



Program Aide Manual

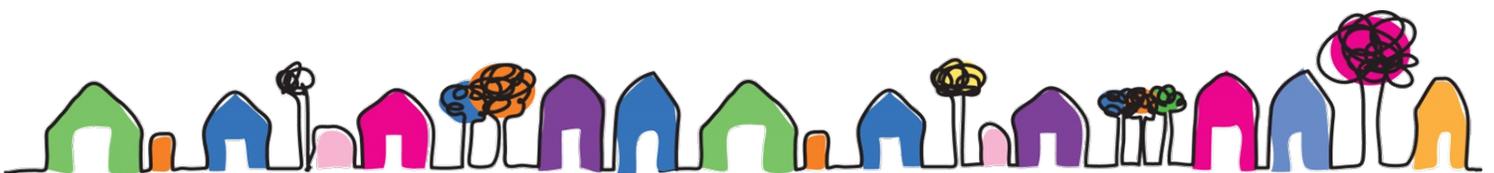




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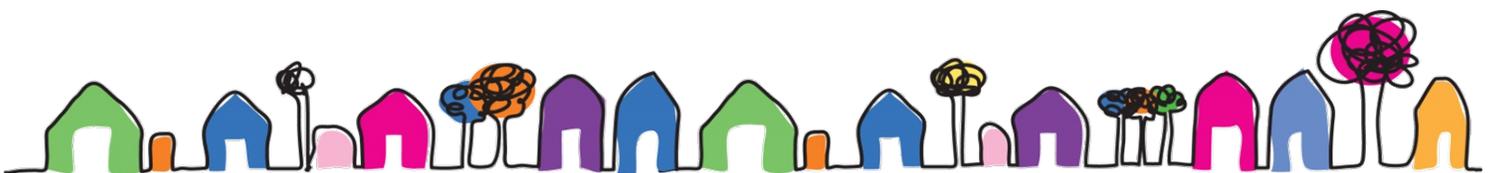
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Program Aide Training Outline

Topic	Info to Cover
GS Promise & Law Intros & Ice Breaker	<ul style="list-style-type: none"> ☆ Girl Scout Promise & Law ☆ Introductions ☆ Ice Breaker ☆ PA Bingo (optional)
Key Concepts	<ul style="list-style-type: none"> ☆ PA Description & Requirements ☆ What can & cannot a PA do? ☆ Importance of being a role model
Leadership Qualities GSLE	<ul style="list-style-type: none"> ☆ GSLE Components: Discover / Connect /Take Action ☆ Leadership Collage
About the Girls	<ul style="list-style-type: none"> ☆ Girl Development ☆ Inclusion & Person First Language ☆ Teaching tips for Daisies & Brownies
Leading the Girls	<ul style="list-style-type: none"> ☆ Attention Getters ☆ Girl Scout Processes: Girl Led/ Cooperative/ Learn by Doing ☆ Working with adults ☆ Communicating with Girls & Giving Praise
Safety	<ul style="list-style-type: none"> ☆ Review Safety Activity Checkpoints
Reflections & Evaluations	<ul style="list-style-type: none"> ☆ Reflections on the leadership training ☆ Fill out evaluations





Girl Scout Mission, Promise and Law

The Girl Scout Mission

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

La Misión de las Girl Scouts

Girl Scouts ayuda a las niñas a desarrollar el valor, la confianza en sí mismas y los principios para hacer del mundo un lugar mejor.

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.

La Promesa de Girl Scouts

Por mi honor, yo trataré:
de servir a Dios y a mi patria,
Ayudar a las personas en todo momento,
y vivir conforme a la Ley de Girl Scouts.

The Girl Scout Law

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

La Ley de Girl Scouts

Yo me esforzaré por:
ser honrada y justa,
cordial y servicial,
considerada y compasiva,
valiente y fuerte, y
responsable de lo que digo y hago,
y por
respetarme a mí misma y a los demás
respetar la autoridad,
usar los recursos de manera prudente,
hacer del mundo un lugar mejor,
y ser hermana de cada una de las Girl Scouts.





Program Aide – Volunteer Description

Reports to: Adult Leader / Mentor

Purpose of Volunteer Position

The Program Aide is a mentorship between an older Girl Scout (as a Cadette) to a younger Girl Scout that fosters education and sisterhood. Through the Program Aide experience, girls will participate in leadership training (Program Aide training) and then implement what they have learned with a group of Girl Scouts. A girl who is interested in earning the Cadette Program Aide Award is choosing to take a position of leadership and to share her Girl Scout knowledge with others.

General Responsibilities

Working under the guidance of an adult leader/mentor, the Program Aide is responsible for teaching specific skills determined by the needs of the group and her personal strengths.

Requirements

A Program Aide must:

- ☆ Complete one LiA award.
- ☆ Complete Council-designed leadership course training.
- ☆ Work directly with younger girls over six activity sessions. This might be assisting girls on Journey activities (in addition to work she did toward her LiA award), badge activities, cookie sales/events, or general Girl Scout activities. She might work with a group at their meeting, day camps, or during a special Council event.

Qualifications

A Program Aid:

- ☆ Lives by the Girl Scout Promise and Law.
- ☆ Understands the importance of accepting and understanding children of all needs, interests, races/ethnicities, abilities, and religions.
- ☆ Is able to put the needs of her group before her own personal needs.
- ☆ Is confident in her abilities.
- ☆ Is interested in working with younger girls and within the setting for which she applied.



Cadette Program Aide “Bill of Rights”

The Program Aide will:

1. Be assigned a qualified adult leader/mentor through Girl Scout Council, to whom she will be accountable and to whom she can go to if she is in need of assistance.
2. Work with her adult leader/mentor to create an assignment that allows her to teach/share the knowledge and skills she has.
3. Receive assignments that are challenging yet appropriate to her knowledge, skills, and abilities.
4. Be consulted regularly regarding her viewpoint of the experience and responsibility. She will be given the opportunity to determine if the scope of her assignment should be broadened or changed to meet her or the adult guide’s needs.
5. Be well informed of developments, plans, and changes throughout her assignment.
6. Be given the opportunity to help evaluate the program from both the perspective of her experiences as a Program Aide and as a participant.
7. Receive an evaluation of her work during her assignment. This evaluation will include the hours worked and suggestions for improvement.

The Program Aide will not be:

1. The only person asked to perform errands; however, she will be willing to take her turn.
2. Solely responsible for supervising a group of kids at any type of activity.
3. Acting as a first-aider, troop camp certified adult, lifeguard, or other solely adult activity. You cannot take the place of an adult.
4. Responsible for discipline but will serve as a role model of appropriate Girl Scout behavior, modeling the Girl Scout Promise and Law.





Role Model

As a Program Aide you have the opportunity to be a role model to younger girls. A Role model is someone who serves as an example and whose behavior is emulated (copied) by others. This means that you must be aware of how you act at all times because you never know who is watching.

Things to keep in mind:

- ☆ The way you work with others, handle problems, and solve differences of opinions is very important. The things you say and the way you speak will be listened to, copied, and quoted. If you would not say it in front of your parents or teacher, then do not say it around the girls you are working with.
- ☆ Girl Scouts always make sure that everyone feels welcome. This means that you should not make any racial, ethnic, or sexual jokes that may make someone feel uncomfortable. You may think they are harmless, but you never know whose feelings you might hurt. This also includes any songs you may sing.
- ☆ Have you ever noticed that girls seem to be everywhere all the time? This means that even when you think you are alone with friends, girls may be around. Remember that subjects of boyfriends/girlfriends, parties, etc. are not for girls to hear.
- ☆ It is okay to get involved, get excited, and be enthusiastic but make sure you are still in control of yourself and the group. If you get too wild, so will the girls and then someone might get hurt.
- ☆ Never argue or criticize anyone in front of the girls. If you are feeling emotional, angry, or upset, ask someone to fill in for you while you go calm down.

Things to keep in mind:

- ☆ At Girl Scout events, you should dress modestly and appropriately for the occasion. This means no too-short shorts, short or tight dresses, halter or crop tops, bikini bathing suits, low-cut shorts/pants, underwear showing, or anything that is see-through or too revealing.
- ☆ Remember basic safety rules. Always wear closed-toe shoes and the appropriate clothing for the event. If the girls are required to wear special clothing (long pants, boots, helmet, etc.) then you are expected to wear it too!
- ☆ Check out what your clothes may say or look like. You may find some slogans humorous or funny, but the parents of the girls may not. Never wear anything that promotes alcohol, tobacco, or illegal substances.
- ☆ Be careful about symbols or attire that promote a certain lifestyle or anything personal in nature, like politics or religion. Small religious symbols (like a cross or Star of David) are acceptable.

*As a group: Think of someone you look up to, and explain why they are your role model.





The Leader in You

One of the greatest gifts you have as a leader is your ability to inspire others, like your family, friends, community, media, and even the world. To inspire others is to influence them in positive ways!

Your strengths and talents are your tools to leadership. They are what give character to your voice. They are directly tied to your passion, and your passion is what propels you to do great things.

What strengths and talents do you have that allow you to lead and inspire others? What could you improve? What are your strongest skills in managing projects? Review the following list, and mark your strongest skills.

Role model for others	Detail oriented	Editing work
Advising people	Imagining new solutions	Promoting events
Analyzing data	Writing	Raising money/funds
Multi-tasking	Giving clear directions	Questioning others
Assembling products	Remembering information	Motivating others
Budgeting expenses	Listening to others	Expressing feelings
Public speaking	Planning events	Creativity
Finding information	Planning agendas/meetings	Teaching
Handling complaints	Organizing tasks	Setting priorities
Team building	Meeting people	Knowledge of community

Please answer the following questions. Take some time to reflect and get inspired.

After reading this list, name the five leadership skills you have, and the five you need to improve.





Who or what inspires you? Is it something in your school, community, country, or the world?

What motivates you into action? Is it people, events, activities, or places?

What is inside you that makes you a good leader? What strengths and talents do you have that allow you to inspire others?

What motivates, inspires, and interests others?





High Quality Experience

All Girl Scout badges, events, trips, programs, etc. are designed around the Girl Scout Leadership Experience (GSLE). The three keys to GSLE are:

1. *Discover* – look inward to discover who you are and what you value, e.g. I like working with younger girls, and it's fun!
2. *Connect* – team up with some of the millions of your worldwide Girl Scout sisters to create a network (including the others in this training), e.g. meet other girls and adults who also like mentoring.
3. *Take Action* – get out there and make the world a better place! For example, once you've attended the training, work with a troop and/or help at special events.

Leadership Characteristics – Work with your fellow Girl Scouts to create your leadership collage. Who inspires you? What words inspire you? What images inspire you to lead?

With a partner:

- ☆ Why is leadership important for a program leader?
- ☆ Which of these qualities do YOU already have?
- ☆ Which do you need to work on most & how will you improve?



Girl Scout Leadership Experience





Girl Leadership Outcomes

Discover



Connect



Take Action



Leadership

THE 15 OUTCOMES OF THE NEW GIRL SCOUT LEADERSHIP EXPERIENCE

- 1 Girls develop a strong sense of self.
- 2 Girls develop positive values.
- 3 Girls gain practical life skills.
- 4 Girls seek challenges in the world.
- 5 Girls develop critical thinking.

- 1 Girls develop healthy relationships.
- 2 Girls promote cooperation and team building.
- 3 Girls can resolve conflicts.
- 4 Girls advance diversity in a multicultural world.
- 5 Girls feel connected to their communities, locally and globally.

- 1 Girls can identify community needs.
- 2 Girls are resourceful problem solvers.
- 3 Girls advocate for themselves and others, locally and globally.
- 4 Girls educate and inspire others to act.
- 5 Girls feel empowered to make a difference in the world.



Girl Development

Daisies

When planning activities, keep in mind that kindergarteners and first-graders:

Have loads of energy and need to run, walk, and play outside.	So they will enjoy going on nature walks and outdoor scavenger hunts.
Are great builders and budding artists, though still developing their fine motor skills.	So encourage them to express themselves and their creativity by making things with their hands. Girls may need assistance, however, holding scissors, cutting in a straight line, etc.
Love to move and dance.	So they might especially enjoy marching like a penguin, dancing like a dolphin, or acting out how they might care for animals in a jungle.
Are concrete thinkers and focused on the here and now.	So show them firsthand how things happen. Then let them practice the skills you want them to learn.
Are just learning about number concepts, time, and money.	So take opportunities to count out supplies together, read the clock, or count dues.
Do not always have the words for what they want to say.	So having them draw a picture of something they are trying to communicate is frequently easier for them and more meaningful.
Know how to follow simple directions and respond well to recognition for doing so.	So be specific and offer only one direction at a time. Acknowledging when the girls have followed directions well will also increase their motivation for listening and following again.

Your turn – kindergarteners and first-graders:

Are sensory learners.	
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Brownies

When planning activities, keep in mind that second and third-graders:

Have lots of energy and need to run, walk, and play outside.	So take your activities outside whenever possible. Girls like nature and fresh air.
Enjoy doing things in groups.	So allow them to team up for art projects and performances.
Want to help and appreciate being given responsibilities.	So let girls lead, direct, and help out in activities whenever possible. Allow the group to make decisions about roles and responsibilities.
Are concrete thinkers and are focused on the here and now.	So ask them questions to gauge their understanding of stories, and allow them to role-play their own pretend visit to a new country.
Need clear directions and structure.	So offer only one direction at a time, and, when you can, let the girls know what is coming up next in the get-together and in future gatherings.
Are becoming comfortable with number concepts and time.	So offer support only when needed to have the girls help create the schedule and flow of their get-togethers and count out money for trips.
Are developing fine-motor skills and can use basic tools.	So encourage them to express themselves and their creativity by making things with their hands.
Love to create music and dance.	So they might like to create a play or tell a story through dance.
Know how to follow rules, listen, and appreciate recognition.	So acknowledge when the girls have listened or followed the directions well. It will increase their motivation for listening and following again.

Your turn – second and third-graders:

Learn by experience.	
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Juniors

When planning activities, keep in mind that fourth and fifth-graders:

Want to make decisions and express their opinions.	So allow them to do so frequently through guided discussions and active reflection activities.
Are social and enjoy doing things in groups.	So allow them to team up in small or large groups for art projects, performances, and written activities.
Are sensitive to the expectations and judgments of others.	So share your own mistakes and learnings and create an environment where girls can be comfortable sharing theirs.
Are concerned about fairness and equity.	So do not shy away from discussing why rules are made and laws are passed and have them develop their own for their group.
Are increasingly capable of critical thinking and can consider the perspectives of others.	So assist them in developing these skills by asking them to explain their decisions, share their visions for their roles in the future, and appropriately challenge their own and others' ideas.
Have strong fine and gross motor skills and coordination.	So engage them in moving their minds and bodies! Allow them to express themselves through the written word and choreography.
Love to write plays, create music, and dance.	So they might like to tell a story through playwriting, playing an instrument, or sharing a song or dance.
May be starting puberty.	So be sensitive to girls' changing bodies and create an environment that celebrates this transition.

Your turn – fourth and fifth-graders:

Tend to follow fads.	
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Inclusion

When ALL really means ALL

So what is inclusion?

Inclusion is recognizing our universal "oneness" and interdependence.

Inclusion is recognizing that we are "one" even though we are not the "same".

The act of inclusion means fighting against exclusion and all of the social diseases exclusion gives birth to - i.e. racism, sexism, ableism, etc.

Fighting for inclusion also involves assuring that all support systems are available to those who need such support. Providing and maintaining support systems is a civic responsibility, not a favor. We were all born "in". Society will immediately improve at the point we honor this truth!!

Inclusion is:

1. All volunteers in Girl Scouts being responsible for all girls.
2. Girls learning side by side even though they have different goals.
3. Done on an individual basis.
4. Providing as many special education services as possible within the structure of Girl Scouts
5. Offering programs that benefit children of all differing abilities.
6. Providing resources and support for both volunteers and girls.
7. A place for all children.

Inclusion is not:

1. Providing services to small groups of children in isolation.
2. All girls having to learn the same thing at the same time in the same way.
3. Placing all girls with disabilities into one group.
4. Providing a special aide for every student.
5. A lesser Girl Scout experience for some girls.
6. Dumping students with disabilities into groups without support.
7. A concept that applies only to girls with disabilities.

Everybody has personal characteristics. Mary is a child who likes to swim. Joan is a child who likes to play basketball and has epilepsy. We are all different. Some of us wear eyeglasses to help us see. Some people are short and some people are tall. We all look different and learn differently. We should all be remembered, not for our limitations, but for our accomplishments and abilities. This is what makes us who we are and what makes everyone special.





Person First Language

Important etiquette to keep in mind when talking about and/or getting to know someone with a disability:

- Don't label people with disabilities as a large group – “the disabled.” A better way to refer to such a large group is to say, “people with disabilities.”
- Speak about the person first, then if necessary, the person's disability. A girl's disability only needs to be mentioned if she needs special consideration or action to accommodate it.
- Emphasize a person's abilities, not disabilities (ex. If asked about Katie, describe her as enthusiastic and smart; not as a person with autism.)
- Do not base your opinion of a person solely on their disability; get to know the whole person.

When using person first language, this can also apply with speaking with and of others who also have different qualities. Examples – race, skin color, age, body type/size, identity, orientation, religion. If you don't know how someone would prefer to be spoken of, always ask, and use any descriptors with respect.

Examples of Person First Language

<u>Say:</u>	<u>Instead of:</u>
People with disabilities. Suzie has a cognitive disability. Kate has autism. Jennifer has Down Syndrome. Sara has a learning disability. Sharon has a physical disability. Nora uses a wheelchair. Vanessa communicates with her eyes/device/etc. Children without disabilities.	The handicapped or the disabled. She's retarded. She's autistic. She's Down's. She's learning disabled. She is crippled. She's confined to a wheelchair. Vanessa is non-verbal. Normal/healthy/typical children.

Always let a person with a disability (or otherwise) speak for themselves. If a girl is not able to speak for herself, either she or her personal assistant will let you know that. If you want to know about her disability, ask her, not the person standing next to her. If she doesn't want to talk about her disability, honor her wish and don't keep asking.

Even though it is a popular term, it is never okay to use the terms “retarded” or “gay”.

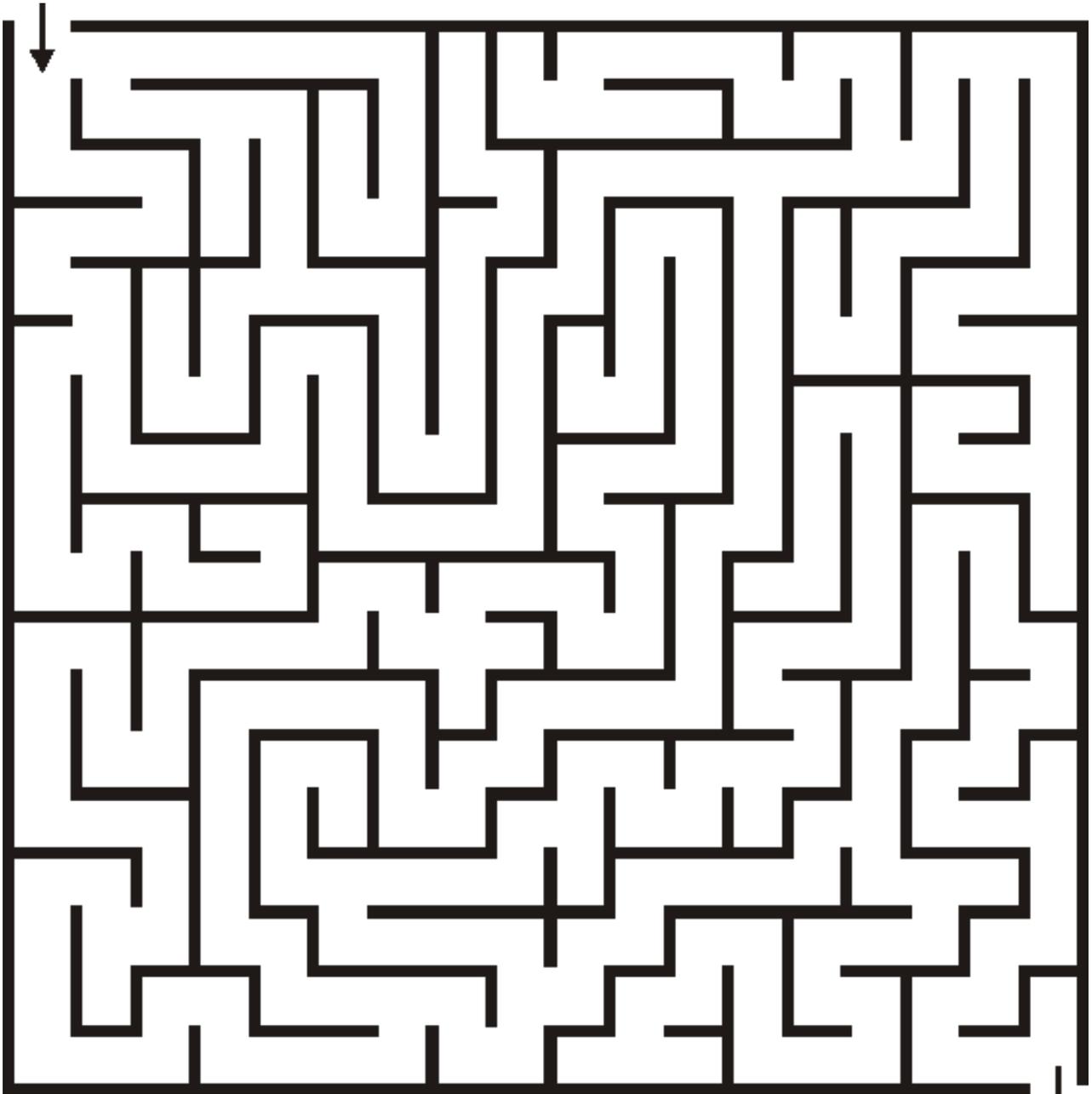




Group Dynamics: aMaze!

Your life is your own! Show all its twists and turns below—regular everyday ones and special ones.

Maybe you can think of times when you tried really hard to work something out with others—resolved a conflict with a sibling, said “sorry” to a friend, reached out to someone beyond your usual circle. How does it feel to interact at your very best?





Girl Scout Attention Getters

Quiet Sign: When your hand goes up, your mouth goes shut. Traditionally, the quiet sign is the open hand (referring back to an older version of the Girl Scout Law the fifth law was “A Girl Scout is courteous” hand of five fingers went up and you were quiet; you were being courteous to the speaker).

Talking Sign – If someone wishes to talk, they tap two fingers in front of them. Tradition refers to the old Brownie sign, made with two fingers instead of three.

Talking Stick/Object – No one may talk unless they are holding the talking stick (object).

What other Girl Scout ways or traditions does your troop use?

What other Girl Scout ways would be effective with younger girls?

Other Ideas:

- ☆ Sit Next to a Girl – Sometimes sitting next to a girl who is acting out can help her settle down.
- ☆ Minnie Mouse Time – Only allow talking in polite whispers.
- ☆ Sit and Watch – Have girls sit out for a while if they are being disruptive or overly sensitive; do not stop the whole group.
- ☆ Change Activities – Often, girls are trying to tell you they are ready to move on to the next activity.
- ☆ Ignore Bothersome Behavior – Sometimes behavior is attention seeking. Ignore it if you can.
- ☆ Positive Rewards: Give stickers (or high fives) for the desired behaviors.

What other ideas do you have for managing groups?





Girl Scout Processes: Make it Fun!!

To make the mentoring process fun for both you AND the younger girls, integrate these concepts into the activities you lead:

1. Girl Scouts is Girl-led – when possible, give the girls choices then let them discuss the options and make decisions.
2. Girl Scouts is Cooperative – make sure everyone is involved. It's common for one or two confident girls to control the discussion and process. Watch for that, and be sure to pull the shy girls into the conversation too.
3. Girl Scouts Learn by Doing – just sitting and listening is boring! The girls prefer to be an active part of the process, and it will be a lot easier and more fun for YOU if you let the girls share the work. Then, once you've completed an activity, reflect on what you've learned with the girls, and how you'll apply the lessons in the rest of your life.

Discussion in small groups:

- ☆ Give some examples (Girl Scout related or otherwise) of interesting classes, fun events, exciting outings, projects, etc. that you've been involved with.
- ☆ What made these events fun, i.e., did they include any of the three Girl Scout processes listed above?
- ☆ Did the teachers/adults also seem to have more fun than in a regular classroom?
- ☆ With a small group, give examples of fun songs, activities, campfire skits, etc. that use the Girl Scout processes





Tips for Working with Adult Leaders/Mentors

- ☆ If you want to take on responsibility for part of an activity, ask. If you do not ask, your adult leader/mentor may not realize you want to do it.
- ☆ You may be asked to do things you do not want to do. Remember that being a leader means doing the fun stuff and sometimes the not so fun stuff.
- ☆ Remember that this is a learning experience. If your adult leader/mentor gives you a suggestion to improve, receive her comments with a positive attitude and consider how you might implement them.
- ☆ You can ask for help! Your adult leader/mentor is a great source of information on how to work with younger girls.
- ☆ Some adults can be hesitant to accept ideas or suggestions from girls. It is more likely that your idea or suggestion will be heard if you start your sentence with one of the following:
 - Would it be alright
 - How about if we
 - Would it help if I
 - (Insert your own)

Other things to keep in mind when working with your adult leader/mentor:

- ☆ Understand that the leader has a busy schedule.
- ☆ Be on-time and keep your commitment; they are counting on you.
- ☆ Listen to what the adults have to say; they have a lot of experience they can share.
- ☆ Allow adults and yourself to make mistakes.
- ☆ Spend time planning.
- ☆ You are responsible for your own calendar; be accurate when scheduling your time.
- ☆ Be flexible; activities do not always go according to plan.
- ☆ Remember to evaluate with adults; this is an important part of learning.
- ☆ ALWAYS follow safety guidelines.





Communicating with Girls

Establishing Rules:

- ☆ Let children participate in the rule making process – usually in the form of making group agreements.
- ☆ Enforce the rules fairly.
- ☆ When enforcing rules, make it positive. Ex: Instead of saying “don’t run”, you can say “thank you for walking” or “be sure to walk”!
- ☆ Explain not just the rule itself, but also the reasoning behind it.
- ☆ Don’t make too many rules.
- ☆ Establish what is forbidden.
- ☆ Determine consequences for breaking rules.

Tips for Communication & Teaching:

- ☆ Give clear directions (be specific)
- ☆ Be patient! Remember that you are teaching others a skill you already know.
- ☆ Smile and enjoy what you are doing.
- ☆ Know your activity well; review the material beforehand.
- ☆ Talk to the girls at eye level.
- ☆ Offer clear choices. Ex: “Would you like to sing or play a game?”
- ☆ Encourage respect for different religious, race, ethnic, or cultural backgrounds.
- ☆ Give girls time to transition between activities with giving clear and advance warning.
- ☆ Allow a girl to sit out of an activity; you can always ask how she will structure her time.
- ☆ Don’t compare the girls; remember any differences and all abilities.
- ☆ There is no need to correct every minor problem; the behavior may stop if the girl doesn’t receive attention for negative behaviors.
- ☆ If it is a multistep activity, take it step by step. Go slow, and you can repeat.





Giving Praise

Children can become self-motivated when their natural curiosity is encouraged and supported. This could be having conversations about their interests, but at all costs avoid making compliments of physical attributes and material items (this can be alienating for other kids). Below are examples of things you can say.

You're a good thinker

You're making progress

You are so responsible

It's okay to try new things

It's okay to disagree

I'm glad you're here

You make me happy

That's good work

You are very sincere

I enjoy your company

That's sweet of you

You did a great job

Describe to me further

That shows thought

That was done well

That's an excellent idea

That's interesting

Show us how

That's very good

You're doing fine

I like that

You catch on quickly

Well thought out

You're doing better

You do it very well

That's very imaginative

That's clear thinking

What a great idea

Let's watch her do it

It was nice of you to help

I knew you could do it

You're getting better

Let's do it this way

Here's another way

Let's be quiet

Please sit down

Quiet please

Listen up

Timeout

She's also right

Try this

You're doing great

Super

Good work

Let's talk

How nice

Thank you

#LoveYa





Songs

It helps to have a ring of songs and games to refer to when there is down time.

Daisy on My Toe

I've got a daisy on my toe, it is not real, it does not grow.

It's just a tattoo of a flower,
So I look good when taking a shower.
It's on the second toe of my left foot,
A stem and flower – it has no root
'Cuz that wouldn't look good.
I've got a daisy on my toe,
My right foot loves my left foot so!

40 Years on an Iceberg

Forty years on an iceberg
Over the ocean wide
Nothing to wear but jammies,
Nothing to do but slide.
The air was cold and frosty,
The frost began to bite
I had to hug a polar bear
To keep me warm at night! Oh!

Little Canoe

Just a boy and a girl in a little canoe
With the moon shining all around
He paddled his paddle so
You couldn't even hear a sound
They talked and they talked til the moon
grew dim
He said "you better kiss me or get out and
swim"
What ya gonna do in a little canoe
With the moon shining all a-
Girl's swimming all a-
Boys swimming all around
Oh yeah

Kookaburra

Kookaburra sits on the old gum tree,
Merry, merry king of the bush is he;
Laugh Kookaburra, laugh Kookaburra,
How gay your life must be.

Kookaburra sits on the old gum tree,
Eating all the gumdrops he can see;
Stop Kookaburra, stop Kookaburra,
Leave some for me.

Kookaburra sits on the old gum tree,
Counting all the monkeys he can see;
Stop Kookaburra, stop Kookaburra,
Don't you dare count me.

Little Red Wagon

You can't ride in my little red wagon
Front seats broken
And the axle's dragging
CHUGGA CHUGGA CHUGGA CHUGGA
CHUGGA!

SECOND VERSE, SAME AS THE FIRST
A WHOLE LOT LOUDER AND A WHOLE
LOT WORSE!

Hermie the Worm

Sitting on a fence post,
Chewing my bubblegum
Playing with my yo-yo, woo-woo!
When along came Hermie the wormy,
And he was this big
And I said, "Hermie, what happened?"
He said, "I ate my breakfast."





What Would You Do?

Scenario #1

Roles: Angela – Troop Leader, Gloria – Program Aide, Annie – Younger girl who uses a wheelchair

For fifteen minutes at the end of every troop meeting, fun music is played and all the girls dance. All the girls except for Annie. Angela doesn't seem to see this as a problem. What can Gloria do to advocate for Annie? What accommodations can be made?

Scenario #2

Roles: Therese – Troop Leader, Kayla – Program Aide, Susie – Younger girl with autism, Ms. Jacobs – Susie's mother

Before Susie's first troop begins, Ms. Jacobs lets Therese and Kayla know that her daughter, Susie, has autism and can be sensitive to certain things, like loud noises and large groups of people. At the end of every day at troop all of the girls sit around and sing songs. Susie always puts her hands over her ears and runs away, but Therese thinks she has behavior issues and thinks it's important that everyone participate as a group. What can Kayla do to advocate for Susie? What accommodations can be made for her to participate?

Scenario #3

Roles: Ms. Betty – Troop Leader, Sasha – Program Aide, Alyssa – Younger girl with cerebral palsy

Today Ms. Betty's Brownie troop is baking cupcakes together and she asked Sasha to help out. It is difficult for Alyssa to hold things with her fingers and she sometimes makes spastic movements. Ms. Betty doesn't want a big mess to clean up so Alyssa is just watching the other girls bake. What can Sasha do to advocate for Alyssa? What accommodations can be made for her to participate?

Scenario #4

Roles: Reina – Troop Leader, Lizbeth – Program Aide, Sam – Younger girl who uses a wheelchair

Every month during summer the troop goes down to the lake to swim. Sam is able to swim with her flotation device, but the dock is too high for her to jump and there is only a steep step ladder. It's dangerous for the girls to lift her at all and Reina says Sam can play as an assistant lifeguard instead of swimming. How can Lizbeth advocate for Sam? What accommodations can be made to the dock for Sam to be able to fully participate?





Scenario #5

You are volunteering as a leader during program at day camp. You are in charge of the game activity. While the group is outside of the lodge playing your game, it begins to rain. What would you do?

Scenario #6

You are volunteering as a leading during program. You are in charge of the craft activity. You have already explained the directions, and you notice two Brownies arguing over supplies that they should be sharing. Their Girl Scout leader is busy helping another Girl Scout, and does not see what is happening. What would you do?

Scenario #7

You are volunteering as a leader during a program. You are in charge of the dance activity. You have explained the dance steps and the music is playing, but nobody is participating in the dance. What would you do?

Scenario #8

You are volunteering as a leader during a program. You are placed at the game station, along with another staff member who is an adult. The staff member is helping a Girl Scout leader with another issue and 25 girls are waiting to get started with the game. What would you do?

Scenario #9

You are volunteering as a leader during a program. You are in charge of an educational activity at an event with another PA that involves crafting materials. You have one more hour until the end of your shift, and you notice you are running out of one material but plenty of another. What would you do?

Scenario #10

You are volunteering as a leader during a program. You are in charge of planning a craft activity that goes with a beach party theme. What would you do? How could you involve everyone of differing abilities?





Introduction to Safety

Nothing is more important within Girl Scouts than ensuring the health and safety of girls. Health and safety extend to developing safety consciousness in girls and adults, as well as training staff, volunteers, and girls to ensure proper supervision, prevention of accidents and incidents, and maintenance of program resources.

There are two resources that you should become very familiar with as you plan activities and events with younger girls:

- ☆ Girl Scout Safety Guidelines, an overview of the 12 most important safety tips.
- ☆ Safety Activity Checkpoints, in-depth safety information and tips that adult volunteers use for Girl Scout sports and activities; girls can also use these checkpoints to ready their group for a girl-led activity.

The following activities are never allowed for any girl:

- ☆ Firearms
- ☆ Flying in noncommercial aircraft, such as small private planes, helicopters, sailplanes, untethered hot-air balloons, or blimps
- ☆ Hang gliding, parachuting, or parasailing
- ☆ Shooting a projectile at another person (such as paintball)
- ☆ Potentially uncontrolled free-falling (bungee jumping, hang gliding, parachuting, parasailing, and trampolines). Exception: if girls would like to trampoline at an indoor facility where the trampolines are completely enclosed and go all the way to the edge of the room with no exposed springs (i.e. there is no possibility that girls could fall off of the trampoline).
- ☆ Creating extreme variations of approved activities (such as high altitude climbing and aerial tricks on bicycles, skis, snowboards, skateboards, water skis, and wakeboards)
- ☆ Hunting
- ☆ Riding all-terrain vehicles and motor bikes
- ☆ Taking watercraft trips in Class V or higher whitewater

The safety checklist packet in the appendix contains two activities that are very typical of a Girl Scout activity or outing. In order to see all of the Safety Checkpoints and to ensure that you are following safety guidelines for the activity you are leading, go online to:

<http://www.girlscoutssoaz.org/content/dam/girlscouts-girlscoutssoaz/documents/Safety%20Activity%20Checkpoints.pdf>





Girl Scout Safety Guidelines

Every adult in Girl Scouting is responsible for the physical and emotional safety of girls, and we demonstrate that by agreeing to follow these standards at all times.

1. Follow the Safety Activity Checkpoints – Instructions for staying safe while participating in activities are detailed in the Safety Activity Checkpoints. Read the checkpoints, follow them, and share them with other volunteers, parents, and girls (as grade-level appropriate) before engaging in activities with girls.
2. Arrange for proper adult supervision of girls. – Your group must have at least two unrelated, approved adult volunteers present at all times, plus additional adult volunteers as necessary, depending on the size of the group and the ages and abilities of girls. Adult volunteers must be at least 18 years old (or the age of majority defined by the state, if it is older than 18) and must be screened by your council before volunteering. One lead volunteer in every group must be female.
3. Get parent/guardian permission – When an activity takes place that is outside the normal time and place, advise each parent/guardian of the details of the activity and obtain permission for girls to participate.
4. Report abuse. – Sexual advances, improper touching, and sexual activity of any kind with girl members are forbidden. Physical, verbal, and emotional abuse of girls is also forbidden. Follow your council’s guidelines for reporting concerns about abuse or neglect that may be occurring inside or outside of Girl Scouting.
5. Be prepared for emergencies. – Work with girls and other adults to establish and practice procedures for emergencies related to weather, fire, lost girls/adults, and site security. Always keep handy a well-stocked first-aid kit, girl health histories, and contact information for girls’ families.
6. Travel safely. – When transporting girls to planned Girl Scout field trips and other activities that are outside the normal time and place, every driver must be an approved adult volunteer and have a good driving record, a valid license, and a registered/insured vehicle. Insist that everyone is in a legal seat and wears her seat belt at all times, and adhere to state laws regarding booster seats and requirements for children in rear seats.





7. Ensure safe overnight outings. – Prepare girls to be away from home by involving them in planning, so they know what to expect. Avoid having men sleep in the same space as girls and women. During family or parent-daughter overnights, one family unit may sleep in the same sleeping quarters in program areas. When parents are staffing events, daughters should remain in quarters with other girls rather than in staff areas.
8. Role-model the right behavior. – Never use illegal drugs. Don't consume alcohol, smoke, or use foul language in the presence of girls. Do not carry ammunition or firearms in the presence of girls.
9. Create an emotionally safe space. – Adults are responsible for making Girl Scouting a place where girls are as safe emotionally as they are physically. Protect the emotional safety of girls by creating a team agreement and coaching girls to honor it. Agreements typically encourage behaviors like respecting a diversity of feelings and opinions; resolving conflicts constructively; and avoiding physical and verbal bullying, clique behavior, and discrimination.
10. Ensure that no girl is treated differently. – Girl Scouts welcome all members, regardless of race, ethnicity, background, disability, family structure, religious beliefs, and socioeconomic status. When scheduling, helping plan, and carrying out activities, carefully consider the needs of all girls involved, including school schedules, family needs, financial constraints, religious holidays, and the accessibility of appropriate transportation and meeting places.
11. Promote online safety. – Instruct girls to never put their full names or contact information online, engage in virtual conversation with strangers, or arrange in-person meetings with online contacts. On group websites, publish girls' first names only and never divulge their contact information. Teach girls the Girl Scout Online Safety Pledge (at: www.girlscouts.org/help/internet_safety_pledge.asp) and have them commit to it.
12. Keep girls safe during fundraising. – Girl Scout cookies and other council-sponsored product sales are an integral part of the program. During Girl Scout product sales, you are responsible for the safety of girls, money, and products. In addition, a wide variety of organizations, causes, and fundraisers may appeal to Girl Scouts to be their labor force. When representing Girl Scouts, girls cannot participate in money-earning activities that represent partisan politics or that are not Girl Scout-approved product sales and efforts.





Notes



Training Evaluation Form

1. How would you rank the training on a scale of 1-5? Explain.

Rank (1=low, 5=high): 1 2 3 4 5

2. Why did you complete the training?

3. What part of the training taught you the most?

4. Do you think this training will help you as a young leader? Yes No

Explain:

5. What was your favorite part of the training?

6. What was your least favorite part of the training?

7. What, if anything, would you change about this training?

8. Please circle your Girl Scout age level:



Grade in school: _____

Your name (optional) _____ Troop # _____

Thank you for your time!





Program Aide Agreement

Please read the following statements carefully. The Girl Scout who is applying for Program Aide, her parent/guardian and her Girl Scout staff must sign this form. This form must be turned in after the Program Aide training has been completed.

1. I have completed the Program Aide training
2. I fully understand the Program Aide position description
3. I fully understand what my expectations and responsibilities will be as a Program Aide
4. I fully understand what I cannot do as a Program Aide
5. I feel confident working with younger girls
6. I understand that I will be expected to treat the Program Aide position as “employment” and will be expected to do the following:
 - a. Dress appropriately
 - b. Respect others
 - c. Act appropriately and professionally
 - d. Arrive on time and plan to stay to help with clean up
7. I understand that in order to be considered for the Program Aide position, the following steps must be completed:
 - a. My application and reference forms must be filled out, signed, and returned
 - b. My Program Aide Agreement must be read, signed, and returned
 - c. I must complete the Program Aide training
 - d. I must complete one LIA award

Girl Scout Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Girl Scout Staff: _____ Date: _____



Cadette Program Aide Report Form

Please fill out the form and bring to our Girl Scout Shop in order to purchase the Program Aide award.

- Earn one LiA award.
 - Brownie Troop partnered with _____ Date Earned _____
- Complete council leadership training course. Learning to work with children and developing your leadership style.

Date Earned _____
- Work directly with younger girls over six activity sessions. This might be assisting girls on Journey activities (in addition to what you did for your LiA), badge activities, or other sessions. You might work with a group at their meetings, at a day camp, or during a special Association or Council event.

Session #1 _____ Date _____

Session # 2 _____ Date _____

Session # 3 _____ Date _____

Session # 4 _____ Date _____

Session # 5 _____ Date _____

Session # 6 _____ Date _____

Additional Session dates (if applicable) _____

I asked the Brownie Troop Leader for feedback on what I did with the girls, what went well, and what I could change for next time.

Think about and answer the following two questions:

- What did you DISCOVER about yourself as you guided the Brownies? _____

- In what ways did you CONNECT with younger girls? _____

Recognitions: Pin can be purchased after all 3 steps are complete. Please bring this form to the GSSOAZ shop to purchase your pin.

_____ has earned the Program Aide Award.

Cadette Troop Leader

Date

