



Girl Scout Mentoring Awards:

Program Aide

PA

Self-Paced Training Course

APPENDIX



Who We Are

We're 2.6 million strong—1.8 million girls and 800,000 adults who believe in the power of every [G.I.R.L. \(Go-getter, Innovator, Risk-taker, Leader\)™](#) to change the world.

Our extraordinary journey began more than 100 years ago with the original G.I.R.L., Juliette Gordon “Daisy” Low. On March 12, 1912, in Savannah, Georgia, she organized the very first Girl Scout troop, and every year since, we've honored her vision and legacy, building girls of courage, confidence, and character who make the world a better place.

We're the preeminent leadership development organization for girls. And with programs from coast to coast and across the globe, Girl Scouts offers every girl a chance to practice a lifetime of leadership, adventure, and success.

Our Mission

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

Nuestra misión

Girl Scouts ayuda a las niñas a desarrollar el coraje, la confianza y el carácter para hacer del mundo un lugar mejor.

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.*

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.*

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.

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What Makes a Good Girl Scout Mentor

- She is sincerely interested in all younger girls and her peers... rather than giving her attention to those people she enjoys most.
- She is cheerful... rather than giving in to her moods.
- She is an adult friend... rather than behaving like one of the younger girls
- She is consistently dependable... rather than lapsing into periodic irresponsibility.
- She has an attitude of curiosity and enthusiasm... she asks and wonders why.
- She uses initiative... rather than waiting for someone else to start things or tell her what to do.
- She uses tact... rather than saying what she thinks regardless of who gets hurt.
- She is patient... she does not lose her self-control nor does she take over the young girl's part of planning and doing, rather than wait for them.
- She is cooperative... she does not withhold her support of peers or younger girls' projects.
- She is enthusiastic and positive in her approach... she does not gripe in front of younger girls.
- She is discreet... she doesn't talk about her private life or problems with younger girls.
- She is courteous... she is never rude or insulting in manner of speech.
- She has a good sense of humor... she does not get unduly upset over minor catastrophes.
- She has a true appreciation of people... each for their own uniqueness and special contribution to her life.
- She has a respect and appreciation for the outdoors... she walks lightly on the land.
- She has a philosophy of life worth sharing.
- She is loyal to the **Girl Scout Promise** and the **Girl Scout Law** and mission to build girls of courage, confidence, and character, who make the world a better place.

What qualities do you have that will help you to be a successful mentor for younger girls?

Discover the Leader in You

Here are some things a leader does...

- Helps people work toward goals and do the things they want to do
- Helps a group get along as a team
- Helps a group keep up momentum and move ahead

What things can you do when you are a leader? (circle all that apply)

- Get things moving
- Help the group set goals
- Help the group make decisions
- Help the group choose directions
- Help the group evaluate progress
- Suggest solutions and ways to get things done
- Provide books, information, equipment, etc. to help with a project
- Guide the work and efforts of others toward their goals
- Help others develop their skills as leaders
- Help people get at the causes of problems
- Help group members understand one another
- Keep communication open between members
- Help resolve differences, disagreements, conflicts
- Help group morale, encourage with a sense of humor
- Help each person use their talents and interests to be part of the group's action
- Help or give direction in emergencies
- Know and help interpret rules that apply to the group
- Help group keep an eye on progress
- Teach others how to lead
- Help group discover new interests and directions
- Support and encourage

Plus, one more thing I can do is _____

And, one thing I want to work on is _____

Reflecting on Leadership

(think about this then write your top ten)

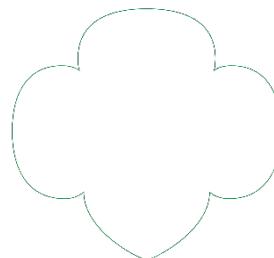
leader \LE-der\ noun: a person who has commanding authority or influence

In Girl Scouts, girls become leaders from the inside out by:

Discovering themselves and their values

Connecting with others, and

Taking Action to improve the world



Imagine you are the leader of your own ideal world. What kind of leader would you be? What makes a good leader? What makes an ideal leader?

Name your Top 10 leadership qualities (they can be values, skills, or talents):

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Source: *GIRLtopia*, pg. 30

Here are some characteristics of admired leaders:

- | | | |
|-------------------|----------------|-------------------|
| • Honest | • Broad-minded | • Imaginative |
| • Forward-Looking | • Supportive | • Mature |
| • Inspiring | • Dependable | • Ambitious |
| • Competent | • Cooperative | • Loyal |
| • Intelligent | • Courageous | • Self-controlled |
| • Fair-minded | • Determined | • Independent |
| • Straightforward | • Caring | |

Source: *The Leadership Challenge*, Kouzes and Posner

Which of these do you feel is most important? _____

A Few Famous Girl Scouts

This list includes a few famous Girl Scouts. Circle those you know. Find out about one or more women you don't know. Are there others you would add to this list?

Madeleine Albright	Vanessa Hudgens	Condoleezza Rice
Lucille Ball	Lolo Jones	Sally Ride
Candice Bergen	Star Jones	Chita Rivera
Abigail Breslin	Grace Kelly	Gloria Steinem
Dr. Joyce Brothers	Jackie Joyner-Kersee	Martha Stewart
Laura Bush	Ann Landers	Taylor Swift
Mariah Carey	Shari Lewis	Cheryl Tiegs
Lynda Carter	Lisa Ling	Kathleen Turner
Hillary Clinton	Juliette Low	Barbara Walters
Katie Couric	Susan Lucci	Dionne Warwick
Sheryl Crow	Natalie Merchant	Venus Williams
Blythe Danner	Mary Tyler Moore	Others?
Bette Davis	Sandra Day O'Connor	
Celine Dion	Gwyneth Paltrow	
Tammy Duckworth	Jane Pauley	
Dakota Fanning	Queen Elizabeth II	
Geraldine Ferraro	Queen Latifah	
Carrie Fisher	Nancy Reagan	
Peggy Fleming	Janet Reno	
Dorothy Hamill	Debbie Reynolds	

Leadership can take many forms and each leader has a different style. Consider the women on this list. Who is one woman you admire? Why does she inspire you? What leadership qualities does she have? What qualities do you share?

Strategies for Working with Adults

You can ask for help! Your adult leader/mentor is a great source of information on how to work with younger girls.

If you want to take on responsibility for part of an activity, ask. If you don't ask, adults may not realize you want to do it.

As you work with adults, 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. 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...

- Would it be alright if I...
- How about if we...
- Would it help if I...

The DOs and DON'Ts below may be helpful.

- DO recognize that adults are committed to developing girl leadership, sharing knowledge, and giving girls a special experience.
- DO understand that the leader has a busy schedule.
- DO be on time and keep your commitments. They are counting on you.
- DO ask for help and listen to what adults have to say. They have lots to share.
- DON'T be afraid to share your knowledge.
- DO allow adults to make mistakes. Learn from them.
- DON'T fail to evaluate with adults. This is an important part of learning.
- DO spend time planning. Planning is a partnership between yourselves and the girls.
- DON'T settle for a role of "go-fer." You are there to learn in a leadership capacity.
- DO set a good example in personal habits, language, and attention to safety.
- DO go over times and dates more than once. You are responsible for your own calendar.
- DON'T let problems or misunderstandings between the adult and yourself go. Address problems openly and honestly.
- DON'T be afraid to consult with the project director if you have problems at any stage of the project. She is there to help you.
- DO outline your expectations and give the adult an opportunity to voice her/his own.
- DO treat adults and girls with respect.
- DO back up the leader in front of younger girls in matters of supervision.
- DON'T correct or criticize a leader in front of her group.
- DO be non-judgmental and constructive in your criticism.
- DO remember that you are a minor. You cannot take the place of an adult.
- DO be flexible. Activities do not always go according to schedule.
- DO remember your sense of humor. It's probably your most important tool working with others.

ALWAYS follow Safety Guidelines.

Media Journey (page 63)

Using Your **Passion to Lead**

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

Your strengths and talents are the boxes in which you wrap those gifts. They're what give character to your voice. They are directly tied to your passion, and your passion is what propels you to create change!

To be passionate about something, you don't need to be an expert at it. Knowing your talents and what you're passionate about gets you closer to the core you, to understanding that you have the building blocks of powerful talents inside you right now.

How do you know what talents you might have? And how can those talents make the world a better place? First, dial into what you like. Then determine how you can turn some of those "likes" into true talents, and apply those talents to making the world a better place!

Upload This!



Sometimes you can be too close to yourself for your own good. Get together with friends or family and ask them to name one thing you do well or something that makes you unique or special. Then return the compliment!

1981

MTV, a music video channel, goes on cable **24/7**. Back then, believe it or not, they actually aired videos. Now, most of the airtime is taken up with other programming.

What Makes ME Shine?

Directions: Find a partner and “interview” each other and take notes about your answers and ideas.

What do you love doing so much you can't wait to do it?

What are you proud of? Activity? Accomplishment? Special Award? Etc.

What would you want to spend the entire day doing? (if money and resources are unlimited) Why?

What knowledge, skills, or abilities do you love to share with others? What do you think you are the best at teaching?

What Type of Leader are You?

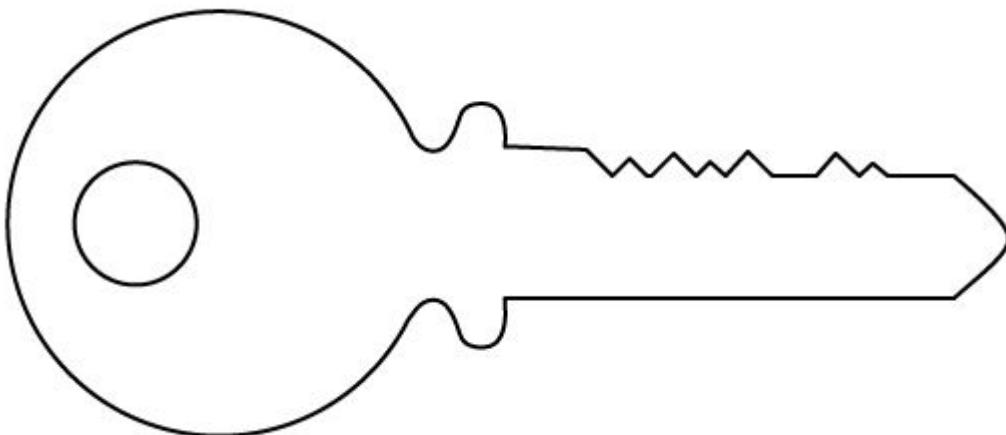
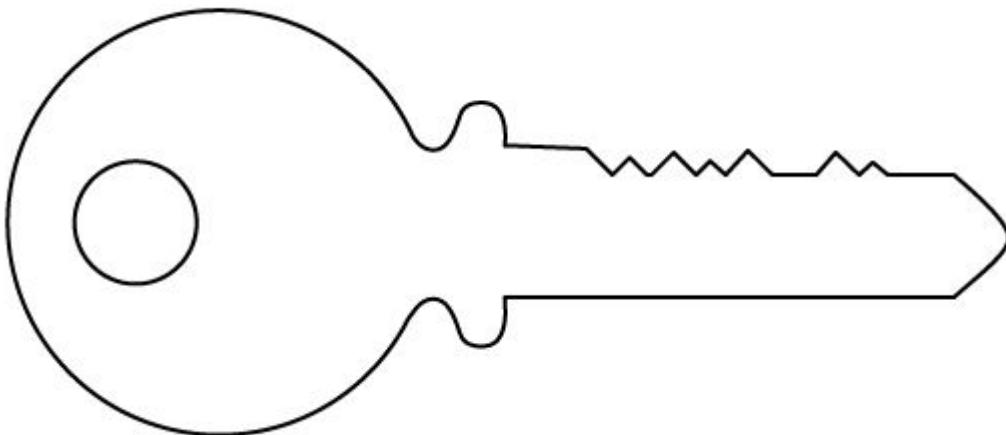
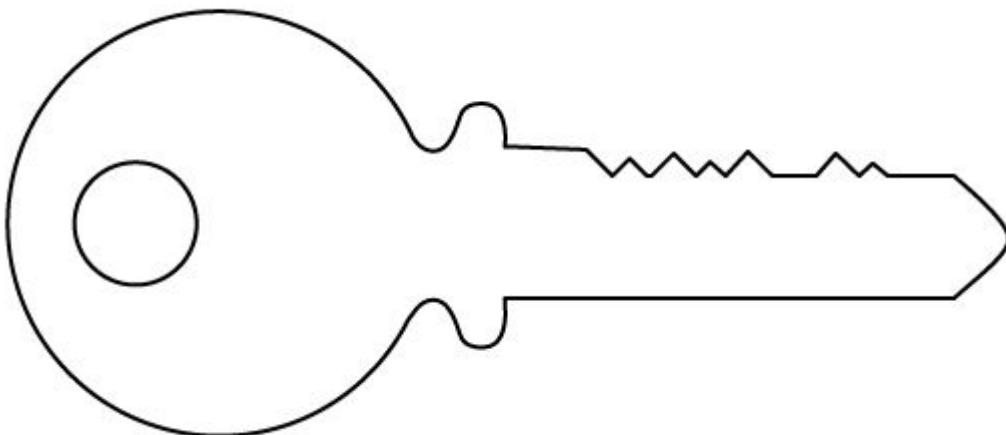
Leaders inspire others. Leaders have a variety of talents, skills, or traits. Leaders take on different roles depending on what must be done, the situation, and what people expect. These roles might change with time or circumstances, but it is likely that everyone will be in the position of leading a group at one time or another.

Directions: Check your answers on the checklist below.

	Director	Tells others what to do
	Problem-solver	Focuses on solving the problem, not the problem itself not accomplish goals
	Facilitator	Makes things possible, makes process easy
	Confronter	Deals with issues directly
	Initiator	Makes the first move
	Coach	Prepares others to act
	Clarifier	Simplifies what needs to be done to accomplish goals
	Manager	Guides others
	Listener	Pays attention
	Delegator	Assigns tasks
	Negotiator	Works out agreements and partnerships
	Mediator	Calm, objective, sensible
	Motivator	Excites, encourages others to act
	Guide	Leads others into accomplishing a goal
	Dreamer	Uses ideas and vision to inspire others
	Producer	Produces ideas and solutions
	Timekeeper	Keeps everyone on track
	Networker	Connects with others for resources and ideas
	Peacekeeper	Finds peaceful solutions to solve problems
	Explorer	Examines all the options
	Nurturer	Caring, fosters open thinking
	Other:	

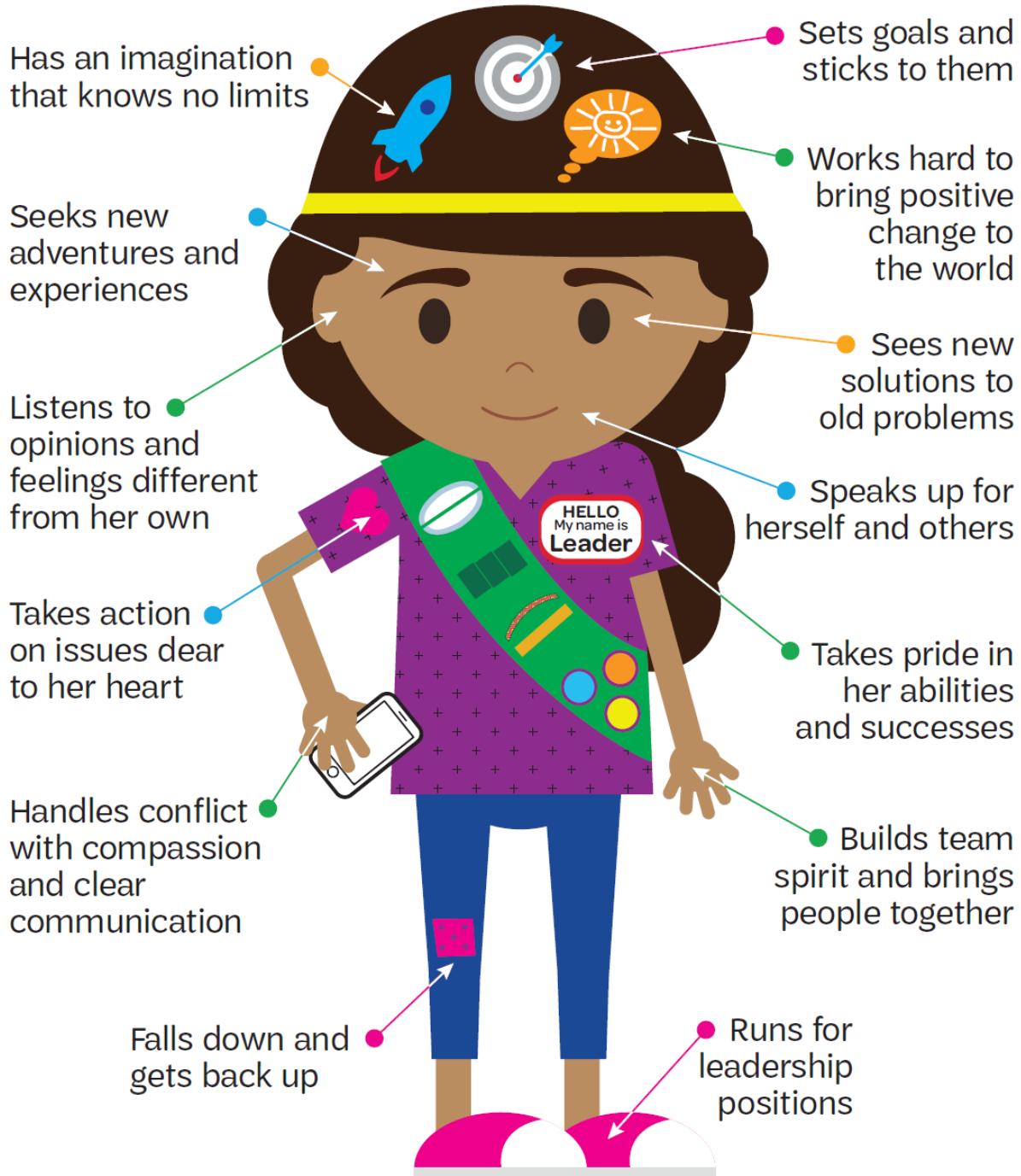
Which type(s) of leader are you and why? _____

Three Keys of Leadership: Discover, Connect, Take Action



DNA of a G.I.R.L.

She's a **go-getter, innovator, risk-taker, leader!**



POWERED BY GIRL SCOUTS

Developmental Characteristics

Developmental Characteristics of Girl Scout Daisies



Girl Scout Daisies

- Enjoy doing things for themselves
- Tend to focus on one thing at a time
- Like rules and routines
- Want to explain things and have things explained to them in a literal way
- Often have trouble sitting still and listening
- Need your understanding and patience
- Might think “my way” is the only way
- Approach the world logically in small ways for the first time
- Are beginning to understand the root cause and effect in the natural world
- Begin to see and consider other points of view
- Want to help others and are ready for individual and group responsibility
- Want to try everything but often are not able to finish what they start
- Prefer large-motor activities
- Love jokes and guessing games and artistic projects and concrete materials

Developmental Characteristics continued...

Developmental Characteristics of Girl Scout Daisies

Emotional	Kindergartener	Grade 1
	<ul style="list-style-type: none"> • Wants to do things for herself 	<ul style="list-style-type: none"> • Is inconsistent in behavior: friendly, angelic, unfriendly, mischievous
	<ul style="list-style-type: none"> • Is usually cooperative 	<ul style="list-style-type: none"> • Needs lots of praise and encouragement
	<ul style="list-style-type: none"> • Is close to parents 	<ul style="list-style-type: none"> • Needs indirect supervision and direction. Overreacts to negative correction.
	<ul style="list-style-type: none"> • Wants the approval and support of adults and peers 	<ul style="list-style-type: none"> • Usually wants her own way. Has an interest in what's "good" or "bad."
	<ul style="list-style-type: none"> • Understands the rules and tries to conform 	<ul style="list-style-type: none"> • Shows growing independence.
	<ul style="list-style-type: none"> • May blame others for her mistakes 	

Intellectual	Kindergartener	Grade 1
	<ul style="list-style-type: none"> • Questions the whys and wherefores of surroundings 	<ul style="list-style-type: none"> • Is beginning to read and likes to be read to
	<ul style="list-style-type: none"> • Learns by doing, experiencing, playing 	<ul style="list-style-type: none"> • Is interested in realism, magic, and fantasy
	<ul style="list-style-type: none"> • Can print letter, numbers and words 	<ul style="list-style-type: none"> • Is curious and eager to learn, but sometimes acts as if she knows it all
	<ul style="list-style-type: none"> • Cannot easily see the viewpoint of another if it is different from their own 	<ul style="list-style-type: none"> • Is more attentive and active. Can attend to an adult directed activity for 20-30 minutes (with action)
	<ul style="list-style-type: none"> • Can last in an adult-directed activity for 20 minutes 	<ul style="list-style-type: none"> • Is the center of her universe
	<ul style="list-style-type: none"> • May blame others for her mistakes 	

Developmental Characteristics continued...

Developmental Characteristics of Girl Scout Daisies

Social	Kindergartener	Grade 1
	<ul style="list-style-type: none"> • Like to play with peers • Prefer to work in small groups (2-3) 	<ul style="list-style-type: none"> • Play a great deal in groups • Have some trouble with same-age peers. Often play better with slightly older children
	<ul style="list-style-type: none"> • May need support in completing cleanup, in putting things away and being neat • Can engage in a group discussion 	<ul style="list-style-type: none"> • Want adults to be like her
	<ul style="list-style-type: none"> • Are interested in making up roles • Are capable of compromise, waiting for a turn, and working out disputes with help 	<ul style="list-style-type: none"> • Like to have “jobs,” but are often careless with possessions, lose things easily and are absent-minded • Want to make lots of friends

Physical	Kindergartener	Grade 1
	<ul style="list-style-type: none"> • Have a good appetite, burns energy rapidly, need frequent snacks 	<ul style="list-style-type: none"> • Have a large appetite
	<ul style="list-style-type: none"> • Usually tire early in the evening 	<ul style="list-style-type: none"> • Can play at an activity for longer periods of time and are very active
	<ul style="list-style-type: none"> • Have better control of large muscles than small muscles 	<ul style="list-style-type: none"> • Are more able to work or play in one place without fidgeting
	<ul style="list-style-type: none"> • Hand-eye coordination is maturing 	<ul style="list-style-type: none"> • Are able to do fine motor activities and has better hand-eye coordination
	<ul style="list-style-type: none"> • Can last in an adult-directed activity for 20 minutes • May blame others for mistakes 	<ul style="list-style-type: none"> • Are ready to take on more complex activities

Developmental Characteristics continued...

Developmental Characteristics of Girl Scout Brownies



Girl Scout Brownies

- Like doing things their own way
- Need routine, structure, and predictability
- Want to be able to finish things they start
- Like to do things in groups
- Need help focusing their energy and enthusiasm
- Want lots of encouragement
- Have lots of energy and need to run, walk, and play outside
- Enjoy doing things in groups
- Want to help and appreciate being given responsibilities
- Are concrete thinkers and are focused on the “here and now”
- Need clear directions and structure
- Are becoming comfortable with number concepts and time
- Are developing fine-motor skills and can use basic tools
- Love to create music and dance
- Know how to follow rules and listen and appreciate recognition

Developmental Characteristics continued...

Developmental Characteristics of Girl Scout Brownies

Emotional	Grades 2-3
	<ul style="list-style-type: none">• Are inconsistent in behavior; friendly, angelic, unfriendly, mischievous. Moods may change from minute to minute.• Need a lot of praise and encouragement <ul style="list-style-type: none">• Need indirect supervision and direction. Overreacts to negative correction – Usually wants her own way.• Have an interest in “good” or “bad.” <ul style="list-style-type: none">• Show growing independence. <ul style="list-style-type: none">• Become more modest and wants privacy. <ul style="list-style-type: none">• Understand more complex emotions.

Intellectual	Grades 2-3
	<ul style="list-style-type: none">• Vocabulary develops at a higher rate• Beginning to read at a proficient level
	<ul style="list-style-type: none">• Beginning to understand abstract concepts• Are interested in fantasy and make-believe
	<ul style="list-style-type: none">• Can recognize appropriate behavior• Have vivid imaginations
	<ul style="list-style-type: none">• Beginning to develop verbal and written skills• Need clear direction and structure
	<ul style="list-style-type: none">• Need action within activities• Attention span is usually no more than 30 minutes per activity

Developmental Characteristics continued...

Developmental Characteristics of Girl Scout Brownies

Social	Grades 2-3
Physical	Grades 2-3 <ul style="list-style-type: none">• Enjoy playing in groups• Begin to show independence from family• Begin to see both sides of some issues• Enjoy helping others• Want to have many friends• May have a best friend

Developmental Characteristics continued...

Developmental Characteristics of Girl Scout Juniors



Girl Scout Junior

- Like to please
- Are social and enjoy doing things in groups and clubs
- Want to make decisions and express their opinions
- Like to develop their talents
- Need acceptance of their personalities and their styles
- Want to do sports, arts and crafts, and put on plays and skits
- Are sensitive to the expectations and judgments of others
- Are concerned about equity and fairness
- Are increasingly capable of critical thinking and can consider the perspectives of others
- Have strong fine and gross motor skills and coordination
- Love to write plays, create music, and dance
- May be starting puberty

Planning Activities for Girl Scout Daisies

When planning activities, keep in mind that kindergartners 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 an animal in a jungle.
Are concrete thinkers and focused on the 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 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 will also increase their motivation for listening and following again.

GIRL SCOUT DAISY (Grades K-1)

- Build on unique strengths of each girl.
- Establish appropriate rules. Involve girls so they see themselves as responsible decision-makers.
- Try to be at the girl's eye level (kneel, sit, etc.)
- Daisies learn by doing!
- Daisies like responsibility-to be grown up!

Planning Activities for Girl Scout 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' creativity might even be further inspired by 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 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 country.
Need clear directions and structure.	So offer only one direction at a time and, when you can, let the girls know what's coming up next in the get-together or in future meetings.
Are becoming comfortable with number concepts and time.	So offer support only when needed- have the girls help create the schedule and flow of their get-togethers, and count 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!

GIRL SCOUT BROWNIE (Grades 2-3)

- Focus on talents/skills of each girl.
- Offer help in small doses.
- Encourage respect for differing religious, racial, ethnic, and cultural backgrounds. Help them feel pride and to value diversity.
- Encourage them to discover and try new things on their own. Girls need to feel positive about themselves. You must accept each girl as she is, with her strengths and weaknesses.
- Involve each girl's family members as much as possible.

Planning Activities for Girl Scout 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 judgements 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 don't 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 decision, share their visions for their roles in the future, and appropriately challenge their own and others' perspectives.
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 you a story through playwriting, playing an instrument, or sharing a song or dance.
May be starting puberty.	So be sensitive to girls' needs to adjust to their changing bodies and create an environment that celebrates this transition.

GIRL SCOUT JUNIOR (Grade 4-5)

- Focus on the girl's individual talents/skills.
- Encourage girls to solve problems without interference.
- Allow them to "demonstrate" their skills.
- Encourage "buddies," not "cliques".
- Encourage respect among peers. Girls are more self-conscious. Help them build a positive self-image.
- Allow to learn by experience.
- Allow girls to work on projects in groups or pairs.
- Allow doing things with friends.
- Keep activities at age-level appropriateness.
- Allow Juniors to help younger girls.

Age Level Characteristics and Scenarios Matching

Directions: Think about how you would use your knowledge of age level characteristics when working with younger girls. Draw a line to match each scenario on the left with the age level characteristics on the right. Then, take some time to reflect on the questions for each.

Scenario	Age Level Characteristics
<p>You want the group of Daisies you are working with to learn to understand one of the Girl Scout Laws that you have been working on. You instruct them to write out the law on a poster that they will take home to post on their wall to see every day. The girls all need help spelling words and many have only written out part of it and then started coloring on the paper.</p>	<p>Daisies know how to follow simple directions and respond well to recognition for doing so. Being specific and offering only one direction at a time is important. Acknowledging when the girls have followed directions well also increases their motivation for listening and following again.</p> <p><i>Reflection: How would you instruct the clean-up for the Daisy activity?</i></p>
<p>You instructed a group of Daisies to clean up the messes around their seat after an activity, and then pick up the trash around the room and separate the recycling into the recycle bin and the trash into the trash bin, and then put their chairs away and sweep the floor, and then gather all of their stuff and bring their adult to you to check out before they can leave. The girls pick up everything around their chairs and throw it all in the trash can leaving the stuff on the table for you to clean up and start to walk out to their parents and leaders.</p>	<p>Brownies want to be able to finish things they start. You need to be patient if things take longer than you would have thought. You need to be flexible in your schedule to allow the completion of tasks and be prepared to cut some activities.</p> <p><i>Reflection: What would you do when you see that many girls are not close to being finished when the time started to run out?</i></p>
<p>You have a group of 18 girls ages 6-8. Out of the 18 girls in your group: 1 girl uses a wheelchair, 1 girl does not communicate verbally, and 1 girl always needs attention. How can you make sure that you include ALL 18 girls in your group in the activities?</p>	<p>Daisies don't always have the words for what they want to say. Having them draw a picture of something they are trying to communicate – it will be easier for them and more meaningful.</p> <p><i>Reflection: How will you get girls to demonstrate what the portion of the law means to them in a different way?</i></p>
<p>You gave out instructions on an art project to a group of Brownies and said they only had 20 minutes to finish the project before they had to wrap it up and clean up to move on to the next thing. You have warnings as the time was getting close to ending. When the 20 minutes were up, you had a number of girls that did not complete the project as they took much longer than you anticipated to work on it. They are upset because they are not done and you are saying you need to move forward.</p>	<p>When serving girls with differing abilities, it is important to make sure they all feel included. Come up with games that would allow everyone to participate. What would some of those be? This could include games with various levels of physical activity and that require no talking at all. Consider asking the girls who needs more attention to be your helper for different activities, so that she is focused on what you are doing as a group.</p> <p><i>Reflection: How could this work?</i></p>

Age Level Characteristics and Scenarios Matching (continued)

Scenario
You are working with a group of Brownies for the first time and you start out the group instructions with a fun game to get to know them. Some of the girls ask when you are going to do the flag ceremony and other girls ask when they are going to eat a snack. You had not prepared a flag ceremony or snack and look to the troop leader for help and guidance. She says that they always do the flag ceremony first and say the Promise and Law and then have snack before they start activities since it is right after school and they are always hungry. You did not know that because you were so busy planning the activity that you did not think to ask how the normal meeting works.

You are working with a group of Brownies and have them sitting at tables coloring a picture of a parrot for a pirate theme. They finish and then you start them on another activity where they must design their own pirate ship drawing. By the third activity of making their own eye patches, a bunch of Brownies are looking bored and some are starting sword fights out of rolled up paper drawings.
--

You have a group of 15 girls between the ages of 5-6. Out of the 15 girls in your unit you have: 1 girl is easily distracted, 1 girl is very shy, and 1 girl is disruptive. How can you make sure that you include ALL 15 girls in your group in the activities?
--

You have brought a badge workshop to a group of Juniors you are working with. You have all of the materials and all of the instructions and get started with them right away so that you can complete it over the course of a few meetings with work in between for them to finish it by the end of the month. Girls are not completing the in between work and falling behind on the badge work. You realize they will not finish in the timeline you put together, and you may have to continue working with them into next month. You call them up and ask them why they have not been working on the badge homework and they tell you that they don't want to and don't really care about earning the badge.
--

Age Level Characteristics
Brownies need routine, structure, and predictability. Try keeping certain elements of the meetings consistent- such as always having openings and closings. You can create your own elements that are particular to when they meet with you as well and this will help with the consistency when working with you, a special guest. <i>Reflection: How would you prepare for the first meeting? What would you implement of your own? How would your actions change how the meeting goes?</i>

Juniors want to make decisions and express their opinions. Allow them to do so frequently through guided discussion and active reflection questions. They need to choose their own things to work on in Girl Scouts. <i>Reflection: How could you set the project up in a different way?</i>

Brownies like doing things in groups and like to run, walk, and play in groups. Be sure to give them lots of chances to team up in activities and give them active games. <i>Reflection: How would you plan differently for a pirate themed event for Brownies?</i>
--

Remember that no two girls are the same. When serving girls with differing abilities, make sure that you speak with an adult first to determine what each girl's needs really are... we should NEVER make assumptions! One tool to keep everyone on target is to have a picture/list of the schedule so that they are well aware of what's ahead. This will help keep girls with attention-related needs from becoming too anxious. <i>Reflection: How would a scenario like this go?</i>
--

Practice Scenarios - Now Would Be a Good Time to...

Directions: Read each scenario below and think about what you would do in each based on the developmental characteristics of girls.

Girl Scout Daisies: Need to run, walk and play outside...

1. After sitting in a circle, listening to a story the girls are beginning to lose interest. *Now would be a good time to...*

Girl Scout Daisies: Are concrete thinkers and focused on the here and now...

2. As part of the Between Earth and Sky Journey, the girls learn about different types of flowers and trees. *Now would be a good time to...*

Girl Scout Daisies: Are only beginning to learn about basic number concepts...

3. Girls are ready to help plan a ceremony to celebrate Girl Scout traditions and achieving their Journey Awards. *Now would be a good time to...*

Girl Scout Daisies: Are beginning to learn how to write and spell...

4. As part of a nature walk, the girls like taking time to reflect on what they see and hear, but they don't seem to want to write in their journal. *Now would be a good time to...*

Girl Scout Daisies: Know how to follow directions and respond well to recognition for doing so...

5. After a fun-filled troop meeting, the girls are bouncing with energy, but have not finished their activity or begun to clean up their craft supplies. *Now would be a good time to...*

Girl Scout Brownies: Love to move and dance...

6. Girls are ready to help plan a ceremony to celebrate Girl Scout traditions and achieving their Journey awards. *Now would be a good time to...*

Girl Scout Juniors: Know how to follow directions and respond well to recognition for doing so.

7. After a fun-filled troop meeting, the girls are bouncing with energy but have not finished their activity or begun to clean up their craft area or the supplies. *Now would be a good time to...*

I Can Do This

Write down some ways you can be a leader who understands the developmental needs of girls when working with:

Girl Scout Daisies	
Girl Scout Brownies	
Girl Scout Juniors	

Giving Growth Mindset Praise

Growth Mindset Praise focuses on three things:

- Effort
- Strategies
- Seeking Help

Directions: Practice deciding whether an activity is growth mindset praise or not using the list below. Remember that growth mindset praise is focused on effort, strategies, and seeking help. Write “yes” or “no” in the box for each statement below to indicate if the statement is or is not an example of growth mindset praise.

<input type="checkbox"/>	Wow, you make it look easy!	<input type="checkbox"/>	Your practice is paying off.
<input type="checkbox"/>	You keep making mistakes.	<input type="checkbox"/>	I really like how you learned from your mistakes.
<input type="checkbox"/>	Would you make up your mind and get this done?	<input type="checkbox"/>	I like how you kept trying new ways to get there.
<input type="checkbox"/>	You need to learn to do this by yourself.	<input type="checkbox"/>	You tried hard. Then you asked a friend for help with starting the fire. Great!
<input type="checkbox"/>	You are so smart!	<input type="checkbox"/>	I like that you put so much effort into figuring out that problem.
<input type="checkbox"/>	You are such a gifted artist, you must not have to work that hard at it.	<input type="checkbox"/>	Wow! How did you learn to draw so well?
<input type="checkbox"/>	Maybe you’re right – we should pick something easier for you to do.	<input type="checkbox"/>	It is challenging to be a leader. It takes a lot of practice to get it right. So after this project, you’ll be even better at it.
<input type="checkbox"/>	You’ll never learn to swim.	<input type="checkbox"/>	It might take you a little while, but if you put in the time and effort I bet you can learn to swim.

Reflection Questions: Were any of the statements harder to decide than others? Why?

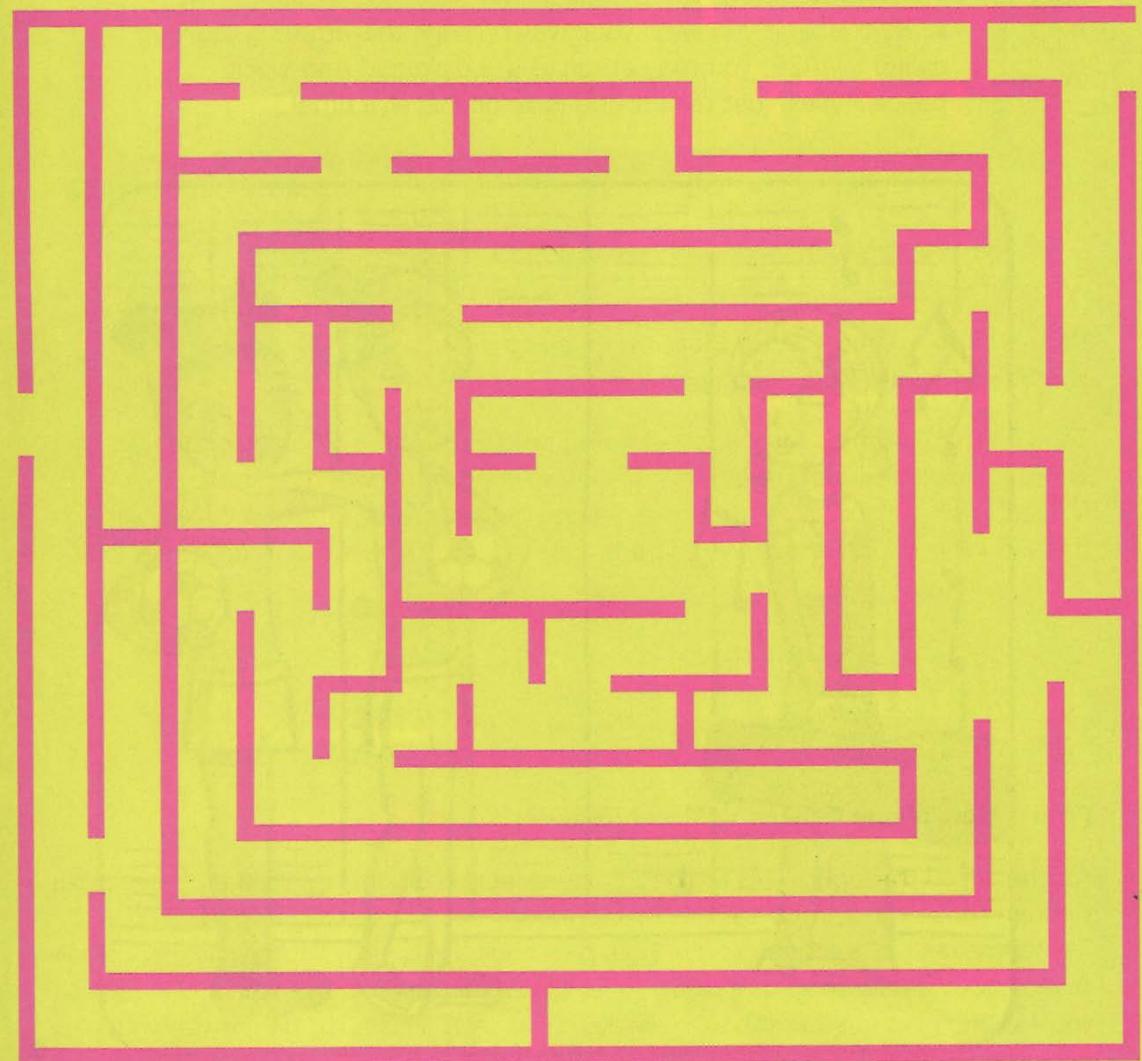
What are some of the examples you could use in your role as a mentor for younger girls?

aMAZE Journey: A Maze of Your Own (page 8)

A Maze of Your Own

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?



aMAZE Journey: Friendship Obstacles (page 40-41)

friendship obstacles

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

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

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

under pressure

Peer pressure can be negative or positive. It can also be silent. Here's an example of silent peer pressure from Melinda, who's 15:

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

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

have you ever . . .

- changed your appearance or clothing style to please others?
- done something wrong because you thought it would make you fit in (shoplifting, drinking, smoking . . .)?
- not done something you really wanted to do because kids you want to be friends with weren't doing it?
- pushed your friend to do something she really did not feel comfortable doing?
- made fun of someone who said "no" to something everyone else was doing?
- gone along with the crowd to the mall or the movies even though there were other activities you really would have enjoyed more?
- decided something was "too corny" for you because you saw other kids rolling their eyes, even though you thought it was nice?
- given away answers to a test or a tough homework assignment just to please other kids? (That's different from teaching someone something they don't know!)
- done something against important beliefs of your family?
- silently gone along with something that you knew was just mean?
- dropped friends because other "friends" didn't like them—even though you really did?
- done something else you think was a form of peer pressure?

Including All Girls

Inclusion (in-kloo-zhun), n: an attitude and approach that seeks to ensure every person, regardless of ability or background, can meaningfully participate

YOU can make inclusion happen!

Here's how:

- Set up a physically accessible environment
- Focus on and reinforce abilities – not disabilities
- Design activities that help discover people's character and strengths
- Create an atmosphere of acceptance
- Model unconditional respect
- Give consistent instruction to everyone without singling anyone out
- Structure activities to focus on cooperative (not competitive) tasks
- Delineate and delegate tasks appropriately
- Answer other participants' questions to the best of your ability
- Use your resources – just do not make stuff up

Tips for Interacting with a person with a disability

- Relax
- Approach each individual and situation as new
- Avoid assumptions
- Feel free to ask questions
- Ask first if assistance is needed – do not assume someone needs or wants help
- Look and speak directly to each person – not his/her one-to-one assistant
- When having a conversation with a person who is in a wheelchair, sit down if possible
- When speaking with someone who is deaf and hard of hearing, be sure she has a clear view of your mouth
- When speaking to someone with a visual impairment, introduce yourself by name; to assist that person in locating something, use numbers of the clock for reference points
- Don't shout, speak slowly, or otherwise change your communication style

Use Person-first Language

Say...

Person with a disability
Person who has...
Communicates nonverbally
Has a physical disability
Disabilities

Instead of...

Disabled person, handicapped person
Afflicted with, suffers from...
Is mute or dumb
Is crippled
Special needs

Inclusion: When ALL really means ALL

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 – ie. racism, sexism, ableism, etc.

Fighting for inclusion also involves assuring 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. Providing as many special education services as possible within the structure of Girl Scouts.
4. Offering programs that benefit children of all differing abilities.
5. Providing resources and support for both volunteers and girls.
6. 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 girl.
5. A lesser Girl Scout experience for some girls.
6. Dumping girls 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 like 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, it for our limitations, but for our accomplishments and abilities.

Guidelines for Working with Girl Scouts with Disabilities

Including Girls with Disabilities. Girl Scouts is committed to making reasonable accommodations for any physical or cognitive limitations a girl may have. Communicate with girls of all abilities and/or their caregivers to assess special needs and accommodations. To learn more about the resources available, visit [Disabled World](#), which provides general information about people with disabilities. On the site you can also find information and resources available for certain sports and activities—so always check when planning to include a girl with a disability that may impact her participation in a specific activity.

From *Introduction to Safety Activity Checkpoints 2018*

Girl Scouts welcomes girls with all abilities. Below are some additional tips you can use to include girls with disabilities. Since these ideas focus on treating girls as individuals, many of them apply to all Girl Scouts, regardless of their abilities.

- Remember that a girl with a disability is like everyone else, except for their disability.
- Show each girl that she is appreciated for her own sake, not because of (or in spite of) her abilities.
- Talk directly to each girl, not through someone.
- Help each girl feel that she is an important member of the troop/group. Encourage, but do not force her to join.
- Focus on what a girl can do, not what she cannot.
- Feel free to ask a girl what is the easiest, best way for her to do things.
- Make sure each girl is in a comfortable position that allows her to understand the instructions, reach supplies, and participate in activities.
- Encourage independence. Offer help only when needed.
- Be creative and flexible when planning activities. Think of ways to adapt activities to meet the needs, interests, and abilities of all the girls.
- Prepare for new situations. Discuss, act out, or do a trial run with the girls.
- Focus on the person as an individual.
- Be sensitive to the abilities of each individual.
- Involve each girl in all activities, adapting them only when necessary.
- Be a role model for others to see your relationships with each girl.
- Encourage others to express their feelings, and provide a non-threatening environment in which to do so.

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. I 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 first person 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

Say:	Instead of:
People with disabilities. Suzie has a congestive disability. Katie 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 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.

It is never okay to use the words "retarded" or "gay" in a demeaning negative way.

aMAZE Journey: Conflict Resolution (page 63)

CONFFLICT RESOLUTION:

|| CAN DO IT!!

Talking about

Friendship dramas can be tough. But when conflicts arise—from gossip, cliques, or other friendship issues—it's always best to talk about them.

The problem is that when people are upset, they tend to speak in "you-statements" ("You're a liar!" or "You are so stupid"). "You-statements" immediately put the other person on the defensive. She'll feel attacked and will likely toss some "you-statements" right back at you. Then the conflict might escalate and you'll miss the opportunity to help each other understand what's wrong and how you might fix it.

So instead of a

"you-statement," offer an "I-statement." Focus on one specific behavior or action of the other person and how it affected you.

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

I feel
(say your feeling)

when you
(describe one specific action)

because
(say why the action connects to your feeling)

Conflict Resolution – The F.A.I.R. Technique

- Practice the F.A.I.R. Technique to resolve conflicts
- Use the “I” statement to communicate effectively
- Learn three styles of dealing with conflict

How would you feel if ...

	Happy	Sad	Mad	Scared
You won a contest				
You were home alone				
You were not invited to a party				
Someone didn't return what they borrowed				
You had to give a speech in front of a large group				

Share your answers with the rest of the group and why you answered as you did.

What did you notice about people's feelings in each situation?

Not everyone has the same feelings in each situation . . . Sometimes this can lead to miscommunication and conflict.

Using the “I” Statement

An “I” message is:

- Positive
- Lessens conflict
- Does not blame
- Strengthens relationship
- Places responsibility to modify behavior with the other person

Tips for Effective “I” Messages

- Use non-threatening body language.
- Keep your own space.
- Use eye contact and speak with a clear, courteous voice.
- Use an “I” message when the person is most ready to hear it.

A girl in your Cadette troop is constantly texting during meetings although the troop agreement says that no one is allowed to text during meetings. Write an “I” statement that addresses the girl about her unacceptable behavior.

“I” Message

(person’s name)

I feel _____

(tell how you feel)

When _____

(identify the problem)

Because _____

I want you to

Be F-A-I-R!

F-Facts: state a general fact about the situation that can be agreed upon.

A-Acknowledge and empathize with the other person's situation.

I-Impact: state the impact that the behavior has on you and others.

R-Result: know your desired result and ask for their input. Invite them to be part of the solution.

Of course, thank them for working with you to resolve the situation.

Let's practice with an example of a common situation and how it might be approached using the F.A.I.R. technique.

How Do I . . . Talk to a girl about joining the group if she has said she is not interested in an activity the group is doing?

Script using the F.A.I.R. approach:

F- Facts

A- Acknowledge

I- Impact

R- Result

Practicing Strategies for Conflict Resolution

Practice how you would handle the situations below using I Statements and the FAIR technique. You may want to role play this with a friend.

1. You have a morning class with a friend and then meet up with everyone in your group for lunch. Lately, when you and your friend are together in class, she agrees with everything you say, but when you are with others, she says things to put you down.
2. Your buddy teases you in front of the team about missing a goal.
3. Another girl in your camp group takes something out of your backpack without asking.
4. Nearly every day your friend mentions how expensive her clothes are and tells you that yours are cheap.
5. You are working on a team building activity and you share an idea on what might work. A girl in your group says the idea is dumb and tells everyone in the group to ignore you.
6. The girl sitting next to you during the meeting keeps poking you.
7. Your older sister or brother keeps telling you that you are a baby for sleeping with your teddy bear.
8. A girl in your group stares at you and makes faces.

Girl Scout Ways to Manage Groups

Girl Scouts have several special traditions that you may use when working with younger girls.

Here are some you may be familiar with:

Quiet Sign - When your hand goes up, your mouth goes shut. Traditionally, the Quiet Sign is the open hand. This refers back to an older version of the Girl Scout Law: the fifth law was when 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.

This 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 do you use?

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

More Bright Ideas

Sit down next to a girl – Sometimes this can help a girl who is acting out to 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 – Watch for signs girls are telling you they are ready for the next activity.

Ignore Bothersome Behavior – Sometimes it's good to ignore attention seeking behavior.

Positive Rewards – Give stickers or high fives for the desired behaviors.

What other ideas do you have for managing groups?

Guidelines for Working with Younger Girls

There are many factors in determining how much control children should have. Some general guidelines are:

1. **Safety First** - When safety or danger are involved, children's choices are highly limited. Children should not have a choice to sit on tables or stand on chairs or any activity that might hurt them or is inappropriate. If you give a child a choice, be sure that it will be safe for them. There are activities that have some risk. If the activity is a commonly accepted one don't be too concerned.

Example: A game may require running and there is a chance that someone will fall down and get hurt. To minimize the risk check your game area for holes, sand or gravel. Choose a running surface that will help control the risk and not the child.

2. **Don't do for children what they can do for themselves** - Many times we try to solve children's problems for them when they are perfectly able to solve their own. Encouraging children to solve their own problems not only gives them a sense of confidence, but also a sense of power and their ability to master their environment

Example: **Jennifer, whining and tattling:** "Sarah took the pen I was using.
Your response: "I'm glad she didn't take mine. Then I'd have to find a way to get it back. Now you have to do it. What are you going to do?"

3. **Help guide children to make good choices** - If the child chooses an unacceptable alternative, help the child refocus the choice. Ask questions to get children thinking about cause and effect and consequences of their actions.

Example: **Jennifer:** "I'm going to smack her in the head, that's what."
You: "What do you think will happen if you smack her?"
Jennifer: "She'll smack me back."
You: "Then what will happen?"
Jennifer: "We'll have a fight."
You: "Will you get the pen back that way?"
Jennifer: "No. She'll never give it back."
You: "What else could you do?"
Jennifer: "I could tell her that I need the pen, and when I'm done I will share it with her"
You: "That might work. Why not try it and tell me what happens?"

4. **All children need choices-** The number of choices depends on the age of the child. Younger children need simple choices. Older children can handle more complicated choices. This is a great way to ensure that activities are girl led.
5. **Be experimental** - Learn from your mistakes, and let children learn from theirs. Don't be afraid to give up a little in small amounts and see what happens. Many of the fears you have may not be realized.

Guidelines for Working with Younger Girls

Often, younger girls feel comfortable with their mentors and sometimes use their experiences together to mentally and emotionally process what is happening in their life in a safe and comfortable environment.

In order to understand younger girls, it is important to understand where they are coming from and the kinds of things they might talk about. If you think about it ahead of time, you can come up with responses for them that empower them to make good choices and don't inject our own biases.

Think about the situations below. What would you do if...

1. One girl tells another girl that she's fat in front of the rest of the group?
2. One of the girls tells you that the girls in her group are talking about things that her mom said kids shouldn't talk about.
3. A girl is not participating in an activity with the rest of the group. She starts crying and reveals to you that her mom has breast cancer.
4. You hear the girls discussing their crushes. They ask you if you have a boyfriend or crushes at school.

More Tips

- Build on girl's strengths and skills.
- Enforce rules fairly. Girls need and want clear and fair limits.
- Let girls find out things for themselves. Offer help in small doses, asking girls the best way to do something.
- Encourage girls to solve their own problems. Intervene only if you are needed or if a girl's safety is at risk.
- Show you are interested in the girl's ideas.
- Divide your time equally among girls.
- Encourage respect for differing religious, racial, ethnic, and cultural backgrounds.
- Use girl's first name when addressing her.
- Praise often. Use positive comments instead of criticizing.
- Keep directions clear and simple.
- Talk to the girls at eye level.
- Speak softly and calmly.
- Offer clear choices. Example, "Would you like to wash the dishes or sweep the floor?" Not "Would you like to clean?"
- Keep activities short and vary the pace. Example: a sitting activity followed by an active one.
- Give girls time to adjust from one activity to the next, by giving advanced warning.
- Allow a girl to sit out of an activity.
- Rejoice with a girl when she achieves something, no matter how small.

Communication: Words That Help

Your tone of voice and language can make a difference.

1. A quiet, firm tone suggests confidence and is reassuring.
2. Speak in a simple, direct manner with a low pitch.
3. Speak slowly.
4. Try to communicate at their eye level so you can have eye contact with them
5. Move closer to the child to avoid shouting.
6. Stay positive:
 - "Your feet need to be on the ground" **positive**
 - "Don't sit on the table." **negative**
 - "Chairs are for sitting." **positive**
 - "Don't sit on the table." **negative**
7. Give up words like "good" "bad" "nice" when communicating with children. Use statements that describe the action:
 - "I like the way you helped clean up"
 - "You have been a very helpful member of our group"
8. When a child asks, "May I?" The appropriate response should be "yes, just as soon as", instead of "No, not until...."
9. Avoid questions like "Would you like to?" if you are not offering other choices.
10. A quiet word and the touch of a hand can communicate faster than an order.
11. Be a positive role model. Try to avoid:
 - visiting with other group leaders during scheduled activities.
 - discussing a child in her presence.
 - belittling a child, no matter what the behavior has been.

Communication: Words That Help continued...

Tips for Communicating with Girls

1. Give clean directions (be specific).
2. Give directions one step at a time, with demonstration.
3. Be enthusiastic.
4. Act confident and let the girls know that you know what you are doing.
5. Speak directly to the girls.
6. Bend or stoop so that you are at their eye level.
7. Maintain eye contact.
8. Listen.
9. Ask questions to make sure they understand your directions.
10. Let them learn by doing.
11. Be positive instead of saying no running. Tell them what you want them to do instead (walk).

Constructive Communication

Indicate if the words below are words that help or not. Mark each statement positive (+) or negative (-) according to your reaction to the statement. In some cases, you may choose both because you see both the positive and negative possibilities.

- _____ It's all in the book. Just read it.
_____ What is your opinion, Ashley?
_____ These are the rules for awarding badges.
_____ It's all organized.
_____ That's very interesting.
_____ Let's take a moment to discuss it.
_____ What did the girls think about it?
_____ Now let me tell you.
_____ What a good idea.
_____ If you call Maria, she might have the key.
_____ Why don't you try it and see what happens?
_____ Just listen a minute...
_____ Who can tell Julie what her mistake was?
_____ We'll get to that later.

88 Ways to Say “VERY GOOD!”

Below are examples of things you can say to let children know you they are great and to support and encourage them to be their best. Focus on girls' interests and behavior and what they can do, rather than what they look like; avoid compliments about physical attributes and materials items which may be harmful to a girl and alienate other children.

1. You've got it made.
2. That's right!
3. You're on the right track now!
4. That's coming along nicely
5. That's better.
6. Good Work!
7. You're very good at that
8. You're doing a good job
9. You've just about got it!
10. That's It!
11. Congratulations!
12. I knew you could do it
13. That's quite an improvement
14. Now you've figured it out
15. Now you have it
16. Great!
17. You are learning fast
18. Good for you!
19. You make it look easy
20. You really make my job fun
21. That's the right way to do it
22. You're getting better every day
23. You did it that time!
24. WOW!
25. That's the way!
26. Nice Going!
27. Now you've figured it out
28. Sensational
29. You haven't missed a thing
30. That's the way to do it
31. Keep up the good work
32. That's better
33. Nothing can stop you now!
34. That's first class work
35. Excellent!
36. Perfect!
37. That's that best ever
38. You're really going to town!
39. Terrific!
40. That's better than ever!
41. Outstanding!
42. You did very well!
43. You're really improving
44. Right on!
45. Good Remembering
46. I'm happy you're working like that
47. You've about mastered that
48. You're working hard today
49. I'm proud of the way you worked
50. That's the best you've ever done
51. You're doing much better
52. That's a fine job
53. You've been practicing
54. You're doing beautifully
55. Superb!
56. Keep it up!
57. You did a lot of work
58. You've got that down pat
59. You did very well
60. Tremendous
61. You're doing fine
62. Good thinking!
63. You are learning a lot
64. Keep trying
65. You outdid yourself
66. I've never seen it done better
67. Good for you!
68. Good going
69. I like that
70. One more time and you'll have it
71. I'm very proud of you
72. I think you've got it
73. Good Job!
74. You figured that out fast
75. You remembered
76. That's really nice
77. It's a pleasure to teach you
78. You're right
79. That makes me feel good
80. That's Great!
81. Way to go!
82. Well, look at you go!
83. Now, you've got it
84. Much better
85. Wonderful
86. Super
87. That's it!
88. You deserve a pat on the back

How to Teach Something You Know to Others

PREPARE!

- Write the process down, practice, gather equipment, supplies and volunteers
- Get the attention of the group. Smile and act like you are excited about what you are about to teach.

TEACH!

- Introduce yourself and explain what you are doing, why they are learning it, and the basics of how they will be learning
- Ask how many people know how to do it. You may want to use the buddy system. Match girls who know what they are doing with those that may not.
- Demonstrate. Depending upon the difficulty of the activity you may want to go all the way through or step by step
- Let the group practice the whole thing or work on the project.
- Watch the interest of the group. Circulate. Be enthusiastic. If the group is tired or it has taken longer than anticipated, decide if you can change your plan. Try for a group decision. It is best to stop while people are still having fun and interest is high.
- Let the group review and practice what they have learned later. If it is a project, make sure they have time to clean up after completing their project.

EVALUATE!

- Take a minute to think about how to make your presentation better
- Did you have the right supplies, volunteers, directions?

Teaching Methods

Below are some common methods for teaching.

Lecture	Individual speaks to the group
Role playing	Participants act out and learn from doing
Hands On	Participants actually work with their hands or do an activity or project
Discussion	Person to person, group to group, or person to group, talking and giving feedback
Demonstration	Showing how, with participants not actually doing

Directions: Fill in the blanks in the statements below with the teaching method that fits best for the situation.

1. The leader stood in front of the Girl Scout Junior troop and _____ them on fire safety.
2. The two patrols had a _____ on how to spend their proceeds from the Girl Scout cookie program.
3. The Girl Scout Cadettes had enough paper bags to use the _____ method to teach the Girl Scout Brownies how to make puppets.
4. The Girl Scout Juniors _____ the proper handling of a knife.
5. The Girl Scout Cadette _____ how to roll and tie a sleeping bag to the Girl Scout Brownies.

How to Plan Activities

1. Choose an activity to lead:

- a. Something you know – a skill, song, skit, dance
- b. Something appropriate to the group and to the situation

2. Think about how you will lead the activity:

- a. Do I know all the steps necessary for the activity? If not, can I find them?
- b. Do I have the materials, or can I get them without too much cost?
- c. Will I have the space or facilities I need?
- d. Are there any restrictions in teaching my activity

3. Make a list of each step and the materials needed, beginning with what you need to PREPARE and ending with CLEAN-UP and EVALUATE

4. Write down any comments that you want to be sure to mention

- a. Create an outline for the steps of your activity

5. Include the exact directions you will give.

- a. Write down your instructions
- b. Practice teaching your activity to someone

6. Gather materials and volunteers (if needed)

- a. Be sure to have enough for the group

7. Practice teaching your activity.

- a. make the sample before you get there so you are sure you have everything you need
- b. Remember that you need to practice demonstrating how to teach it.
- c. Prepare a finished sample in advance

8. Revise your steps as you go through your sample

- a. Make sure you are checking the outline and the list of materials you are using

9. Pack and label each item you need in the order of use

- a. Use Ziploc bags or plastic containers to organize your materials
- b. If items are prepackaged, having a container they can be put into during your activity will help keep your area clean and directions clear

Continued on next page...

How to Plan Activities Continued...

10. On site:

- a. Set up your activity space. – Keep in mind how your activity goes so you can set things up in order
- b. Do a practice run through of the activity before participants arrive
- c. Do the activity with your participants

11. Clean up.

- a. Put supplies back into containers so they are organized for use later
- b. Make sure you clean up all the little bits of trash
- c. Vacuum or sweep if necessary and possible
- d. Wipe down tables or counters as needed

12. Evaluate:

- a. Was I well-prepared?
- b. Did I train my helpers or volunteers well? How could I improve?
- c. Were my directions clear and easy to follow?
- d. Did I have enough materials for the group?
- e. Was the equipment I used (if any) in good condition?
- f. Was my activity appropriate to the age level?
- g. Did I keep the pace moving and not waste time? Did I go too fast?
- h. Did I show patience/willingness to "go over it again"?
- i. Did I show an encouraging attitude?
- j. Did the group enjoy the activity?
- k. Was the activity age appropriate?



Let's get planning!

Behaviors and Strategies

Behaviors	Strategies
Individual goes off on tangents, consistently argues on points the group has resolved, and rejects ideas without consideration.	<ul style="list-style-type: none"> Try to focus away from the person exhibiting the behavior. Politely point out that the person has strayed away from the topic and refocus on the task at hand. Summarize conclusions to conflicts to avoid future argument on the same topic.
Individual attacks the motives of others, shows hostility toward the group or some individual without relation to the group's task, and criticizes and blames others	<ul style="list-style-type: none"> Put a stop to it as gently as possible by getting the person to direct her anger toward a topic, not a person. Point out where the person has been critical and why the criticism is unwarranted. Point out that you all share ideas as you work and everyone should be recognized for what they have contributed.
Individual proposes own pet concerns beyond reason; attempts to speak for "the girl," "the leader," etc.	<ul style="list-style-type: none"> Give the person some attention, then focus on the priorities of the group. Gently ask the person to speak only for herself or himself.
Individual interrupts the contributions of others, uses authority in manipulating the group or certain members by pulling rank.	<ul style="list-style-type: none"> Give the person a special project. Send the person on an errand. Add a strong person to the group and encourage more group participation.
Individual acts passive or indifferent, doodles, whispers to others and passes notes.	<ul style="list-style-type: none"> Direct questions to the person that you know can be answered. Ask the person to lead a discussion. Find ways to get the person actively involved with others in the group.
Individual seeks recognition by extreme ideas, boisterous attitudes, and boasts.	<ul style="list-style-type: none"> Use tact to interrupt the flow of talking and ask specifically for others to comment. Indicate that you are happy that the person has so much to share, and ask for others to have a chance to contribute. Have a private conversation with the person to point out she is monopolizing the discussion.
Individual criticizes, finds fault with everything, such as: the room set-up, the typing, and the materials.	<ul style="list-style-type: none"> Try to get the person to see that these things do not affect the rest of the group that much. Ask the person to help with the next session. Give assurance that you will discuss it later, but need to move on now.
Individual is overeager to please the leader by doing whatever is expected or desired, waits to be directed, and demonstrates little initiative.	<ul style="list-style-type: none"> Ask the person to initiate ideas and give reactions. Watch for chances to praise for initiative. Give an assignment to present.

Sticky Situations – Practicing Group Management Techniques

Directions: Practice, practice, practice! Think through how you would handle the situations below. You may want to try role-playing these scenarios with others.

Situation 1: You are working with a group of second and third grade Girl Scout Brownies. The girls are making plans for a family cook out. Maria has made all the decisions for the group. The other girls have tried to express their own ideas, but Maria still gets her way. How will you help Maria share the decision-making in her troop? What will you do to help each member of the group share in the decision making?

Situation 2: Jennifer is a fourth grade Girl Scout Junior. This is her first year in Girl Scouts. She has come to a badge workshop to earn her first badge. Jennifer is in a group of twelve other girls and you are helping them with one of the badge steps. Jennifer just sits in her seat and she won't talk to anyone. When you ask her a question, she begins to cry. What will you do to help Jennifer fit into your group? What will you say to her?

Situation 3: Sam is a disruptive influence on the group of girls you are trying to teach fire-building to. She continually interrupts your instructions, punches her neighbor or makes smart remarks which the other girls laugh at. What will you do to help Sam become a part of the group? How will you re-direct her behavior so everyone will learn about fire-building?

Situation 4: Trisha is a fifth grade Girl Scout Junior who has earned almost every badge, knows everything there is to know about Girl Scouting, and is "totally bored" with the games you have planned. How will you help the "totally bored" Trisha participate?

Situation 5: Olivia is a first grade Girl Scout Daisy. This is her first year at day camp. She is assigned to your unit along with several other Girl Scout Brownies. She has a bad case of "hero worship" and she follows you everywhere. When you are sitting down, she is in your lap. When you are walking around, she is hanging on you. The other girls in your unit want your attention, too. What are you going to do to help Olivia participate in the group and not "hang on you"?

Teaching Songs

Practice

- Sing the song first, without any actions if they are part of the song, while girls listen.
- Sing the song through at least once to give the group the chance to hear the complete song.
- Repeat the words line by line and have the group repeat each line after you.
- Sing the songs line by line and have the group sing each line after you.
- If the song has actions, teach the actions line by line.
- Sing the song all the way through together in a slower than normal tempo.
- Try to be accurate about the words you teach – look up the words for the songs you plan to teach. There are lots of Girl Scout songs listed online.
- Remember there are local variations of many songs – the song leader chooses the variation.

Helpful hints on song leading

- Be enthusiastic.
- Know the song thoroughly.
- Speak in a loud, clear voice.
- Get the attention of your audience so that you will all begin together.
- Vary your choice of songs.
- Use hand motions with your songs if it is appropriate.

Selecting songs to sing and/or teach

- There are many occasions when singing is appropriate. When choosing your songs, think about the occasion for the singing.
- Singing is a great way to pass the time. If you have a lull in your program or you have run out of activities for the girls, start a song. It's amazing how quickly you can regain control of your group.

Tips for Song Leading

- In song leading, you do not need to have a fabulous singing voice that is ready for the stage. Girls love singing and they really do not care if you are good or not. They just want to sing along. That being said, it is important to know the words of a song before you begin teaching it. Practice, practice, practice!
- Choose the song carefully as you are role model and it should be appropriate for the age group you are working with as well as the setting.
- If you ask the girls what song they want to sing, they may come up with ones you never heard of and cannot lead. Start out with you choosing the songs. You can give more girls choice if you give them a few to choose from that you intend to lead. As you get really into singing and have sung a bunch of songs, you can let girls come up to lead ones they know.
- Girls who have been to programs and camps may know songs in a different version than you are used to. That is okay. There are many versions of the same song sung all over the world.

For more on Girl Scout songs and song leading, go to www.gsoclearning.com.

Teaching Games

Why Games are Used in Girl Scouting

1. To help girls and leaders get acquainted easily and enjoy being together.
2. To meet some of the needs of the whole group and individuals. For example, games give girls a chance:
 - a. To be active and noisy after long hours in school.
 - b. To learn teamwork and fair play.
 - c. To learn to win or lose good-naturedly.
 - d. To be both leaders and followers.
3. To present new information or skills in an attractive way.
4. To review or practice some skills enjoyably.
5. To help girls understand and appreciate other cultures.

How to Get Ready to Teach Games

1. Choose a game to teach, according to:
 - a. The ages, interests, and abilities of the girls.
 - b. The special purpose you want each game to serve.
 - c. The size and kind of play space available.
2. Know the game so well you don't have to refer to a book or notes while you are teaching.
3. Start with simple or familiar games and work up to new ones that are harder. Plan also to alternate exciting and quiet games.
4. Collect any necessary equipment in advance.

How to Teach Games

1. Get the girls' attention and have them get into formation for playing the game.
2. Explain or show the game briefly and let them play right away.
3. If the game is at all complicated, shows them one part at a time, letting them try each part immediately.
4. Let them have fun with the game before you check on mistakes, but stop when necessary to make the rules or action clear.
5. As soon as the girls are bale, let them carry on the games themselves. Help them only if questions or arguments arise which they can't settle satisfactorily.
6. In competitive games, encourage girls to play for the fun of the game and for their team, and to applaud or otherwise recognize the winning team.

Test Your Knowledge – TRUE or FALSE

Directions: Circle your answers below.

1. A Girl Scout Journey is a coordinated series of activities grouped around a theme.

TRUE FALSE

2. Each Journey helps girls to develop leadership and achieve Girl Scouts' 5 national outcomes.

TRUE FALSE

3. Girl Scouts at every level have multiple Journeys to choose from.

TRUE FALSE

4. Journeys help girls to achieve 5 national outcomes.

TRUE FALSE

5. Journeys and badges make up the Girl Scout national program portfolio.

TRUE FALSE

6. There's only one way to do a Journey activity.

TRUE FALSE

7. Journeys help girls to Discover, Connect, and Take Action.

TRUE FALSE

8. Journeys help girls to develop leadership.

TRUE FALSE

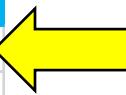
9. Girls earn Journey awards and do a Take Action project as part of each Journey.

TRUE FALSE

Where to Find Girl Scout Daisy Program Resources

DAISY AWARDS AND BADGES					
PETALS AND LEAVES					
REQUIREMENT LOCATION:	Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Daisy Petals	X	X			
Money Counts	X	X			
Making Choices	X	X			
Count it Up	X	X			
Talk it Up	X	X			
SKILL-BUILDING BADGES					
REQUIREMENT LOCATION:	Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Board Game Design Challenge	X				
Buddy Camper	X		X		X
Eco Learner	X				
Good Neighbor	X		X		X
Model Car Design	X				
Outdoor Art Maker	X		X		X
Roller Coaster Design Challenge	X				
Space Science Explorer	X				
ROBOTICS BADGES (PROGRESSIVE)					
REQUIREMENT LOCATION:	Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Pamphlet (print)	Journey Book (print)	Digital Download
What Robots Do	X		X		X
How Robots Move	X		X		X
Design a Robot	X		X		X
CYBERSECURITY (PROGRESSIVE)					
REQUIREMENT LOCATION:	Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Cybersecurity Basics	X				
Cybersecurity Safeguards	X				
Cybersecurity Investigator	X				
JOURNEY AWARDS					
REQUIREMENT LOCATION:	Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Welcome to the Daisy Flower Garden	X			X	
Between Earth and Sky	X			X	
5 Flowers, 4 Stories, 3 Cheers for Animals	X			X	
Think Like an Engineer	X				
Think Like a Programmer	X				
Think Like a Citizen Scientist	X				
Outdoor Journey (includes Outdoor Art Maker and Buddy Camper)	X		X		X
Volunteer Tool Kit:	Go to www.GirlScoutsOC.org ; click on "MYGS"				
Girl's Guide to Girl Scouting:	Purchase in council shops or at www.Girlscoutshop.com				
Pamphlet:	Purchase in council shops or at www.Girlscoutshop.com				
Digital Download:	Purchase online at www.girlscoutshop.com				

NOTE: The VTK is a resource designed for Girl Scout Troop Leaders. Girl Scout Cadettes are encouraged to work with a Girl Scout adult to access the VTK to view requirements.



Where to Find Girl Scout Brownie Program Resources

BROWNIE AWARDS AND BADGES							
REQUIREMENT LOCATION:		Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Skill Building Set (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Brownie First Aid		X	X				
Brownie Girl Scout Way		X	X				
Bugs		X	X				
Cabin Camper		X			X		X
Celebrating Community		X	X				
Computer Expert		X			X		
Dancer		X		X			
Eco Friend		X					
Fair Play		X	X				
Fling Flyer Design Challenge		X					
Give Back		X	X				
Hiker		X			X		
Home Scientist		X			X		
Household Elf		X			X		
Inventor		X			X		
Leap Bot Design Challenge		X					
Letterboxer		X			X		
Making Friends		X			X		
Making Games		X			X		
Meet My Customers		X	X				
Money Manager		X	X				
My Best Self		X			X		
My Family Story		X			X		
My Great Day		X			X		
Outdoor Adventurer		X				X	X
Outdoor Art Creator		X				X	X
Painting		X	X				
Pets		X			X		
Philanthropist		X	X				
Potter		X			X		
Race Car Design Challenge		X					
Senses		X			X		
Snacks		X	X				
Space Science Adventurer		X					
ROBOTICS BADGES (PROGRESSIVE)							
REQUIREMENT LOCATION:		Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Skill Building Set (print)	Flyer (print)	Journey Book (print)	Digital Download
Programming Robots		X			X		X
Designing Robots		X			X		X
Showcasing Robots		X			X		X
CYBERSECURITY (PROGRESSIVE)							
REQUIREMENT LOCATION:		Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Skill Building Set (print)	Flyer (print)	Journey Book (print)	Digital Download
Cybersecurity Basics		X					
Cybersecurity Safeguards		X					
Cybersecurity Investigator		X					
JOURNEY AWARDS							
REQUIREMENT LOCATION:		Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Skill Building Set (print)	Flyer (print)	Journey Book (print)	Digital Download
Brownie Quest						X	
WOW Wonders of Water		X				X	
A World of Girls		X				X	
Think Like an Engineer		X					
Think Like a Programmer		X					
Think Like a Citizen Scientist		X					
Outdoor Journey (includes Brownie First Aid, Hiker and Cabin Camper)		X	X	X	X		X
Volunteer Tool Kit:		Go to www.GirlScoutsOC.org ; click on "MYGS"					
Skill Building Set, Girl's Guide to Girl Scouting, pamphlet:		Purchase in council shops or at www.Girlscoutshop.com					
Digital Download:		Purchase online at www.girlscoutshop.com					

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Where to Find Girl Scout Junior Program Resources

JUNIOR AWARDS AND BADGES						
REQUIREMENT LOCATION:	Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Skill Building Set (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Animal Habitats	X		X			
Balloon Car Design Challenge	X					
Business Owner	X	X				
Camper	X		X			
Cookie CEO	X	X				
Crane Design Challenge	X					
Customer Insights	X	X				
Detective	X		X			
Digital Photographer	X		X			
Drawing	X	X				
Eco Camper	X			X		X
Entertainment Technology	X		X			
Flowers	X	X				
Gardener	X		X			
Geocacher	X		X			
Horseback Riding	X			X		X
Independence	X		X			
Inside Government	X	X				
Jeweler	X		X			
Junior First Aid	X	X				
Junior Girl Scout Way	X	X				
Musician	X		X			
Outdoor Art Explorer	X			X		X
Paddle Boat Design Challenge	X					
Playing the Past	X		X			
Practice with Purpose	X	X				
Product Designer	X		X			
Savvy Shopper	X	X				
Scribe	X		X			
Simple Meals	X	X				
Social Butterfly	X		X			
Space Science Investigator	X					
Staying Fit	X		X			
ROBOTICS BADGES (PROGRESSIVE)						
REQUIREMENT LOCATION:	Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Skill Building Set (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Programming Robots	X			X		X
Designing Robots	X			X		X
Showcasing Robots	X			X		X
CYBERSECURITY (PROGRESSIVE)						
REQUIREMENT LOCATION:	Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Skill Building Set (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Cybersecurity Basics	X					
Cybersecurity Safeguards	X					
Cybersecurity Investigator	X					
JOURNEY AWARDS						
REQUIREMENT LOCATION:	Volunteer Tool Kit (FREE)	Girl's Guide to GS (print)	Skill Building Set (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Agent of Change					X	
Get Moving!	X				X	
aMuse	X				X	
Think Like an Engineer	X					
Think Like a Programmer	X					
Think Like a Citizen Scientist	X					
Outdoor Journey (includes Animal Habitats, Camper and Eco Camper)	X		X	X		X
Skill Building Set: Purchase in council shops or at www.Girlscoutshop.com Volunteer Tool Kit: Go to www.GirlScoutsOC.org ; click on "MYGS" Girl's Guide to Girl Scouting: Purchase in council shops or at www.Girlscoutshop.com Pamphlet: Purchase in council shops or at www.Girlscoutshop.com Digital Download: Purchase online at www.girlscoutshop.com						

NOTE: The VTK is a resource designed for Girl Scout Troop Leaders. Girl Scout Cadettes are encouraged to work with a Girl Scout adult to access the VTK to view requirements.



Planning with GSLE Outcomes

- A. Select an Activity, Award, or Event (Badges, Journey Sessions etc...) Write on line "A."
- B. Circle all of the Outcomes that are met or could be met by enhancing the Activity/Award/Event in column "B." (one or more outcomes may be met)
- C. Describe how it meets the Discover, Connect, or Take Action Outcome (s) in box "C."
- D. Describe how it is, or can be "Girl Led" in box "D."
- E. Involve "Learning By Doing" in box "E."
- F. Incorporate a shared purpose for all girls ("Cooperative Learning") in box "F."
- G. Note which sign you anticipate seeing as evidence of the benefits for the girls in box "G."

A. Activity/Award/Event: _____

B. Leadership Outcomes	C. Describe how the outcome(s) is met	D. Describe how the activity is "Girl Led"
<p>Girl Scouts is proven to help girls thrive in 5 key ways as they:</p> <p>Discover</p> <ol style="list-style-type: none"> 1. Develop a strong sense of self. 2. Seek challenges and learn from setbacks. 3. Display positive values. <p>Connect</p> <ol style="list-style-type: none"> 4. Form and maintain healthy relationships. <p>Take Action</p> <ol style="list-style-type: none"> 5. Identify and solve problems in the community. 		
	<p>E. Describe how the girls are "Learning by Doing"</p>	<p>F. Describe how the activity fosters "Cooperative Learning"</p>
<p>G. What will you see girls doing or hear them saying to know they have achieved outcomes listed above?</p>		

Instant Program

One important types of program you will learn is instant program. Instant program is any activity you do with younger girls that is not a scheduled activity. This includes games and activities that you might do whenever there is a spare moment. The most successful and stress free mentors are often those who have built up a large “toolbox” of games and activities in their head, often that require little or no equipment or supplies, that they can pull out at any time to ease a transition between activities, fill in spare time or just energize the girls in the middle of a long day.

Examples of Instant Program include but are not limited to:

- Singing Songs at a table while you wait for the next craft
- Playing a circle game during “me time”
- Making a skit with your group during “group time”
- Creating friendship bracelets or lanyards after you’ve finished lunch

You’ll want to have a couple of instant programs that you can use with groups. Imagine an instant program activity that you could lead with younger girls.

Name of the activity – something fun that you think will get the girls’ attention	
Supplies needed – are there alternate supplies that would work?	
Recommended age and group size of players	
Rules of the activity – also describe whether it is competitive or cooperative	
How activity is played – enough detail that someone could replicate it	
Tips for playing	
Any variations you can come up with	

If you want to complete some leadership hours, find a way to lead the program you created! Be sure to think about how long the activity will take and whether or not supplies are needed/available.

The Three Processes

When you volunteer to work with girls, it's not just *what* you do – it's *how* you do it. The Three Processes – Girl Led, Learning by Doing, and Cooperative Learning – define how we do Girl Scouting.

These processes help make Girl Scouting unique and the Girl Scout Leadership Experience powerful. And they are what makes Girl Scouting fun for girls!

Girl Led means girls shape their experience by asking questions, offering ideas, and using their imaginations.

Example: Where do we want to go? Brainstorm (accept all ideas). Narrow down options to those that are feasible (always making sure girls understand reasons and agree). Ask how they want to make the final decision (Let them choose how to choose – voting options!)

Learning by Doing means girls do something and then learn from it. The activity is only part of the process. Reflection – when girls think about and discuss their experience – is what helps them learn from it.

Example: Fold an airplane, tie a knot, make a craft. THEN, what part did you like best? What worked/didn't work? What would you do differently next time?

Cooperative Learning means that girls work together toward a common goal.

Example: Human Knot, “This is a very special ball” – an activity that can’t be done alone. Use each girl’s talents and gifts.

Below is a chart that illustrates what the Three Processes might look like at each Girl Scout level. Do you think the Three Processes are important? Why or why not? How will you use the Three Processes as a mentor for younger girls?

	GIRL LED	LEARNING BY DOING	COOPERATIVE LEARNING
DAISY	choose	engage	ask another girl
BROWNIE	gather	try	rotate roles
JUNIOR	challenge	design	be responsible
CADETTE	plan	discover	keep promises
SENIOR	connect	investigate	set up small groups
AMBASSADOR	develop	organize	focus groups

Recognizing the Three Processes

Directions: Read and discuss the three processes with another Girl Scout. Think of examples of where you would like to use these processes when working with younger girls.

Girl Led

Girl led is just what it sounds like. Girls play an active part in figuring out the what, where, when, how, and why of their activities. So encourage them to lead the planning, decision-making, learning, and fun as much as possible.

Girl Scouts is Girl Led

When possible, give the girls choices then let them discuss the options and make decisions.

What does **Girl Led** look like?

Girl Scout Level	How to Keep It Girl Led
Girl Led Daisies	<ul style="list-style-type: none">• Repeat an activity that girls say they really enjoyed• Listen to their ideas on how to make activities more fun• Identify activities that girls can take the lead on
Girl Scout Brownies	<ul style="list-style-type: none">• Help girls make informed choices by talking them through decisions• Encourage girls to add their own flair to projects and activities• Give girls freedom to solve problems on their own
Girl Scout Juniors	<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

Learning By Doing

Learning by Doing, also known as Experiential Learning, is a hands-on learning process that engages girls in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of practical skills.

Girl Scouts is Learning by Doing

Just sitting and listening is boring! Girls prefer to be an active part of the process and it will be a lot easier and more fun for you as a mentor 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.

Continued on next page...

Recognizing the Three Processes

continued...

What does **Learning by Doing** look like?

Girl Scout Level	How to Encourage Learning by Doing
Girl Led Daisies	<ul style="list-style-type: none">• Set up opportunities for girls to explore and create• Demonstrate hands-on activities that require assistance from a girl• Develop activities that get girls out of their seat
Girl Scout Brownies	<ul style="list-style-type: none">• Encourage them to answer their own questions through hands-on activities• Ask girls to do more than they are capable of doing on their own while offering limited, but strategic help• Offer opportunities for girls to engage in their motor skills and their senses
Girl Scout Juniors	<ul style="list-style-type: none">• Talk with girls about ways to connect their learning to daily life• Guide girls to reflect on their learning by using the many ideas of their Journey• Support girls hands-on testing of their own ideas, skill-building, and teaching skills

Cooperative Learning

Through Cooperative Learning, girls work together toward shared goals in an atmosphere of respect and collaboration that encourages sharing of skills, knowledge, and learning.

Girl Scouts is Cooperative Learning

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.

What does **Cooperative Learning** look like?

Girl Scout Level	How to Promote Cooperative Learning
Girl Led Daisies	<ul style="list-style-type: none">• Give examples of what cooperation and collaboration look like• Create activities for girls that must be completed in groups• Promote social skills, such as listening and taking turns
Girl Scout Brownies	<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
Girl Scout Juniors	<ul style="list-style-type: none">• Structure experiences so that girls can work together• Use role-play scenarios to guide girls in working effectively within groups• Give examples of how to assign roles within the group, assess how they are doing, and stay on task

“How Girls Have Fun in Girl Scouts” (A World of Girls Journey How to Guide, page 21)

How Girls Have Fun in Girl Scouts

In Girl Scouting, girls enjoy activities based on the three keys to leadership and built on three processes that make Girl Scouting unique from school and other extracurricular activities. The keys and processes are written right into the journey for you—in the Sample Session plans! So you know a little more about how the processes play out for Brownies, here's a quick summary:

Girl Led 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. With Brownies, you could:

- Help girls make informed choices by talking them through decisions
- Encourage girls to add their own flair to projects and activities
- Give girls the freedom to solve problems on their own

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 in and outside of Girl Scouting. With Brownies, you could:

- Encourage them to answer their own questions through hands-on activities
- Ask girls to do more than they are capable of doing on their own while offering limited, but strategic, help
- Offer opportunities for girls to engage their motor skills and their senses

Cooperative Learning has girls work together toward 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. With Brownies, you could:

- 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

KEEP IT GIRL LED

Yes, Brownies can take the lead! From beginning to end, keep your eye on what the girls want to do and the direction they seem to be taking. It's the approach begun by Juliette Gordon Low: When she and her associates couldn't decide on a new direction, she often said, "Let's ask the girls!"

Girl-led experiences are built right into this journey to make it easy for you. At each session, ask the girls for their own thoughts on what they've done or discussed.

DON'T RUSH!

Give the girls (and yourself!) some quiet time throughout the journey to stop, think, talk, and reflect. Resist the urge to rush from “doing” to “more doing,” and try to follow the discussion tips and questions provided to assist the Brownies in getting deeper meaning from what they have just done.

“Gathering Water” (Wow! Wonders of Water Journey How to Guide, page 65- 66)



Building Awareness of Water in the World

The following two water-gathering activities deepen the Brownies' awareness of water in the world.

Start by talking with the girls about how clean water is essential for life, but not everyone in the world has easy access to clean water. If you and the girls invited any guests, invite them to join the discussion.

Guide the girls toward an understanding of how, in some parts of the world, water is scarce and difficult to gather—it doesn't just flow out of a tap! Ask: *Do you remember what an advocate is? What does an advocate do?* (Answer: *Speak up for the rights of others and Earth, too.*) *Everyone has the right to water. Let's explore what happens if you don't have enough water.*

GATHERING WATER

Now it's time for the girls to experience some of the effort and time it takes to find and carry fresh water.

Ask the girls if they've read “A Wide World of Water Vessels” and “No More Heavy Lifting” on pages 49–50 in their book. If they haven't, invite them to take turns reading those sections out aloud. Then, explain to them how it is often a girl's job to fetch water throughout the day, even if it means walking for miles while carrying a younger brother or sister. Explain that the cups they will use today symbolize the large containers or buckets that some girls carry, containers that may hold many gallons of water. Then get started:

- Ask the girls to use the strips of cloth to tie a bundle on one another to represent a younger sibling who must be carried. Assist them as needed.
- Then invite each girl to take two cups and set off, one by one, along the obstacle course, to find clean drinking water.
- Encourage the girls to use their imagination as they walk. You might say: *Imagine the hot sun beating down on your head, and your little brother or sister crying and fussing.*
- When the girls reach the first station, they find muddy water with debris in it. Ask: *Why can't you drink this? What would happen if you did?*

LEARNING ABOUT SAVING WATER

Role-playing the difficulties of gathering water in regions where water is scarce helps the girls appreciate how important it is to conserve water. It's a reminder that even though we live on the Blue Planet, there is not much fresh water on Earth and we all have to share it.

SAMPLE
SESSION 3

WATER FOR ALL

“Gathering Water” continued...

SAMPLE
SESSION 3

WATER FOR ALL

EXPANDING THEIR VIEW OF THE WORLD

If the Brownies understand the struggles of others, they will be better able to look critically at all sorts of issues they may face—and they will be less likely to waste water.

LEARNING TO RATION WATER

Now that the girls have experienced some of the difficulties of gathering water in a region where water is scarce, they will team up to role-play rationing a set amount of water for a day's tasks.

- At the second station, girls find an empty cooler—the well or river is dry. Ask: *Why might the well be dry? What does this mean for your family?*
- At the third station, girls find a full cooler with clean water, but the line waiting for it may be long. The water flow might be weak, which means it takes longer to pump. It could take hours to fill large buckets.
- Invite each girl to walk back holding one cup of water on her head and one by her side. Remind the water carriers that every drop is precious and they can't spill or slosh along the way.

When all the girls have returned, invite them to sit in a Friendship Circle with their cups. Ask: *What was the hardest thing about transporting your two cups of water?* Then ask: *How did you feel at each station? Were you frustrated? Angry? Happy? If girls are in charge of getting water, what opportunities are they missing? School? Other forms of learning? Play? If they miss school, what does that mean for their future?*

Encourage the girls to visit a library to learn about a country with scarce water resources. Encourage them to report back on the similarities and differences they find between their own community and life in a country where water is scarce.

RATIONING WATER

Open a discussion about all the daily activities that require water. You might say: *Begin in the morning: Do you take a shower? Brush your teeth? Now think about how much water you and your family might need throughout a whole day.*

Next, ask the girls to imagine dividing up the small amount of water brought home in their bucket to do all the jobs they've just named. You might ask: *Would there be enough water? Why or why not? How could you make the water last longer?*

Let the girls know that they will now work together to decide how to use one bucket of water to complete four tasks: cooking oatmeal, washing dishes, bathing a baby, and doing laundry. Ask the girls to divide into groups of three or four and go to one of the areas where you have set out a bucket of water, a small doll, and some miniature towels and pans. Ask the girls to determine how much water each task needs. You might ask: *Which task will need the most water? Which the least?*

Who Am I?

All about
ME



favorite CANDY

favorite PLACE



favorite MUSIC



NAME _____

PETS _____

favorite MOVIE / TV show _____

HOBBIES _____



FAMILY: how many?

Brothers _____

Sisters _____

Are you the oldest,
youngest or middle



favorite COLOR



your BIRTHDAY



favorite BOOKS to
read



favorite VACATION



favorite SUBJECT
in school

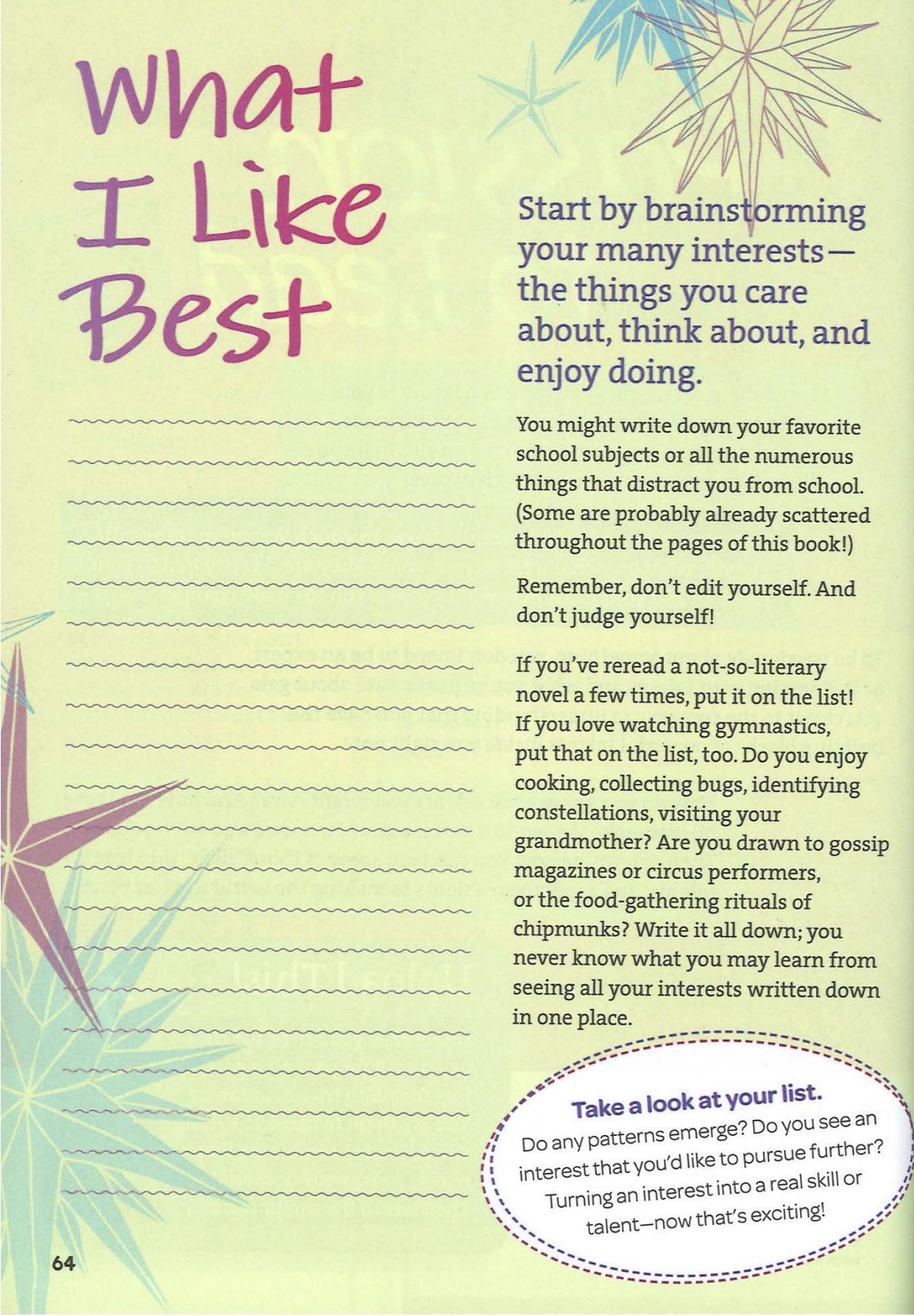


favorite FOOD



“What I Like Best” (MEdia Journey, page 64)

What I Like Best



Start by brainstorming your many interests—the things you care about, think about, and enjoy doing.

You might write down your favorite school subjects or all the numerous things that distract you from school. (Some are probably already scattered throughout the pages of this book!)

Remember, don't edit yourself. And don't judge yourself!

If you've reread a not-so-literary novel a few times, put it on the list! If you love watching gymnastics, put that on the list, too. Do you enjoy cooking, collecting bugs, identifying constellations, visiting your grandmother? Are you drawn to gossip magazines or circus performers, or the food-gathering rituals of chipmunks? Write it all down; you never know what you may learn from seeing all your interests written down in one place.

Take a look at your list.

Do any patterns emerge? Do you see an interest that you'd like to pursue further? Turning an interest into a real skill or talent—now that's exciting!

"My Favorites" (MEdia Journey, page 65)

MY FAVORITES

Listing your "favorites" is another way to get a picture of your interests and yourself.

The graphic features a cluster of white stars of various sizes on a light blue background. Each star contains a list of favorite items, with the first word in pink and the rest in blue. The items are:

- Favorite movie
- Favorite book
- Favorite song
- Favorite place
- Favorite time of day
- Favorite food
- Favorite person
- Favorite subject
- Favorite Web site
- Favorite outdoor activity
- Favorite indoor activity
- Favorite thing about my family
- Favorite thing about my school
- Favorite expression
- Favorite game
- Favorite way to express yourself
- Favorite club/organization

Ask yourself why each item was your favorite.

Do you see a pattern? For example, are all your faves related to one thing, like science, or sports, or romance? Then think about who and what influence your opinions. Your parents? Your friends? Kids at school? The media? Do the signals you get from any or all of them sway your opinions or do they make your convictions stronger? What might you do to widen your media world?

"Turning Interests into Talents" (MEdia Journey, page 66)

Turning Interests into Talents

Tomato seeds have the potential to produce countless tomatoes. But they won't grow an inch without water and sunlight.

Likewise, none of your interests can develop into full-fledged talents without some dedicated time and attention.

YOUR TALENTS

Look over all the interests and favorite things you listed and think about how you could take some (or all!) to a higher level. *If you love to draw, couldn't you draw more often? If you love to sing, couldn't you learn some new songs?*

There are endless ways to hone a talent, so be creative! Remember, when you have a better handle on who you are and what interests you want to develop as you move forward in your life, it's like being on the starting line in a race to make a difference. *Ready, Set, Go for it!*

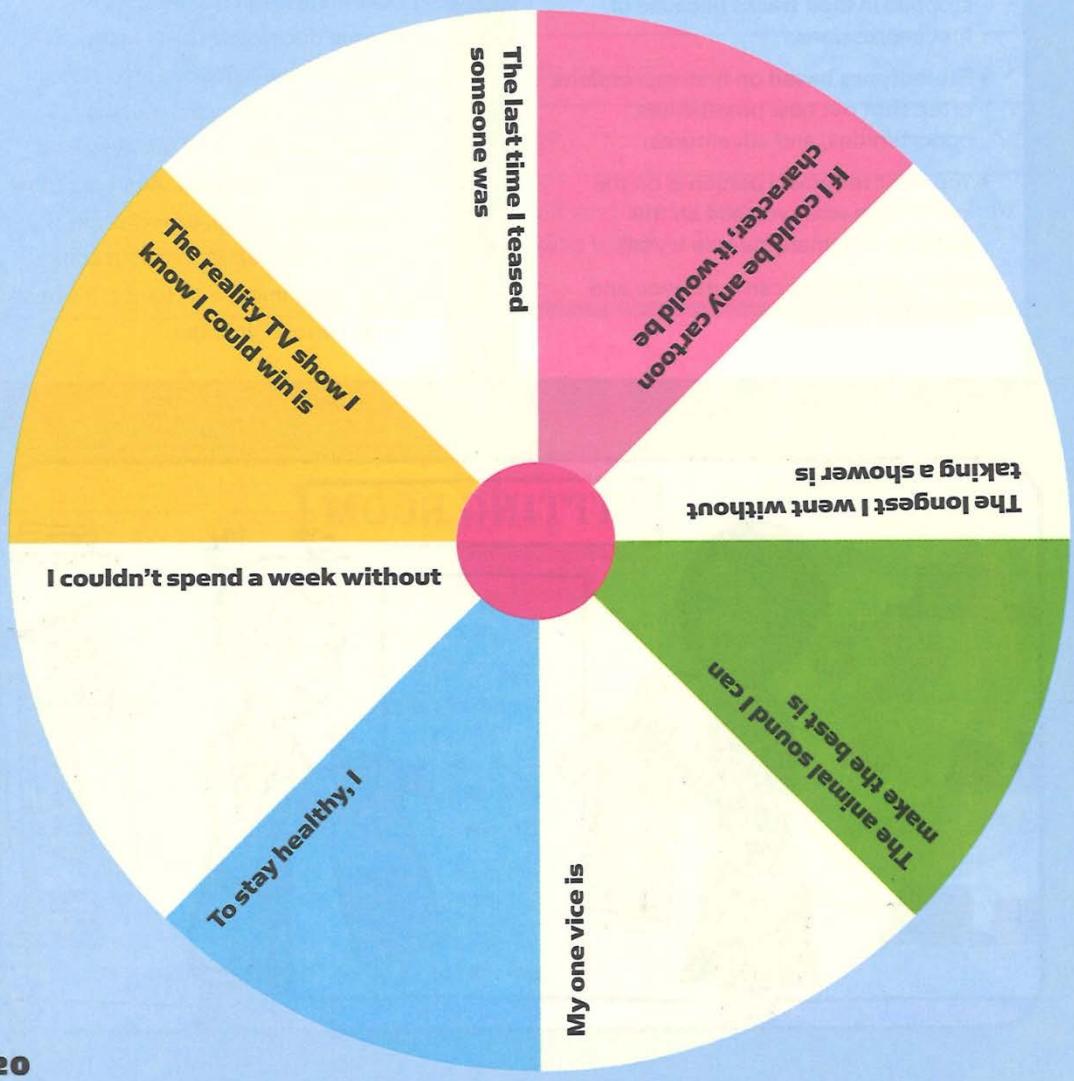
Any interest that can be enriched or deepened in some way is a potential talent in the making. Turn your interests into talents and your talents into influences—to create the reality you want to be in, and the story you want to tell!

"Beneath the Surface" (aMAZE Journey, page 20)

Beneath the SURFACE

When you have some time with friends, maybe even at a sleepover, start a "deep discussion" with a "beneath the surface" question ball. Blow up an inflatable beach ball (or use an inexpensive soccer ball) and, with permanent magic marker, write some "deep" questions in each section of the ball. Then cover the questions with masking tape. Gather everyone in a circle and toss the ball to someone. Whoever gets it tears off one piece of tape and answers the question underneath. Keep the game going until everyone gets to answer a question that goes "beneath the surface."

Here are some questions to get you started. Add your own!



Serving as a Role Model

When you work with younger girls, you serve as a role model. 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: Behavior

- 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, quoted, and recorded. If you would not say it in front of your parent or teacher, do not say it around the girls you work with.
- Girl Scouts always makes 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 that they are harmless, but you never know whose feelings you might hurt. This 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's 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 crazy, so will the girls and then someone may 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: Dress

- 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, underwear showing, or anything that is see-through or too revealing.
- Remember basic safety rules. Always wear close-toed 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, marijuana, 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.

Top Ten Tips for Mentors

- 1. Get organized!** Lessons, skills or demonstrations are only successful when you present them in a planned out way. Have the necessary materials ready beforehand and know the activity well. Keep it simple. Step-by-step lessons are easier to teach, easier to follow, and easier to remember.
- 2. Get to know the kids you are working with.** Learn names, what aspect of activity they are interested in, what they already know. Help girls think about what they are doing and discovering by asking questions.
- 3. Notice how a child learns.** How do you learn? Some children learn by:
 - Watching (visual learners)
 - Listening (auditory learners)
 - Doing (kinesthetic learners)
- 4. Demonstrate.** Some kids learn best when they see something. (Simple charts or diagrams also help.)
- 5. Talk them through it and have them try.** Some learn best when they hear. Still others need to do it for themselves.
- 6. Encourage children to talk and interact with each other.** One way to do this is to refer children to each other when there are problems to solve.
- 7. Make transitions easy and gradual** by giving warning of when the activity will end: “You’ll have five more minutes before we can clean up, so finish up the one you are working on now.” Anticipate some time at the end for cleanup.
- 8. Talk with kids about practice.** Many children have an “either-you-have-talent-or-you-don’t” way of thinking about themselves and learning. Share with them how much you, yourself need to practice.
- 9. When practical, use group games to teach.** Children often learn better when they can be active. With older kids, visualizing and talking about what they are about to do can help.
- 10. Your enthusiasm is contagious!** So is your apathy, your boredom and your exhaustion. Take care not to be overly critical, aloof, distant, or bossy. Your attitude has a real impact on a child’s spirit.

Looking Forward, Planning Ahead

If you don't know where you are going, you'll never know if you get there. Setting and achieving goals gives life meaning.

Lewis Carroll stated this point beautifully in Alice in Wonderland:

ALICE: Mr. Cat, which of these paths shall I take?
CHESHIRE CAT: Well, my dear, where do you want to go?
ALICE: I don't suppose it really matters.
CHESHIRE CAT: Then, my dear, any path will do!

If you have goals, you will be respected by your peers, and be taken seriously, especially when you are a mentor and role model for younger girls!

Making decisions that affect the direction of your life positively is a sign of strength. Goals create drive and positively affect your personality, and can help you to measure your success as a mentor.

My Goals as a Mentor for Younger Girls

Setting goals is an important part of leadership development and self-reflection. What are your goals for being a successful mentor to younger girls?

1. _____

2. _____

3. _____

Letter to a Younger Girl Scout From Your Future Mentor

Before you work with younger girls as a mentor, spend some time to think about what you want girls to experience. What were your favorite parts of Girl Scouts as a Daisy, Brownie, or Junior? What activities do you look forward to leading?

Directions: Think about your goals as a mentor for younger girls. Fill in the blanks below. This is just for you, not something you need to give to a younger Girl Scout.

Dear Girl Scout,

I'm glad you are a Girl Scout! I want you to experience _____

_____ And to always _____.

I can't wait to show you how to _____.

I know that you will learn to _____.

I know you'll have fun in Girl Scouts while you _____

_____. My favorite Girl Scout activity is _____
_____.

I hope your experience in Girl Scouts is _____

_____. I want you to remember _____

_____ and _____ about Girl Scouts.

Love,

Safety

Following the Girl Scout Safety Guidelines

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

1. **Follow the Safety Activity Checkpoints.** Instructions for staying safe while participating in activities are detailed in the [Safety Activity Checkpoints](#), available from your council. Read the checkpoints, follow them, and share them with other volunteers, parents, and girls 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 time, 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 the 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, or a topic is discussed that could be considered sensitive, 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 volunteers to establish and practice procedures for emergencies related to weather, fire, lost girls/volunteers, and site security. Always keep hand 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, over the age of 21 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 area. When parents are staffing events, daughters should remain in quarters with other girls rather than in staff areas.

Safety continued...

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 unless given special permission by your council for group marksmanship activities.
9. **Create an emotionally safe space.** Adults and volunteers 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 welcomes 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 never to put their full names or contact information online, engage in virtual conversation with strangers. Girls should never arrange in-person meetings with online contacts, other than to deliver cookies and only with the approval and accompaniment of a parent or designated adult. On group websites, publish girls' first names only and never divulge their contact information. Teach girls the [Girl Scout Internet Safety Pledge](#) and have them commit to it.
12. **Keep girls safe during money-earning activities.** Girl Scout cookies and other council-sponsored product programs 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 program and efforts.

Understanding How Many Volunteers You Need

Girl Scout troops are large enough to provide a cooperative learning environment and small enough to allow development of individual girls. The following group sizes are recommended:

- Girl Scout Daisies: 5 – 12 girls
- Girl Scout Brownies: 10 – 20 girls
- Girl Scout Juniors: 10 – 25 girls
- Girl Scout Cadettes: 5 – 25 girls
- Girl Scout Seniors: 5 – 30 girls
- Girl Scout Ambassadors: 5 – 30 girls

Girl Scouts' volunteer-to-girl ratios show the **minimum** number of volunteers needed to supervise a specific number of girls. (Councils may also establish **maximums** due to size or cost restrictions.) These supervision ratios were devised to ensure the safety and health of girls—for example, if one volunteer has to respond to an emergency, a second volunteer is always on hand for the rest of the girls.

	Group Meetings		Events, Travel, and Camping	
	<i>Two</i> unrelated volunteers (at least one of whom is female) for every:	<i>One</i> additional volunteer to each additional:	<i>Two</i> unrelated volunteers (at least one of whom is female) for every:	<i>One</i> additional volunteer to each additional:
Girl Scout Daisies (grades K-1)	12	1-6	6	1-4
Girl Scout Brownies (grades 2-3)	20	1-8	12	1-6
Girl Scout Juniors (grades 4-5)	25	1-10	16	1-8
Girl Scout Cadettes (grades 6-8)	25	1-12	20	1-10
Girl Scout Seniors (grades 9-10)	30	1-15	24	1-12
Girl Scout Ambassadors (grades 11-12)	30	1-15	24	1-12

Here are some examples: If you're meeting with 17 Daisies, you'll need three volunteers, at least two of whom are unrelated (in other words, not your sister, spouse, parent, or child), and at least one of whom is female. As indicated on the chart, two volunteers are required for 12 Daisies and one more volunteer for up to six more girls. You have 17, so you need three volunteers. If, however, you have 17 Cadettes attending a group meeting, you need only two unrelated volunteers, at least one of whom is female (because, on the chart, two volunteers can manage up to 25 Cadettes).

In addition to the volunteer-to-girl ratios, please remember that adult volunteers must be at least 18 years old or at the age of majority defined by the state, if it is older than 18.

Adult supervision for all girls also extends to any online activity. For additional information on online safety, please consult:

[Computer/Online Use: Safety Activity Checkpoint](#)

[Girl Scout Internet Safety Pledge](#)

[Digital Cookie Terms & Conditions for Girls, Digital Cookie Terms & Conditions for Parents/Guardians and Digital Cookie Terms & Conditions for Volunteers](#)

You Have a Responsibility

Being a mentor for younger girls is a lot of fun, but it also comes with a lot of responsibility. It's your job to know what you can and cannot do when working with younger girls.

Directions: Cross out all the activities below that you can NOT do:

See next page for answers, but not until you've completed the exercise below.

Drive a car with girls	Help out at a troop meeting	Help out at Day Camp	Be alone with younger girls
Help gather supplies	Plan a Service Unit campout	Help keep records of attendance	Be the First Aider at an event
Take girls on a hike	Ask for help when needed	Teach girls to build a fire, with adult supervision	Volunteer to assist at council programs and events
Assist with Product Sales	Talk about dating and relationships	Be the only leader in a group	Help plan a Bridging event
Give girls their medications	Chaperone field trips	Encourage shy girls to participate	Teach a game or song
Plan an activity for girls	Open a troop bank account	Pick a favorite girl in the group	Lead girls in an instant program activity

Continued on next page...

You Have a Responsibility

continued...

Knowing Your Role as a Mentor

For safety reasons...

- Mentors should never be alone with the girls; an adult presence is ALWAYS required.
- Some activities require special training/certification, e.g. driver's license, First Aider, Life Guard, giving medications, etc.

Girls who serve as a mentor for younger girls may not:

- Drive a car with girls
- Be the First Aider at an event
- Open a troop bank account
- Give girls their medications
- Chaperone field trips
- Be alone with younger girls
- Be the only leader in a group
- Pick a favorite girl in the group

There's still plenty of fun stuff you CAN do (when you're accompanied by an adult):

- Take girls on a hike
- Help out at a Troop meeting
- Help gather supplies
- Help out at Day Camp
- Encourage shy girls to participate
- Teach a game or song
- Assist with Product Sales
- Plan a Service Unit campout
- Help keep records of attendance
- Volunteer to assist at council programs and events
- Lead girls in an Instant Program activity
- Plan an activity for the girls
- Ask for help when needed
- Teach girls to build a fire, with adult supervision
- Help plan a Bridging event

Planning Activities is as Easy as PIE

Use these steps to plan an activity with younger girls. It's as easy as P-I-E!

Planning

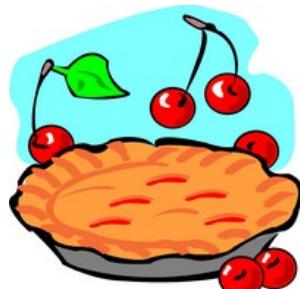
1. Choose a group of younger girls to work with
2. Brainstorm ideas for an activity session with the younger girls (make it girl led)
3. Decide what activity to do and who will lead
4. Gather all the equipment and supplies (consider safety precautions)
5. Practice it yourself to refresh your memory (consider-age group, size, level of difficulty, discover fresh new approaches to teaching)

Implementation

6. Get the attention of the group
7. Explain what it is that you are going to do, why learn it
8. Know your audience -- ask how many know how to do it
9. Encourage those with knowledge to pair with those less knowledgeable
10. Demonstrate -- go all the way through it
11. If it involves a finished product, show it
12. Step by step, take the whole group through it
13. Let the group practice the whole thing or work cooperatively on the project
14. Celebrate success at the end - girls show their accomplishments
15. Suggest how they can now teach others
16. Clean up

Evaluation

17. Evaluate the activity
18. Reflect on what worked and what you would change
19. Thank others who helped you
20. Celebrate



Activity Session Planning Outline

Use this outline to create a written plan for an activity with younger girls.

Your Name: _____

Activity Name: _____

Who is the activity for? Daisy K-1 Brownie 2-3 Junior 4-5

Number of girls in the activity group: _____

How does this activity relate to the Girl Scout national program portfolio?

Where will the activity take place? (site) _____

What supplies or equipment will you need?

ITEM	BORROW From whom?	PURCHASE From where?	ESTIMATED COST

List the instructions that you will give to the girls in order to complete the activity:

Do you need any additional helpers for this activity session? yes no

If yes, how many and what will they do? _____

Continued on next page...

Activity Session Planning Outline continued...

List any steps for clean-up: _____

List your steps for evaluation of your activity: _____

After the Activity

Review the GSLE outcomes – how did the activity help girls to achieve the outcomes?

Were there opportunities for the girls to work together? Did they? Did they like it?
How did it make you feel?

Was it easy to teach this activity? What were the tough parts? What would you do differently in the future?

What did you learn about yourself? Did you lead easily? Was it difficult? What resources and information did you use from the Self-Paced Program Aide Leadership Training Course?

“Caution: Bullies Straight Ahead” (aMAZE Journey, pages 74-75)

Caution: Bullies Straight Ahead

Dealing with bullies is like dealing with any roadblock—you work your way around them. But beware: you can't always spot a bully by appearance. It's behavior that tells the story.



Take a look at the pictures above and pick out the bully. Then explain your choice.

.....
.....
.....

Guess what? Any one of these girls could be a bully! You can't judge a bully by how she looks. Even a girl who appears pretty, popular, and sweet can be a bully. You can tell if someone is a bully only by how she behaves. But few people act like bullies 100 percent of the time, and almost everyone has acted like a bully at one time. So instead of calling someone a bully, it's more accurate to say the person is "behaving" like a bully at a particular moment.

What is bullying behavior? Check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> Spreading rumors | <input type="checkbox"/> Yelling |
| <input type="checkbox"/> Gossiping | <input type="checkbox"/> Excluding others |
| <input type="checkbox"/> Telling lies | <input type="checkbox"/> Giving the silent treatment |
| <input type="checkbox"/> Kicking | <input type="checkbox"/> Calling names |
| <input type="checkbox"/> Keeping secrets | <input type="checkbox"/> Hitting |
| <input type="checkbox"/> Eye-rolling | <input type="checkbox"/> Manipulation |

If you checked all of the above, you're correct! The traditional image of a bully is a big, burly kid who physically intimidates and hurts others. But bullying isn't just physical. Bullies terrorize in other ways that can be more frightening—because they are less obvious. Bullies can be very creative in their cruelty—especially when they use some of the powerful strategies you have already encountered in this journey: cliques, hierarchies, secrets, gossiping, silent treatments, making up rumors, and excluding.

These bullying behaviors, which destroy friendships or social standing, are called *relational aggression*. Check out the story of "Carlie and the Roses" on the next page.

“Carlie and the Roses” (aMAZE Journey, pages 76-80)

Carlie and the Roses



When

Carlie walked over to the lunch table she had been eating at for months with her three best friends, she couldn't find a spot. The first empty chair she approached was "taken," according to Zahara. The other empty chair was piled up with all the girls' backpacks and no one made a move to clear it. Carlie felt embarrassment flood her face. No one said a word while she just stood there. The silence prompted Carlie to turn away and find another table.

A few days before that lunchtime snubbing, Carlie had gotten into an argument with Jessica—something about a phone call that hadn't been returned on time. She talked to Jessica about it during homeroom and thought everything was cool. But now this.

"Carlie and the Roses" continued...

The Roses' Rules

Carlie attends high school in a quiet suburban town in Maryland. She doesn't think her group of friends is a clique, but her group has a name—the Roses. The Roses have rules that all the girls follow faithfully. The "color rule" is about wearing certain colors that are "in"—currently baby pink, dark purple, and gray. Black, that was required just a few months ago, is now "out" and off limits—even for shoes.

Another rule is about boys—they are classified by "date list," "buds list," and "loser list" (which is by far the longest). Carlie and her friends are not allowed to date anyone who is not on the "date list," and they cannot be friends with anyone not on the buds list.

The leader of the Roses is Jessica. Next in line is Ingrid, who seems to have almost as much power as Jessica. Carlie had thought that she and Zahara were equal in position—until all this happened. Carlie guesses that Jessica still hasn't forgiven her for arguing with her, and then she got the other girls to align themselves against her, too.

THE ROSES



THE RULES

* IN light pink * COLORS * OUT brown *
dark purple * black *



Date List	Buds List	LoSER List
Joshua, Phillip, Elliott, Jeffre, Alan, Taylor, Mike, Thomas, Elijah, Stuart, Miles, Gato.	Willie, Matthew, Henry, James, Samuel, Tyler, Michael, Nichols, Joseph, Max, Jason, Alexander, Jeremy, Kristen, Brian, Dakota, Steven, Jerome, Kristo, Thomas.	Ethan, David, Nicholas, Andrew, Bran, Anthony, Daniel, J, Caleb, Zachary, Ryan, Julian, Austin, Ryan, Robert, Thomas, Jackson.

"Carlie and the Roses" continued...



Things Get Weirder

During the next few days after the lunch table snub, things got weirder. None of the other girls spoke to Carlie unless she spoke first. They began sitting at a different lunch table and never invited Carlie. Torn between just joining them or asking them if she could join them, Carlie realized that neither choice was appealing. Going over and sitting down uninvited meant possible rejection. But asking permission would further lower her status in the group. The one time she tried to find out what was going on, Ingrid told her she was imagining things.

Then Carlie's friends started to take turns coming over to her and asking her silly questions in super-serious voices or passing her written notes. No matter what Carlie answered, the others took her note and passed it around in a fit of giggles. This made Carlie increasingly uncomfortable and, in the end, devastated her.

Photocopies of these notes, which seemed to have some sort of sexual implication, were plastered around the school—not in obvious places where teachers were likely to notice and pull them down immediately, but inside the girls' and boys' locker rooms and bathrooms, stuffed into random hallway lockers, and taped underneath desks in study hall. That's when Carlie knew a full-out war was on.

“Carlie and the Roses” continued...

Thorns Come Out

Zahara had a Friday night sleepover, but Carlie wasn't invited. She found out about it when Jessica “accidentally” included her in a text message telling everyone what a great time she had had. At one point, a large number of the Roses' friends received an e-mail from an anonymous account with a list of ugly untruths about Carlie. As a result, Carlie stayed home from school for a week, miserable and in tears.

Carlie, who had spent much of her time and energy building friendships with Jessica, Zahara, and Ingrid, now found herself alone and lonely. She didn't have many other friends, partially due to the Roses' rules about not hanging out with “nonapproved girls.”

Carlie is trying hard to overcome her fear of going to school, where her former friends continue to ignore and exclude her. Although she's encouraged that they appear to have stopped actively torturing her, she says, “I still really don't understand what happened and why all of them suddenly started to hate me. No one would tell me anything.”



“Carlie and the Roses” continued...

The Roses didn't physically hurt Carlie, but their actions were just as painful, especially because they seemed to have happened for no good reason. Feeling in need of new friends, Carlie went to a meeting of her school's International Society, a club the Roses made fun of. To her surprise, she found the club members interesting, friendly, and fun. They were not "oddball, creepy freaks," as Jessica used to call them. Carlie slowly began to realize that, in fact, the Roses, with their cruel and exclusionary tactics, were actually the creepy ones.

Circle all the types of bullying behavior that Carlie experienced:



If you were Carlie, how would you feel? What would you want her or someone else in the story (you can even add in a character) to do? What would you tell Carlie to do?

.....
.....



Mentoring Award: Program Aide Certificate of Completion

This certificate signifies that

has completed the steps to earn the Cadette Program Aide Award.

Date

Girl Scout Signature

Girl Scout Adult Signature

Award Presentation Sample Script

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

Girl Scout Mentoring Awards include the Program Aide, Counselor-in-Training I & II, and Volunteer-in-Training Awards. By earning these awards, girls deepen their understanding of what leadership development means, and become champions of the Girl Scout Leadership Experience!

The steps to earn the Program Aide Award are found in *The Girl's Guide to Girl Scouting* for Cadettes. 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 which includes developing a thorough understanding of 9 Leadership Training Course Topics and Goals, including:
 - a. The Leader in You
 - b. The Girl Scout Leadership Experience (GSLE)
 - c. Group Dynamics and Inclusion
 - d. Journeys, Awards, and Badges
 - e. High-Quality Experiences
 - f. Personalization
 - g. Celebration
- 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.

The girl(s) we recognize have completed the steps to earn the Cadette Program Aide Award and are role models who have demonstrated leadership as a mentor for younger girls.

(State Name(s) of Girls to be recognized...)

As you have worked directly with younger girls, you've served as a champion to 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.

Congratulations, on earning the Girl Scout Cadette Program Aide Award!

(Present Program Aide Award pins.)