



# Girl Scout Mentoring Awards:

## **Program Aide**

**PA**

# **Self-Paced Leadership Training Course**

for Girl Scouts in Grades 6-8



# Girl Scout Mentoring Awards

When you guide or teach others, you act as a mentor. As a Girl Scout Cadette mentor, you gain experience by sharing skills, testing knowledge, and trying out new leadership roles. The younger girls you mentor get a chance to be with and learn from you—and Girl Scout Cadettes like you are some of their favorite people!

Mentoring Awards include Program Aide, Counselor-in-Training I & II, and Volunteer-in-Training. By earning these awards, you can deepen your understanding of what leadership development means and get excited about guiding others.

*The Girl's Guide to Girl Scouting* for Juniors, Cadettes, Seniors, and Ambassadors include descriptions of the Mentoring Awards you can earn at your grade level:



☐ Girl Scout Juniors earn Junior Aide



☐ Girl Scout Cadettes earn LiA awards and Program Aide



☐ Girl Scout Seniors earn Counselor-in-Training and Volunteer-in-Training



☐ Girl Scout Ambassadors earn Counselor-in-Training, Counselor-in-Training II, and Volunteer-in-Training



## Leadership vs. Community Service

You can complete leadership and community service hours for school or for Girl Scout awards. **Leadership** hours are earned by planning and directing your own activity. **Community service** hours are earned by helping to lead activities that others have already planned. Girl Scout Mentoring Awards require leadership hours.

# **Program Aide Self-Paced Training Course**

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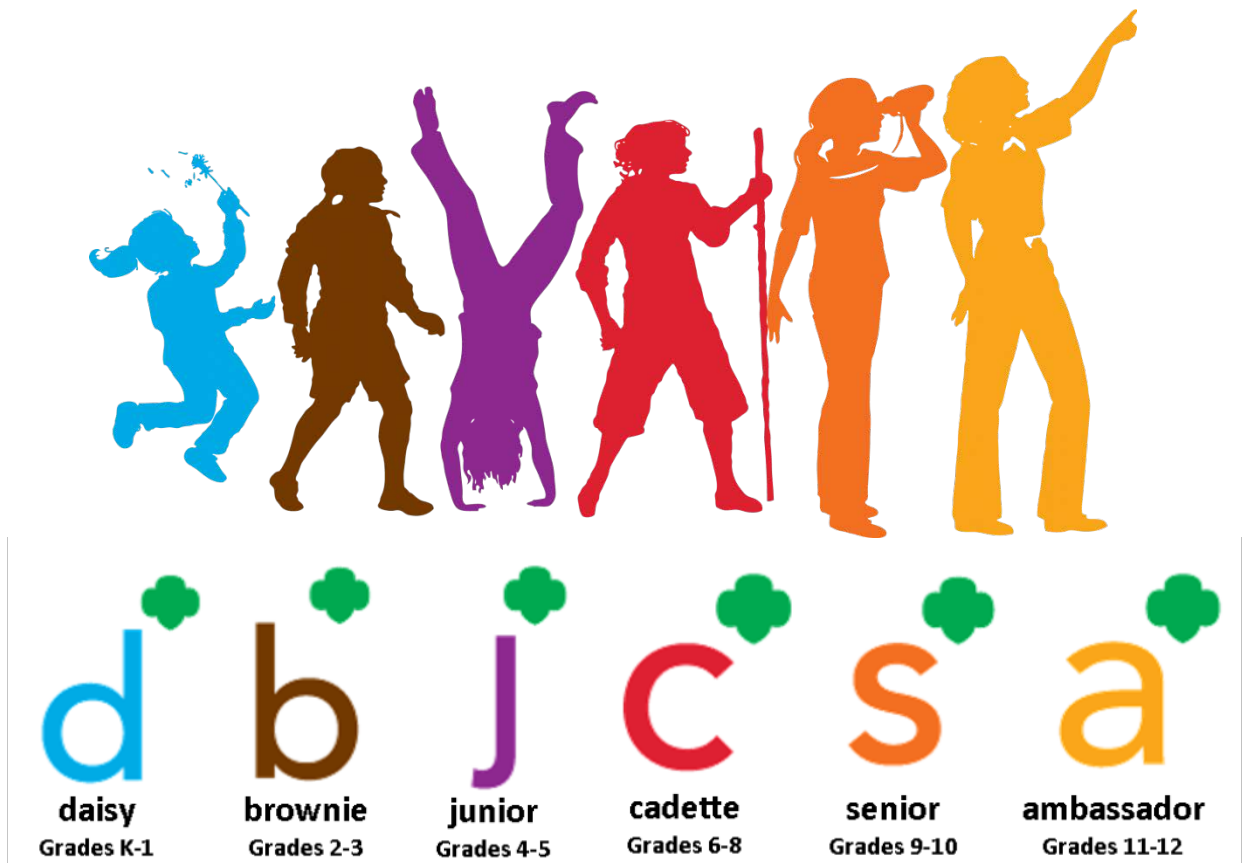
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## Why Mentoring Awards Matter

When you earn a Girl Scout Mentoring Award, you have had a special opportunity to serve as champion of the Girl Scout Leadership Experience! As you work directly with younger girls, you serve as a champion who can help raise awareness of Girl Scouts' aim to deliver fun with purpose: enjoyable and challenging activities that grow girls' leadership in their daily lives and in the world.

The Program Aide Self-Paced Training Course activities are designed to:

1. help you to complete Step 2 to earn the Program Aide Award and
2. to prepare to mentor younger girls as you use the Girl Scout Leadership Experience to discover, connect, and take action to make the world a better place, and encourage younger girls to do the same.



# Getting Started with Mentoring Awards:

## Cadette Program Aide

To earn the Cadette Program Aide, a Girl Scout in grades 6-8:

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

\*Step 3 should be completed *after* steps 1-2.

\*\*The steps to earn the Program Aide Award are found in *The Girl's Guide to Girl Scouting* for Cadettes.



## Program Aide Notes

- **LiA Awards** - The LiA Awards involve helping a Girl Scout Brownie(s) to work on their Girl Scout Journey. Complete requirements for the LiA Awards are found on the Volunteer Toolkit and in the Girl Scout Brownie Leadership Journey How to Guides for each Journey. Ask your Troop Leader or another Girl Scout adult about how to connect with a Girl Scout Brownie or a troop in your area. You may want to reach out to your Service Unit for help, or contact [Customer Care](#) for assistance with identifying a Girl Scout Brownie(s) you might help.
  
- **Program Aide Self-Paced Leadership Training Course** - This resource and the Program Aide Self-Paced Training Course **APPENDIX** contains everything you need to complete the Girl Scouts of Orange County Program Aide Self-Paced Training Course – including 9 Leadership Training Course Topics and Goals – either on your own, with your troop/group, or as part of a day camp or other youth staff training. This course includes nine segments which can be done in sequence all at once or one at a time over multiple meetings/sessions.

As you complete the Program Aide Self-Paced Training Course activities, you will develop your leadership skills and reflect on how you will engage younger girls to understand the three keys to leadership, explore how leadership relates to everyday life, and inspire girls to think about ways they can serve as leaders in the world. The more your skills develop from the Girl Scout Leadership Experience, the more you will want to encourage younger girls to think of themselves as leaders as well. That's what being a mentor is about!

- **Six activity sessions** - You get to choose when, where, and how you want to work with younger girls. You'll want to seek out as many kinds of mentoring opportunities as you can in your work with younger girls – this will really help you to develop your leadership skills and become the best mentor you can be. Each “session” should be at least an hour. You might assist Girl Scout Daisies, Brownies, or Juniors with Journey, award, or badge activities or help them to celebrate Girl Scout Special Days or Global Action Days as part of a troop, service unit, event, or camp experience. Whatever you choose, this step requires you to go beyond volunteering to help or showing up to lead activities planned by others.

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## NOTES continued...

In this step, you will serve as a mentor and take on a leadership role to plan and implement activities for younger girls six different times.

Talk to your Troop Leader or another Girl Scout adult about how to connect with a younger Girl Scout or a troop in your area. You may want to reach out to your Service Unit for help, or contact [Customer Care](#) for assistance with identifying younger a Girl Scout(s) you might help.

Remember, this is about you and your leadership! This is your opportunity to use the Girl Scout Leadership Experience, which offers a variety of age-appropriate activities that are girl led, cooperative, and hands-on to mentor younger girls to **discover**, **connect**, and **take action** to make a positive impact in the world. You will serve as a role model, **discover** more about yourself and your values, **connect** with others, and **take action** to make a difference.

## Message to Cadettes


### Creating Successful Interactions with Adults

You will work closely with Girl Scout adults. It will be important that you meet with them to discuss expectations so you can be set up for success in your role as a mentor. If you ever have any questions or concerns, be sure to talk to your Girl Scout adult about them. Adults are there to supervise girls including you, to direct and lead program, and be a support system to make sure everyone has fun!

## Message to Troop Leaders/Parents/Adults

The Program Aide Self-Paced Leadership Training Course is intended to be girl led. Girls may work independently, with a buddy, or as a part of a troop/group to complete the Program Aide Self-Paced Leadership Training Course Goals. Girls and adults are encouraged to use this guide to help girls as they do the activities to complete Step 2 of the Program Aide Award.

*Note: This Program Aide Self-Paced Leadership Training Course resource may be printed – or not! It is intended for online use because it contains numerous [links](#) to online resource material. Pages 11-32 include the nine course goals, topics, and activities to complete the course. **Additional resources** for each of the course goals and topics are found in the **APPENDIX** to **print as needed** when completing each segment.*



**Building girls of  
courage, confidence,  
and character,  
who make the world  
a better place.**



# Program Aide Self-Paced Leadership Training Course

## Topics and Goals Checklist

Use this page as a checklist to track your progress on completing the Program Aide Self-Paced Leadership Training Course. As you complete each step, write the date in the blank and check the box. When you finish, you can show this page to your Girl Scout Adult.

- \_\_\_\_\_ ☐ **The Leader in You:** Be able to describe yourself as a leader – in your life and in the world – describe or demonstrate examples of your own leadership.
- \_\_\_\_\_ ☐ **The Girl Scout Leadership Experience (GSLE):** Understand that the Girl Scout Leadership Experience is a one-of-a-kind leadership development program for girls, with proven results, and be able to describe the history and foundation of the Girl Scout Movement, identify the three keys of leadership, three processes, four program areas, and five outcomes, and explain what leadership means to you, express what leadership could mean to younger girls, and describe how Girl Scouts prepares girls for a lifetime of leadership.
- \_\_\_\_\_ ☐ **Girl Development:** Learn how younger girls develop physically and emotionally, understand how the needs, interests, and capabilities of younger girls can change, begin to think about how younger girls can be leaders in their lives based on their developmental characteristics, and be able to use growth mindset praise to compliment younger girls.
- \_\_\_\_\_ ☐ **Group Dynamics and Inclusion:** Gain an increased ability to manage groups effectively, understand what it means to be inclusive of girls of all abilities, and begin to think about how you can be a leader in the world as you spend time with groups of younger girls.
- \_\_\_\_\_ ☐ **Journeys, Awards, and Badges:** Know the Girl Scout Leadership Journeys, awards, and badges that make up our national program portfolio deliver fun with a purpose and are a key part of the Girl Scout Leadership Experience (GSLE), and be able to facilitate a Journey, Badge, or Award activity with younger girls.
- \_\_\_\_\_ ☐ **High-Quality Experiences:** Understand not only are the activities you facilitate with girls important, but how you engage younger girls is also important in creating a high-quality experience - be able to identify the three processes and explain how you can use those processes with younger girls.
- \_\_\_\_\_ ☐ **Personalization:** Plan how you can infuse your personal passions into your work with younger girls.
- \_\_\_\_\_ ☐ **Safety:** Know how to apply the 12 Girl Scout Safety Guidelines to activities you plan and help to facilitate with younger girls, how many adults are needed when working with girls, and how to use Safety Activity Checkpoints.
- \_\_\_\_\_ ☐ **Celebration:** After you complete all the steps to earn the Program Aide Award, you can celebrate your achievement!

## **After You Complete the Steps -**

### **How to Get the Award**

The Girl Scout Cadette Program Aide award pin is available for purchase in the [council shop](#); shop local to support Girl Scouts of Orange County.

Girl Scout Cadettes in grades 6-8 who complete the steps may purchase and wear the pin on the front of the vest or sash. See [Where to Place Insignia on a Uniform](#).

### **Program Aide Award Report Form**

***Your feedback helps future Girl Scouts!***

Complete the online [Girl Scouts of OC: Program Aide Award Report Form](#) to share your feedback and your best mentoring action photo. Photos submitted may be featured for Girl Scouts of Orange County promotional purposes.

# The Leader in You

**Goal:** Be able to describe yourself as a leader – in your life and in the world – describe or demonstrate examples of your own leadership.

**Directions:** Complete the **four** starred **\*\*\*\*** activities plus **two** or more additional activities you choose.

- ☐ \* Think about how you can be a mentor to younger girls. For ideas, read **“What Makes a Good Girl Scout Mentor”** – see APPENDIX.
  - ☐ \* Create a “Me as a Leader” collage using different materials such as cut-up magazines, fabric, paint, colored pencils, etc. Or write about your leadership qualities through poems, stories, or journaling. Whatever you choose, complete these and share your creation with others:
    - Complete **“Discover the Leader in You”** – see APPENDIX
    - Complete **“Reflecting on Leadership”** – see APPENDIX
  - ☐ \* Participate in a discussion about leadership to describe your leadership qualities and learn about the qualities of others. Look at **“A Few Famous Girl Scouts”** – see APPENDIX.
    - Who do you think a leader is?
    - Are all leaders the same?
    - What are some of the characteristics/qualities of leaders?
    - What makes you a leader?
    - Who is someone you look up to as a leader? What are his or her qualities?
    - Do you want to be viewed as a leader?
- Discuss **“Strategies for Working with Adults”** – see APPENDIX
- ☐ \* Use the MEdia Journey (page 63) to explore **“Using Your Passion to Lead”** – see APPENDIX – and get input from family and friends.
  - Complete **“What Makes ME Shine?”** – see APPENDIX

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## The Leader in You continued...

- ☐ Are you a go-getter, innovator, risk-taker, or leader? Find out what kind of G.I.R.L. you are with this fun [G.I.R.L. Quiz?](#)

Take some time to think about what the words below mean to you. If you're not sure what they mean, look up the definitions and think about how these words are important to leadership. Then, write about what being a G.I.R.L. means to you and share it with a friend.

Direct, Facilitate, Guide, Manage, Motivate, Explore, Research, Produce, Create, Coach, Build, Delegate, Problem Solve, Initiate, Clarify, Mediate, Nurture, Confront, Network, Represent, Assign, Design, Provide

- ☐ Learn about Girl Scouts of Orange County's annual [Celebrate Leadership](#) event then write an essay about how Girl Scouts has helped you to develop as a leader and consider submitting it as part of a completed nomination to be a [Celebrate Leadership Girl Representative](#).
- ☐ Earn the [Girl Scout Silver Award](#) and share with others what you did to take action and how your project helped you to develop your leadership skills.
- ☐ Complete a self-evaluation using the **"What Type of Leader are You?"** checklist – see APPENDIX. Share your list with other girls/adults.

# The Girl Scout Leadership Experience (GSLE)

**Goal:** Understand that the Girl Scout Leadership Experience is a one-of-a-kind leadership development program for girls, with proven results, and be able to describe the history and foundation of the Girl Scout Movement, identify the three keys of leadership, three processes, four program areas, and five outcomes, and explain what leadership means to you, express what leadership could mean to younger girls, and describe how Girl Scouts prepares girls for a lifetime of leadership.

**Directions:** Complete the **two** starred \*\* activities plus **two** or more additional activities you choose.

- \* Be familiar with the basics of the Girl Scout Movement and the Girl Scout Leadership Experience (GSLE). Refer to the Glossary as needed.
  - Visit Girl Scouts University to watch [Girl Scouting 101 Refresher videos](#) including:
    - Introduction (2:35)  
<http://gsuniversity.girlscouts.org/course/girl-scouting-101/>
    - The Mission, Promise, and Law (1:13)  
<http://gsuniversity.girlscouts.org/?s=The+Mission%2C+Promise+and+Law>
    - Girl Scout Leadership Experience (GSLE) (2:00)  
<http://gsuniversity.girlscouts.org/resource/girl-scouting-101-refresher/girl-scout-leadership-experience-gsle/>
    - Journeys and the GSLE (1:57)  
<http://gsuniversity.girlscouts.org/resource/girl-scouting-101-refresher/the-journeys-and-the-gsle/>
    - The Girl's Guide to Girl Scouting (2:25)  
<http://gsuniversity.girlscouts.org/resource/girl-scouting-101-refresher/the-girls-guide-to-girl-scouting/>
  - Visit the national website to explore [About Girl Scouts](#).
    - Watch [Lifetime of Leadership – Girl Scouts](#) (1:00) video.

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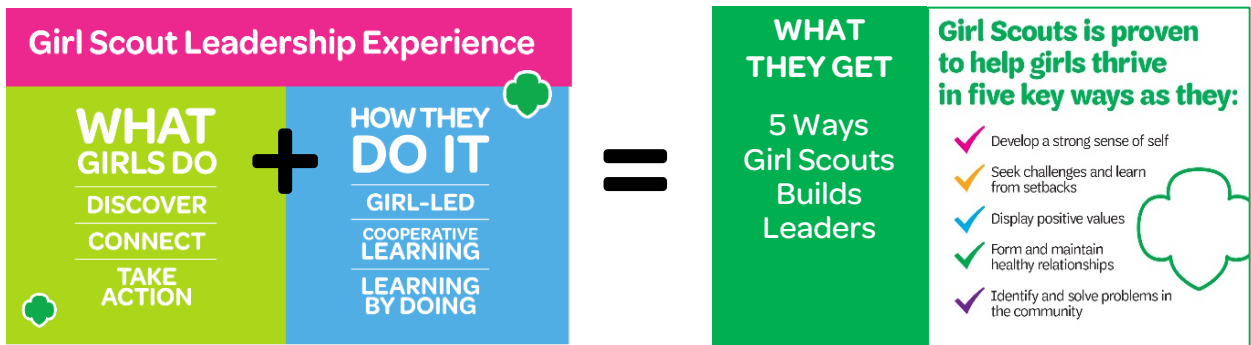
## **The Girl Scout Leadership Experience** continued...

- Learn about [The Girl Scout Difference](#).
- Read about [Our History](#) to find a fun fact you didn't know.
- Read about and be able to describe the [Girl Scout Leadership Experience](#) and identify and explain our leadership model:
  - WHAT Girls Do: Three keys of leadership – see [Our Program](#)
  - Our National Program – Leadership Journeys, Awards, and Skill-building Badges – see [Award and Badge Explorer](#)
    - Award Logs and Badge Chart for each Girl Scout
      - [Girl Scout Daisies Badge and Award Chart](#)
      - [Girl Scout Brownies Badge and Award Chart](#)
      - [Girl Scout Juniors Badge and Award Chart](#)
      - [Girl Scout Cadettes Badge and Award Chart](#)
      - [Girl Scout Seniors Badge and Award Chart](#)
      - [Girl Scout Ambassadors Badge and Award Chart](#)
    - Four program areas – see [The Foundations of the Girl Scout Leadership Experience](#)
  - HOW They Do It: Three Girl Scout processes – see [GSLE: Delivering Fun with Purpose](#)
  - WHAT They Get: Five outcomes (or benefits) of Girl Scouting – see [5 Ways Girl Scouts Helps Build Girl Leaders](#)

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# The Girl Scout Leadership Experience continued...

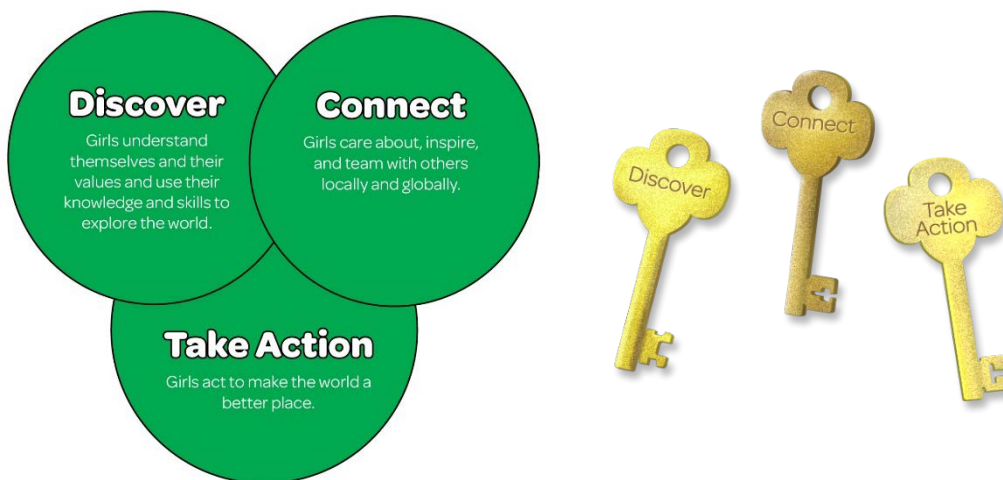
## The Girl Scout Leadership Experience



- \* Make a set of the “**Three Keys**” out of paper using the template found in the APPENDIX, a similar outline, or draw or make your own out of materials you choose. On one side of each key (or on a separate paper), write what each key (Discover, Connect, Take Action) means to you. On the other side, write what each key might mean to younger girls. Discuss with others...

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

## 3 Keys to Leadership



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## The Girl Scout Leadership Experience continued...

- ☐ Read [Community Service & Take Action Projects](#) and discuss the difference with a Girl Scout Adult. Check out [Girls Changing the World](#) to see what girls nationwide are doing to make the world a better place. You may want to submit your own Take Action project.
- ☐ Learn how Girl Scouts unleashes the [G.I.R.L. \(Go-getter, Innovator, Risk-taker, Leader\)™](#) in every girl, preparing her for a lifetime of leadership. Look at the **“DNA of a Girl Scout”** in the APPENDIX; think of a time when you have been a Go-getter, Innovator, Risk-taker, and Leader and tell a friend about it.



- ☐ Visit <https://www.girlscouts.org/en/about-girl-scouts/all.html> to watch the All Girl Scouts PSA, meet the girls featured, and go behind the scenes. Create your own Girl Scout PSA to describe what the Girl Scout Leadership Experience means to you and share it with others.
- ☐ Find out what the [Girl Scout Research Institute](#) is and what it does. Watch the 2 minute [“What does Girl Scouts do for you?”](#) video, then choose one or more GSRI [Publications](#) to learn more about and share what you find with others.





# Girl Development

**Goal:** Learn how younger girls develop physically and emotionally, understand how the needs, interests, and capabilities of younger girls can change, begin to think about how younger girls can be leaders in their lives based on their developmental characteristics, and be able to use growth mindset praise to compliment younger girls.

**Directions:** Complete the **three** starred \*\*\* activities plus **one** or more additional activities you choose.

- \* Learn about the typical developmental characteristics of girls.
  - Visit Girl Scouts University to watch [Girl Scouting 101 Refresher videos](http://gsuniversity.girlscouts.org/resource/girl-scouting-101-refresher/ages-and-stages/) including:
    - Ages and Stages (1:57)  
<http://gsuniversity.girlscouts.org/resource/girl-scouting-101-refresher/ages-and-stages/>
  - Know the Girl Scout Program [Grade Levels](#) and be able to describe examples of...
    - [What Daisies Do](#)
    - [What Brownies Do](#)
    - [What Juniors Do](#)
  - On paper or a poster, draw a Girl Scout Daisy, Brownie, or Junior depicting all the typical age level characteristics. What physical, social, intellectual, and emotional characteristics does she have? Read the “**Developmental Characteristics**” found in the APPENDIX to see how many you can capture in your illustration.
  - Read the information about activity planning – see APPENDIX:
    - “**Planning Activities for Girl Scout Daisies**”
    - “**Planning Activities for Girl Scout Brownies**”
    - “**Planning Activities for Girl Scout Juniors**”
  - Discuss how you can use your understanding of developmental characteristics as a mentor for younger girls.

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## Girl Development continued...

- ☐ \* Think about typical developmental characteristics and scenarios you might experience in your role as a mentor for younger girls and how you might change your interactions with younger girls based on your understanding of their developmental stages.
  - Complete **“Age Level Characteristics and Scenarios Matching”** – see APPENDIX. You might want to role-play a few scenarios with one or more people.
  - Read the **“Practice Scenarios”** - see APPENDIX. Think about how you would handle the scenarios based on your understanding of the developmental characteristics of girls.
  - Complete **“I Can Do This”** – see APPENDIX
- ☐ \* Learn about growth mindset praise and how to use it.

### Growth Mindset Praise

When you give praise to younger girls (and their peers) you should use what is called growth mindset praise.

- Growth mindset praise focuses on praising girls for three things: effort, strategies, and seeking help. By using growth mindset praise you will help girls to learn to take on more challenges, be more interested in learning, and want to work hard to succeed.
  - Complete **“Giving Growth Mindset Praise”** – see APPENDIX
- ☐ Visit [www.girlscouts.org](http://www.girlscouts.org) to explore Who We Are – dig into the Facts about Girl Scouts and locate the Annual Report. Read it and identify three ways that Girl Scouts is committed to developing girl leaders.
- ☐ Conduct your own mini research project on girl development. Find out about the 40 Developmental Assets developed by the Search Institute.
  - Which of the assets have you experienced in Girl Scouts?
  - In your role as a mentor, which developmental assets do you hope to help younger girls experience?
- ☐ Watch the Venture Out! interactive video (for adults, but also useful for you as a mentor for younger girls) designed to give scenarios and clickable choices for age appropriate decision making opportunities:  
<http://gsuniversity.girlscouts.org/resource/venture-out/>

# Group Dynamics and Inclusion

**Goal:** Gain an increased ability to manage groups effectively, understand what it means to be inclusive of all girls, and begin to think about how you can be a leader in the world as you spend time with groups of younger girls.

**Directions:** Complete the **two** starred \*\* activities plus **two** or more additional activities you choose.

- \* Complete activities from the aMAZE Journey to consider how the twists and turns of relationships could impact you/younger girls and practice strategies you can use to work with younger girls.
  - Use **“A Maze of Your Own”** – see APPENDIX
- Talk about:
  - When was a time you tried really hard to work something out with another person?
  - What are some ways you have tried to resolve a conflict with another person?
  - How does it feel to interact at your very best?
- Use **“Friendship Obstacles”** – see APPENDIX. Talk about:
  - How might these obstacles affect how you behave in a group?
  - What obstacles might the younger girls face?
- On a piece of paper, create two columns. On one side, describe obstacles you might face at your age. On the other side, describe obstacles that younger girls might face. How do they compare?
- See APPENDIX for these resources on **inclusion**:
  - **“Including All Girls”**
  - **“When ALL Really Means ALL”**
  - **“Guidelines for Working with Girl Scouts with Disabilities”**
  - **“Person First Language”**

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## Group Dynamics and Inclusion continued...

- Reflect on these questions:
  - Think about what obstacles might girls with disabilities face?
  - What are some ways to make sure that all girls are included?
- Learn about, discuss and practice strategies for **conflict resolution** using these resources – see APPENDIX:
  - **“Conflict Resolution: I Can Do It!”**
  - **“Conflict Resolution – Using the F.A.I.R. Technique”**
  - **“Using the I Statement”**
  - **“Be F-A-I-R!”**
  - **“Practicing Strategies for Conflict Resolution”**
- \* Learn group management techniques for a variety of situations.
  - See APPENDIX for resources on **group dynamics**:
    - **“Guidelines for Working with Younger Girls”**
    - **“Girl Scout Ways to Manage Groups”**
  - See APPENDIX for resources on **communication** and **teaching methods**:
    - **“Communication: Words That Help”**
    - **“88 Ways to Say ‘VERY GOOD!’”**
    - **“How To Teach Something You Know to Others”**
    - **“Teaching Methods”**
    - **“How To Plan Activities”**
    - **“Behaviors and Strategies”**

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## Group Dynamics and Inclusion continued...

- Practice group management techniques.
  - Think through how you would handle the **“Sticky Situations – Practicing Group Management Techniques”** – see Appendix
- You may want to try role-playing these scenarios with others.
- Practice using one or more group management techniques while working with younger girls.
  - Talk to a Girl Scout Adult about what happened, what you did, what you learned, and if you would change anything in the same or a similar situation in the future.
- Practice teaching songs with younger girls.
  - Read **“Teaching Songs”** – see APPENDIX
  - Watch videos that give girls (and adults) tips on leading songs with Girl Scout Daisies and Brownies
    - <http://gsuniversity.girlscouts.org/resource/song-leading-workshops/>
    - <http://blog.girlscouts.org/2015/07/5-camp-songs-every-girl-scout-should.html>
- Practice leading games with younger girls.
  - Read **“Teaching Games”** – see APPENDIX
- Make a plan to practice your leadership skills by working with younger girls in at least two different settings. Share what you learn with others.

# Journeys, Awards, and Badges

**Goal:** Know the Girl Scout Leadership Journeys, awards, and badges that make up our national program portfolio deliver fun with a purpose and are a key part of the Girl Scout Leadership Experience (GSLE), and be able to facilitate a Journey, Badge, or Award activity with younger girls.

**Directions:** Complete the **two** starred \*\* activities plus one **OPTIONAL** activity if you choose.

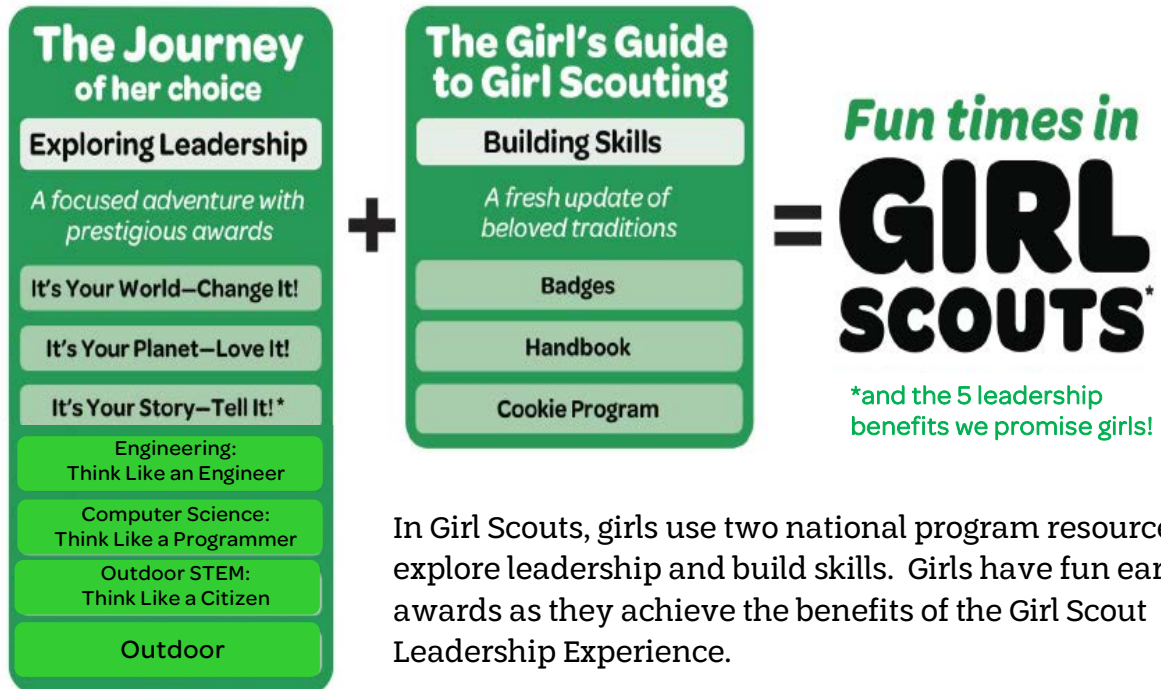
- \* Be familiar with the Girl Scout national program portfolio.
  - **“Test Your Knowledge”** – TRUE or FALSE – see APPENDIX
  - A Girl Scout Journey is a coordinated series of activities grouped around a theme. Each Journey helps girls develop leadership and achieve national outcomes. Girl Scouts at every level have multiple Journeys to choose from. Become familiar with the Girl Scout [Journey Series](#).
    - **It’s Your World – Change It!**  
[https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/our-program/journeys/its\\_your\\_world\\_change\\_it\\_journey\\_descriptions.pdf](https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/our-program/journeys/its_your_world_change_it_journey_descriptions.pdf)
    - **It’s Your Story – Tell It!**  
<https://www.girlscouts.org/en/our-program/journeys/it-s-your-story--tell-it-.html>
    - **It’s Your Planet – Love It!**  
<https://www.girlscouts.org/en/our-program/journeys/it-s-your-planet--love-it-.html>
    - NEW Journeys - Available on the Volunteer Toolkit (VTK) – Ask a Girl Scout Adult for help to access the online VTK resource
      - **Engineering Journey: Think Like an Engineer**
      - **Computer Science Journey: Think Like a Programmer**
      - **Outdoor Journey**

*Note: There is not a LiA Award for the Outdoor STEM Journey: Think Like a Citizen Scientist (because Brownies have this Journey but Cadettes do not).*

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## Journeys, Awards, and Badges continued...

### The Girl Scout National Program Portfolio: Delivering Fun with a Purpose



In Girl Scouts, girls use two national program resources to explore leadership and build skills. Girls have fun earning awards as they achieve the benefits of the Girl Scout Leadership Experience.

- Become familiar with the Girl Scout national program for Girl Scout Daisies, Brownies, and Juniors.
  - See updated Award Logs and Badge Charts (PDFs below) for each level (a great reference to print and replace in the versions in *The Girl's Guide to Girl Scouting*.)
  - [Daisies Badge & Award Chart](#) (PDF)
  - [Brownies Badge & Award Chart](#) (PDF)
  - [Juniors Badge & Award Chart](#) (PDF)
- Know where to find national program resources – see APPENDIX:
  - **“Where to Find Girl Scout Daisy Program Resources”**
  - **“Where to Find Girl Scout Brownie Program Resources”**
  - **“Where to Find Girl Scout Junior Program Resources”**

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## Journeys, Awards, and Badges continued...

- \* Team up with other Girl Scouts to create a plan for a Journey, award, or badge activity for Girl Scout Daisies, Brownies, or Juniors using the **“Planning with GSLE Outcomes Worksheet”** – see APPENDIX.
  - Present your plan to a group in any way you choose – it could be a skit, poster, etc.
  - Use the [Award and Badge Explorer](#) as a starting point for planning an activity and refer to the steps in *The Girl's Guide to Girl Scouting* and/or Skill-Building Badge sets.
  - Present your plan to a group in any way you choose – it could be a skit, poster, etc.
  - If possible, lead your activity with younger girls.
- **OPTIONAL:** Find out about additional awards for Girl Scout Daisies, Brownies, and Juniors and help younger girls to learn about and earn one. This could include:
  - Highest Awards
    - Girl Scout Bronze Award
  - Religious Awards
    - My Promise, My Faith Award
  - Safety Awards
  - Mentoring Awards
    - Junior Aide
  - Bridging Awards
  - Global Awards
    - International Friendship
    - Global Action Award
    - World Thinking Day Award
    - Global Action Days Patch



# High-Quality Experiences

**Goal:** Understand not only are the activities you facilitate with girls important, but how you engage younger girls is also important in creating a high-quality experience - be able to identify the three processes and explain how you can use those processes with younger girls.

**Directions:** Complete the **two** starred **\*\*** activities plus **one** additional activity you choose.

- ☐ **\*** Know and understand the three processes of the GSLE and their importance.
  - Read **“Recognizing the Three Processes”** – see APPENDIX
  - Review HOW They Do It: Three Girl Scout processes – see “GSLE: Delivering Fun with Purpose”  
[https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/about-girl-scouts/research/GSLE-Delivering\\_Fun\\_with\\_Purpose.pdf](https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/about-girl-scouts/research/GSLE-Delivering_Fun_with_Purpose.pdf)
  - Review the Girl Scout Leadership Experience (GSLE) video (2:00)  
<http://gsuniversity.girlscouts.org/resource/girl-scouting-101-refresher/girl-scout-leadership-experience-gsle/>
  - Read “How to Have Fun With Purpose for Girls: 3 Processes for Girl Scout Volunteers”  
<http://forgirls.girlscouts.org/wp-content/uploads/2012/10/VTEE-D-1-3ProcessesForVolunteers.pdf>
  - Read **“Information on the Three Processes”** – see APPENDIX
  - Read **“How Girl Have Fun in Girl Scouts” (A World of Girls How to Guide, page 21)**
- ☐ **\*** Experience an activity you could facilitate with younger girls.
  - Try **“Gathering Water” (Wow! Wonders of Water How to Guide, page 65- 66)** - see APPENDIX
  - Once you have completed the activity, discuss the process using the questions on the next page:

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## High- Quality Experiences continued...

- What happened in this activity?
  - How did the “girl-led,” “cooperative learning,” and “learning by doing” processes come through?
  - How does this help girls now?
  - How does this help girls in the future?
- 
- ☐ Choose a Girl Scout Daisy, Brownie, or Junior Journey activity you could facilitate with younger girls to experience the three processes. Talk with others about the processes used in the activity and how they will help girls to experience fun with a purpose.
  - ☐ Discuss the three processes with a group of your peers.
    - Give some examples (in or out of Girl Scouts) of interesting classes, fun events, exciting outings and projects, etc. that you have been involved with.
    - What made these events fun? Did they include any of the three Girl Scout processes?
    - Did the students/girls seem to have fun? Did the teachers/adults also seem to have more fun?
    - Give examples of fun songs, activities, campfire skits, etc. that use the Girl Scout processes.

# Personalization

**Goal:** Plan how you can infuse your personal passions into your work with younger girls.

**Directions:** Complete the **two** starred \*\* activities.

- ☐ \* Take time for self-reflection to think about who you are, what you like, and how you want to use your interests when you work with younger girls.
  - Complete **“Who Am I?”** and share it with a friend.
  - Use activities from the *MEdia* and *aMAZE* Journeys to assess your skills and interests by completing:
    - **“What I Like Best”** (*MEdia* Journey, page 64)
    - **“My Favorites”** (*MEdia* Journey, page 65)
    - **“Turning Interests into Talents”** (*MEdia* Journey, page 66)
    - **“Beneath the Surface”** (*MEdia* Journey, page 20)
  - Discuss how you could use your skills and interests to mentor younger girls. Make a plan to do it!
- ☐ \* Get ready to work with younger girls!
  - Investigate available opportunities in your community to serve as a mentor for younger Girl Scouts. This might be with a Girl Scout troop in your Service Unit or Region, as part of a Service Unit or Regional event, or at a Community Day Camp. Talk to your Girl Scout Adult to determine where your skills and interests best align with community needs.
  - Ask your Troop Leader or another Girl Scout adult about how to connect with younger Girl Scouts. You may want to reach out to your Service Unit for help, or contact [Customer Care](#) for assistance with contacting your Service Unit Manager and/or identifying a Girl Scout Daisy, Brownie, or Junior troop in your area, or finding a Community Day Camp where you might help by serving as a mentor.

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## **Personalization** continued...

- Get ready to work with and serve as a mentor for younger girls using the resources in the APPENDIX:

- **“Serving as a Role Model”**

How will you set an example for younger girls?

- Read **“Top Ten Tips for Mentors”**

What top tips do you want to remember when working with younger girls?

- Complete **“Looking Forward, Planning Ahead”**

Do you think it is important to set goals for your experiences working as a mentor with you younger children? Why or why not?

- Complete the **“Letter to a Younger Girl Scout”**

What do you hope younger girls will gain when you serve as a mentor?

# Safety

**Goal:** Know how to apply the 12 Girl Scout Safety Guidelines to activities you plan and help to facilitate with younger girls, how many adults are needed when working with girls, and how to use Safety Activity Checkpoints.

**Directions:** Complete the **two** starred \*\* activities.

- \* Become familiar with the Safety Guidelines and Safety Activity Checkpoints for specific activities, understand your important role in helping younger girls to feel physically and emotionally safe, know what you can and cannot do when you serve as a mentor, and use the Safety Guidelines and Activity Checkpoints to plan an activity you may help facilitate with younger girls.
  - Read the Safety resources in the APPENDIX:
    - **“Following the Girl Scout Safety Guidelines”**
    - **“Understanding How Many Adults You Need”**
  - Know where to find and how to use [Safety Activity Checkpoints](#) and read these sections:
    - *Introduction to Safety Activity Checkpoints*
    - *Understanding Which Activities Are Not Permitted*
    - *Other Actions Girls and Volunteers Should Not Take*
    - *Activities at a Glance*

Once you are familiar with the resource, choose one or more Safety Activity Checkpoints to explore.

- Complete **“You Have a Responsibility”** - see APPENDIX.
- Use the Safety Guidelines and Safety Activity Checkpoints to plan an activity for younger girls.

*Note: This can be the same activity you planned as part of this leadership training course using the **“Planning with GSLE Outcomes Worksheet”** when you learned about the GSLE or it can be a different activity you choose. It can be an activity related to a Journey, award, badge, or a Girl Scout Special Day or Global Action Day.*

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## Safety continued...

- Practice **activity planning** for younger girls using these resources – see APPENDIX:

- Read **“Activity Planning: Planning Activities is as Easy as PIE”**
- Complete the **“Activity Session Planning Outline”**

Will you need to make any changes to your plan to comply with the Safety Guidelines and Safety Activity Checkpoints?

- \* With a Girl Scout Adult, discuss your role in helping keep younger girls safe both physically and emotionally.
- Use activities from the *aMAZE* Journey to talk about emotional safety:
  - **“Caution: Bullies Straight Ahead”** (*aMAZE!* Journey, pages 74-75)
  - **“Carlie and the Roses”** (*aMAZE!* Journey, pages 76-80)

# Celebration

**Goal:** After you complete all the steps to earn the Program Aide Award, you can celebrate your achievement!

**Directions:** Complete the **three** steps to earn the Program Aide Award...

To earn the Cadette Program Aide, a Girl Scout in grades 6-8:

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

\*Step 3 should be completed *after* steps 1-2.

\*\*The steps to earn the Program Aide Award are found in *The Girl's Guide to Girl Scouting* for Cadettes.

**Complete the Program Aide Award Report Form...**

[Girl Scouts of OC: Program Aide Award Report Form](#)

...then complete the **one** starred \* activity to celebrate your achievement!

- ☐ \* Plan a meaningful time and place to be presented with your Program Aide Award pin. Ask your Girl Scout Adult for ideas. It could be at a troop meeting, Service Unit meeting, Court of Awards, or Bridging event.
  - Share your successes with others: girls and adults.
  - Talk about how you have grown and how achieving the Program Aide Award has helped you to be a leader in your life and in the world.

## CONGRATULATIONS!

Use these resources to celebrate your achievement - see APPENDIX:

- ☐ Print the **“Program Aide Award Certificate”** to present with the award pin.
- ☐ Use the **“Award Presentation Sample Script”** for the presentation.



## What's Next?

You've learned a LOT about working with younger girls and earned a national Girl Scout Mentoring Award.

Now that you've earned the Program Aide Award, you might be interested in earning other Girl Scout Mentoring Awards.

Remember, you can earn additional Mentoring Awards as a Girl Scout Senior and Ambassador!

