completing 1 Leadership in Action (LIA) Award, PA training, and 6 sessions working with younger girls.
 - 2) The YEA patch by volunteers at 3 council-sponsored events. (After earning the PA pin)
- 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 girls.

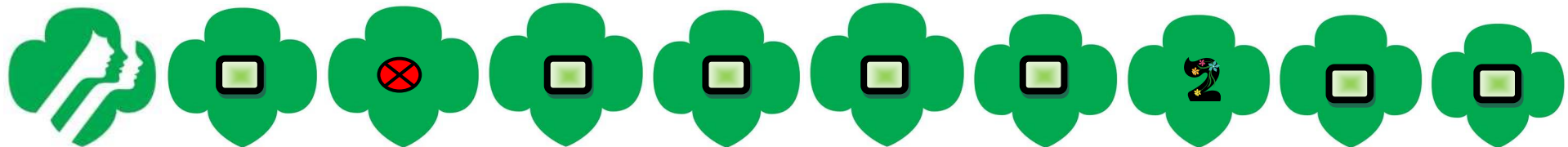
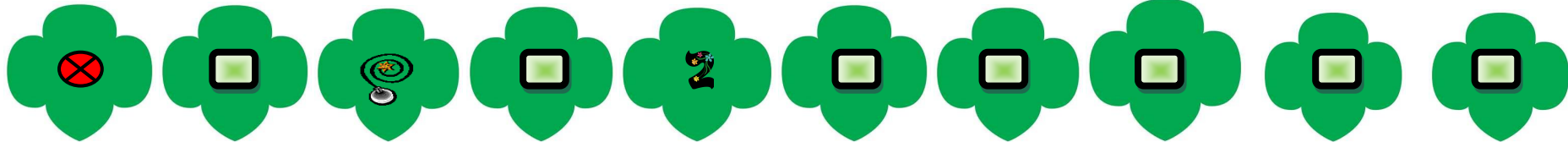
START



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. Answer: TRUE</p>	<p>If you cannot fulfill a commitment, let your troop leader know and they will take care of it. 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.</p>	<p>If you have already earned your LIA award, you will earn your Program Aide pin by completing this training. Answer: FALSE, you will also need to work directly with girls for 6 sessions.</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. Answer: TRUE</p>	<p>Once you have earned your Program Aide Pin, you can earn a YEA patch by helping at 3 Council sponsored event. Answer: TRUE, let the program specialist know ahead of time if it is your third program and they will bring a patch for you.</p>	<p>If you have not earned your PA pin, you cannot be a YEA. Answer: FALSE, you only need to have PA training to be a YEA. These events will count towards your sessions for your PA pin rather than your YEA patch.</p>
<p>The adults running the program are responsible for providing your transportation to the program. FALSE, you are responsible for providing your own transportation.</p>	<p>There is no fee to be a Program Aide. Answer: TRUE</p>	<p>At Council Programs only staff and adult volunteers are responsible for taking attendance, collecting paperwork, set up, and clean up. Answer: FALSE, these are common activities for YEAs to do at Council events in addition to helping lead activities.</p>
<p>In order to earn the PA Pin, a girl must have completed one LIA award. Answer: TRUE</p>	<p>Girl Scout Cadettes, Seniors, and Ambassadors can earn their PA pin. Answer: FALSE, only Cadettes can earn the PA pin.</p>	<p>Being a Program Aide allows girls to demonstrate and practice their leadership skills. Answer: TRUE</p>
<p>A Program Aide can help with troop meetings and service unit events. Answer: TRUE</p>	<p>A Program Aide cannot help with overnight activities. Answer: FALSE, they can assist with service unit encampments and overnight Council Events.</p>	<p>Program Aides can work with only Girl Scout Daisies and Girl Scout Brownies. Answer: FALSE, they can also work with Juniors.</p>
<p>A Program Aide that assists at council-sponsored program events is called a Youth Event Assistant, or YEA. Answer: TRUE</p>	<p>A Program Aide will lead activities, songs, and games, but the adult develops these activities. Answer: FALSE, knowing how to develop age appropriate activities is an important for Program Aides.</p>	<p>What are the Three Keys to Leadership? Answer: Discover, Connect, Take Action</p>

<p>What is the highest award a Girl Scout can earn?</p> <p>Answer: Gold Award</p>	<p>Recite the Girl Scout Slogan.</p> <p>Answer: Do a good turn daily</p>	<p>What was Juliette Gordon Lowe's nickname</p> <p>Answer: Daisy</p>
<p>What does LiA stand for?</p> <p>Answer: Leader in Action</p>	<p>What is the highest award a Girl Scout Cadette can earn?</p> <p>Answer: Silver Award</p>	<p>What day do we celebrate the Girl Scout Birthday.</p> <p>Answer: March 12</p>
<p>How do you earn the Journey Summit award?</p> <p>Answer: By completing all 3 Program Grade Level (Cadette) Journeys</p>	<p>Name one of the countries where a World Center is located.</p> <p>Answer: England, Mexico, Switzerland, India</p>	<p>Where did Girl Scouts begin?</p> <p>Answer: Savannah, Georgia</p>
<p>What year did Girl Scouts begin?</p> <p>Answer: 1912</p>	<p>Recite the Girl Scout Motto</p> <p>Answer: Be prepared</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...

I care 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 girls exploring their values, skills, and world.

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

Take Action: Activities engage girls 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 girls 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 girls experience leadership opportunities as they prepare to become active participants in their communities.

Learning by Doing: Engages girls 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, girls explore their own questions, gain new skills, and share ideas. It's important for girls to connect their experiences to their lives and apply what they have learned to future experiences outside of Girl Scouting.

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

Age Level Behavioral Characteristics

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

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 nice quiet girl at the start of the program, but once involved in activities, you notice that she keeps hitting other girls. Malia is a Brownie.	Malia is a nice quiet girl at the start of the program, but once involved in activities, you notice that she keeps hitting other girls. 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 girls 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 girls who always seem to form cliques and won’t include others in their activities.
You are teaching the girls 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 girls arrive, it starts raining.

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 the girls 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 girls are begging to continue.
8. Make sure you make any adaptations in the action or the rules of the game to accommodate girls 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 the girls dressed appropriately?
- Is drinking water available and is there a restroom nearby?

During the Game

- First aid available.
- Watch for signs of overheating and overexertion.
- Take water and rest breaks.
- Girls dressed properly for outdoor activity. Sunscreen used when needed.

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.

Above all remember **KISMIF!** **Keep It Simple, Make It Fun!

Activity 2: Circles of Caring

Award Connection: Connect Key

Time: 25 minutes

Space: Open area

Prep:

- Spread circle shower curtains on the floor – use up to 3 with 5-7 girls per circle
- Roll as much tape as you can for the items to be taped on it (optional)
- paper people, small post-its – 5 per girl (1 of each color); larger post-its

Materials:

- | | |
|--|-----------------|
| • Circles shower curtains | • Markers |
| • Paper people, small post-its, large post-its | • Tape |
| | • Circle Sheets |

Steps:

1. Explain to girls that they will be learning about communities and how they fit into different communities. Ask the girls to explain what a community is. Share with them that there are many different types of communities.
2. Let the girls know that they will be seeing how they connect with others in their community. Pass out markers to each girl and one paper person or post-it to each girl. Tell the girls to write their names on it and put a piece of tape on the back.
3. Bring the girls over to the “Circles of Caring” sheet. Tell them that the first circle of a community starts with themselves and ask them to tape “themselves” to the circle. (Have a LiA be in charge of each “Circle of Caring” sheet and group of girls)
4. Next explain that our next circle of caring will be people who take care of us: our families. Pass out paper people or several small post-its to each girl and give them a few minutes to write some of the names of the people who take care of her on them.
5. Bring the girls back to the “Circles of Caring” sheet. Ask them to tape their “family” up in the second circle.
6. Explain that a third “Circle of Caring” is another important community that they belong in, their Girl Scout community! Ask the LiAs to write the troop number of the girls with them onto a half sheet of paper and tape it in the third circle.
7. Tell the girls that we will be coming up with 10 other communities we might belong to. Help brainstorm a few ideas (school, religious community, sports team, etc.). Have a LiA record each new idea on a large post-it and tape it to the fourth circle.
8. Finally, Have the girls look at the circle and ask: “What do you notice about our Circle of Caring?” They may say things like, “there are a lot of people in our world/community”. Then ask: “If you need something, who do you go to first?” If they only mention the people in the second circle (family) then ask: Could you ever go to your troop? Could you ever go to (use community list from 4th circle).” “How about the whole world?” Help the girls see how all of their communities are connected.

Final Review and Additional Resources

Please consider using the following resources as you begin planning activities and growing in your role as a Program Aide...

- Your Girl's Guide to Girl Scouting and Journey books.
- The Daisy, Brownie, or Junior Girl's Guides to Girl Scouting, Journey books, and Adult Journey Guides.
- Local library
- Past Girl Scouting experience (like a favorite craft project or activity)
- Adults – your leader/advisor, parent, or guardian
- Service unit managers and other volunteers in your area
- The Girl Scouts of Minnesota and Wisconsin River Valleys Staff 800-845-0787 or www.girlscoutsrv.org

River Valleys Kits & Equipment

Each River Valleys Service Center has kits and equipment that can be checked out. There is no cost to use these items. For a listing of available resources visit:

http://www.girlscoutsrv.org/contact_us/facility_and_resource_rental/program_kits/

Please call your local service center for more information on availability and check out.

Resources may be available in the following areas:

- Sports
- Math and Science
- Environmental
- Team building
- As well as many others

Websites

You may also want to search the following websites (with parent permission) for additional resources and ideas:

Song and Game Resource – <http://www.ultimatecampresource.com/>

Craft and Activity Resource - <https://www.pinterest.com/>

River Valleys - www.girlscoutsrv.org

GSUSA - <http://www.girlscouts.org/>

Safety Wise - <https://volunteers.girlscoutsrv.org/reference/articles/safety-wise/>

Leadership Progression

Program Aide (PA): Program Aides are Cadette Girl Scouts that help with younger girls at troop meetings and activities, Council Sponsored events, and Service Unit events and activities. To earn the Program Aide Pin, girls must earn one LIA Award, complete a Council designed training, and work directly with younger girls for a minimum of 6 sessions.

Youth Event Assistant (YEA): YEAs assist with council sponsored program events for younger girls. Depending on the specific event, YEAs can help in various ways, including (but not limited to): checking in participants, passing out materials, assisting with evaluations, assisting with, or leading activities, or cleaning up. YEAs attend the program they're volunteering for at no cost.

YEA hours can be used to earn your Program Aide Pin. If you have already earned your Program Aide Pin, you can earn the YEA patch by participating as a YEA at three council-sponsored events. For more information on becoming a YEA, go to the webpage at www.girlscoutsv.org → events → youth event assistants (yeas). Or by filling out the YEA Interest Indicator.

Caddie: Caddies help at council and service unit led day camps. There are three levels of Caddie and a training requirement for each. Individual day-camp leaders determine specific ages and requirements for the camp they are organizing.

Junior Caddie – Girls in 6th grade and up who have completed Program Aide Training can become a Junior Caddie by taking a day-camp specific training. Junior Caddies have received additional instruction on how to lead songs and games, have gained basic outdoor and cooking skills, and have gotten additional instruction on volunteering at day camp.

Caddie – Girls in 7th grade and up who have completed Junior Caddie training can become a caddie by completing an additional training. Caddie training includes advanced outdoor skills, tent care, group leadership, and communication skills.

Senior Caddie – Girls in 9th grade and up who have completed Caddie training can become a Senior caddie by completing advanced topic-specific training. Senior Caddie training includes teaching songs, games, and outdoor skills. It also allows girls to become more familiar with a program area like archery or canoeing.

Counselor in Training (CIT) 1: A Counselor in Training 1 is a Girl Scout Senior or Ambassador who mentors younger girls in a resident camp setting while building skills toward becoming a camp counselor. To earn the CIT1 award, you need to take a leadership course designed by the council on outdoor experiences and work with younger girls over the course of a camp session.

Counselor in Training (CIT) 2: A Counselor in Training 2 is a Girl Scout Ambassador who works with girls in a resident camp setting while building more specific skills toward becoming a camp counselor. To earn the CIT2 award, girls must earn their CIT1 award and work with girls over the course of at least one resident camp session while focused on increasing their skills in one specific area – such as riding instruction, lifeguarding, or the arts.

Volunteer in Training (VIT): A Volunteer in Training is a Girl Scout in 10th – 12th grade who would like to mentor a Girl Scout Daisy, Brownie, Junior, or Cadette group outside of the camp experience. To earn the VIT award, you should complete a project spanning 3 – 6 months that includes finding a mentor volunteer completing a council-designed leadership course (currently in development) and then design, create, and implement a thoughtful program based on a Journey or Badge that lasts at least 4 sessions.

Mentoring Awards Tracking Form

Name: _____

Program Aide Pin

Requirements: To earn the Program Aide Pin, you must: earn a Leadership in Action Award, Complete Program Aide Training, and assist with 6 sessions where you work directly with younger girls. Parents and leaders can sign off on the completion of these requirements.

LIA Award Earned: _____ Date: _____

Date and Instructor for Program Aide Training: _____

Activity Sessions:

Session	Date	Activities
1		
2		
3		
4		
5		
6		

Youth Event Assistant Patch

Requirements: To earn the YEA Patch, you must earn the Program Aide Pin then assist with three council sponsored events. When you have completed the requirements, contact the River Valleys Program Department to receive your patch.

Date PA Pin Earned: _____

River Valley's Program Events:

Session	Date	Program Event
1		
2		
3		



Program Aide Training Girl Evaluation

Date:

Did you learn a lot at today's Program Aide training?

1 – I learned a lot

3 – I learned a little bit

5 – I learned nothing

The activities in the training were helpful in teaching me the skills I need to know to be a successful Program Aide:

1 – I learned a lot

3 – Sort of

5 – Not at all

I have all the information I need to begin my Program Aide experience:

1 – Yes

3 – Sort of

5 – Not at all

Name one thing you wished the training would have covered...

Do you have any ideas on how to make the training better? If so, list them below...

Any other comments?

CERTIFICATE OF PARTICIPATION

Awarded to:

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

Signed: _____

