Preparing Teen Mentors

Cadette Program Aide

Facilitator’s Guide
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Preparation of Teen Mentors

Cadette Program Aide

When girls guide or teach others, they act as mentors. An exciting part of a Girl Scout’s leadership development, teen mentoring is a win-win proposition. As teen mentors, Girl Scout Cadettes, gain experience by sharing skills, testing knowledge, and trying out new leadership roles. For the girls being mentored, it means a chance to be with and learn from teens – some of their favorite people!

Cadettes who earn the Program Aide mentoring award are given a special opportunity to serve as champions for the Girl Scout Leadership Experience. As they serve in their roles, they can help make people aware of Girl Scouting’s goal to deliver fun with purpose: enjoyable and challenging activities that help girls’ leadership in their daily lives and in the world.

As you facilitate the Cadette Program Aide training, you will frame your efforts in the context of the Girl Scout Leadership Experience, which engages girls in discovering themselves, connecting with others, and taking action to make the world a better place. Throughout the training, you will engage the girls in understanding the three keys to leadership, explore how the Leadership Experience relates to everyday life, and inspire girls to think about ways to serve as leaders in the world. The more teens consciously step into the Girl Scout Leadership Experience, the more they will want to encourage younger girls to think for themselves as leaders as well.

Requirements
To earn the Cadette Program Aide, a sixth-, seventh-, or eighth-grade girl must:

- Register as a member of Girl Scouts of the USA.
- Complete the LiA award **prior** to taking a Council-approved Program Aide training. LiA is the prerequisite for Program Aide. Pre means before and requisite means required. This means that the LiA must be completed prior to attending Program Aide training.
- Take a Council-approved Program Aide training prior to assuming their responsibilities.
- Work directly with younger girls over six activity sessions. This might be assisting girls on Journey activities (in addition to work she did toward her LiA award), badge activities, or general Girl Scout activities. She might work with a group at their meeting, day camps, or during a special council event.
This is for the Cadette Girl Scout (Grades 6-8) who wants to earn the LiA Award for Brownie Quest journey as the prerequisite to the Program Aide training. Yes – it must be completed prior to Program Aide training. Once she has completed all 5 steps below she is done!

(Note: This is just one of three LiA awards to choose from. Girls must choose the one that is right for them and the troop they are working with.)

Step 1: Find a Brownie Troop to work with. If the Brownies in your area are not currently working on the Brownie Quest journey – see if one would be willing to do part of it with you anyway!

Step 2: Talk to the Troop Leader and find out what they are doing and their likes and dislikes.

Step 3: Set up a few meetings with the Brownie Troop. If their meeting times don’t match up with your schedule, ask if they would be willing to do a few special meetings that do work! Do the following with them:

☐ Do a team building activity with the girls. Give your own tips for working as a team to help them with their teamwork and work with them to create their own Team Agreement.

☐ Lead a fun activity that helps the girls discover the talents and qualities of everyone in the group. Create a poster or display that can be posted and referred to throughout the journey.

☐ Get the girls moving or talking about healthy eating – show them your favorite stretches and how to stretch properly OR bring healthy ingredients to make a healthy snack with the girls OR bring some music and have a quick dance session.

☐ Talk to brownies about what it has meant to care about others. Talk with them and see if they have ideas to show their families that they care about them and want to see them healthy.

Step 4: Get feedback from the adult. Ask what went well and what you might change in the future.

Step 5: Reflect on what you did. Answer the following questions to yourself:

☐ How did you help girls connect with others?

☐ What special skill or quality did you discover about yourself when leading Brownies?

☐ What is challenging about connecting with girls or adults?
Examples to Help Girls Earn the Brownie Quest LiA Award

Teambuilding activities you can use if you do not have any ideas of your own:

1. Balloon Pop
   Material: One 10” round balloon for every two participants
   Play: The group is divided into pairs, and each pair is given a balloon. Each pair tries to pop their balloon using both persons’ bodies. No hands or feet are allowed.

2. Copy Cat
   Play: The entire group sits in a circle. Everyone must look down at his or her feet. Instruct them that when they look up, they must look at one (and only one) person. They must copy whatever that person does. Count to three; then, everyone should look up and start copying. Continue until everyone gets too silly.

3. Ducks and Beans
   Material: The bean bags, two group members
   Play: The group sits in a circle. One person is ‘it’ and places a bean bag on her head. ‘It’ walks around the group with the bean bag on her head and holding the other bean bag. ‘It’ places the second bean bag on another girl’s head. That player then tries to tag ‘it’. Neither person is allowed to hold the bean bag on his/her head. If the bean bag falls, she must stop and place it back on his/her head. If the second player tags ‘it’, then ‘it’ will remain ‘it’ for another turn. ‘It’ tries to make it to the second person’s chair or spot. If ‘it’ does make it to the chair or spot, then the second person becomes ‘it’.

4. Hoop The Group
   Material: 1 or more hula hoops
   Play: The group forms a circle holding hands. Have two members drop hands and place a hula hoop around one of their arms; have them link hands again. The group is then to try to move the hula hoop all the way around the circle without letting go of each other’s hands.
   Variations: Two hula hoops can be used in opposite directions.

5. Popcorn Tag
   Play: All players must hop up and down like popcorn at all times. Start with one ‘it’. ‘It’ hops around trying to tag pieces of popcorn. When ‘it’ tags someone, they join hands, forming an ‘it’ chain. Continue playing until everyone has become part of the ‘it’ chain.

6. Tin Can Pass
   Material: Several tin cans of different sizes (make sure to tape the cut edge)
   Play: Group sits on the ground in a circle. They must pass a tin can around the group using only their feet and not letting the can touch the ground. If the can touches the ground, it starts back at the beginning of the group.
   Variations: For an added challenge, more than one can should be passed around the group going in different directions.
Team skills and talents activity:

Ball Toss: Discovering Our Special Talents and Qualities (from Brownie Quest).

- Say something about discovering all of the skills and talents and qualities each member of the team brings to the Brownie Quest. Instruct the girls to toss the ball around the circle and when they catch it they should say their name and one special skill or talent or quality they have. They will have the chance to say more when they catch the ball again. Start the ball yourself to give an example like: My name is _______ and I have a lot of energy, so I never give up!

- Have someone record what the girls say so you can create a poster or visual of the teams talents, skills, and qualities.

Talent, Skills, and Qualities Charades

- Say something about discovering all of the skills and talents and qualities each member of the team brings to the Brownie Quest. Have girls think of a talent or skill that they possess. When it is their turn, have each girl act out the talent, skill, or quality while the rest of the group guesses what it is.

- Have someone record what the girls act out so you can create a poster or visual of the teams talents, skills, and qualities.
Prerequisite Choice #2

The Busy Girl’s Guide to the LiA Award

A World of Girls journey

This is for the Cadette Girl Scout (Grades 6-8) who wants to earn the LiA Award for A World of Girls journey as the prerequisite to the Program Aide training. Yes – it must be completed prior to Program Aide training. Once she has completed all 5 steps below she is done!

(Note: This is just one of three LiA awards to choose from. Girls must choose the one that is right for them and the troop they are working with.)

Step 1: Find a Brownie Troop to work with. If the Brownies in your area are not currently working on the A World of Girls journey – see if one would be willing to do part of it with you anyway!

Step 2: Talk to the Troop Leader and find out what they are doing and their likes and dislikes.

Step 3: Set up a few meetings with the Brownie Troop. If their meeting times don’t match up with your schedule, ask if they would be willing to do a few special meetings that do work! Do the following with them:

☐ Do a team building activity with the girls. Give your own tips for working as a team to help them with their teamwork.

☐ Get the girls moving – show them your favorite physically active game, dance or exercise and have them do it too.

☐ Talk with the Brownies about how stories in the media send messages to girls and ask how it makes them feel (think about how toys are marketed to girls in the media). Talk with them and see if they think how girls are shown in media of advertisements is true, do all girls play with pink toys? Share stories about real girls and women that you know and what they like to do.

☐ Have the girls tell their own story through art – any kind you like.

Step 4: Get feedback from the adult. Ask what went well and what you might change in the future.

Step 5: Reflect on what you did. Answer the following questions to yourself:

☐ How did you connect to the girls?

☐ How did your leadership help the girls take action to create a change in their community?

☐ What did you discover about yourself when leading Brownies?
Examples to Help Girls Earn the LiA Award for A World of Girls journey

There are a lot of advertisements for toys for girls that are stereotypes. Do girls need to love the color pink? Do girls need to practice being a princess, being the cook of the house, taking care of babies, ironing and housework, or being beautiful? What are girl toy advertisements telling us? What would you like to see advertised to girls? What would they?

Teambuilding activities you can use if you do not have any ideas of your own:

1. **Balloon Pop**
   - Materials: One 10” round balloon for every two participants
   - Play: The group is divided into pairs, and each pair is given a balloon. Each pair tries to pop their balloon using both persons’ bodies. No hands or feet are allowed.

2. **Copy Cat**
   - Play: The entire group sits in a circle. Everyone must look down at his or her feet. Instruct them that when they look up, they must look at one (and only one) person. They must copy whatever that person does. Count to three; then, everyone should look up and start copying. Continue until everyone gets too silly.

3. **Ducks and Beans**
   - Materials: The bean bags, two group members
   - Play: The group sits in a circle. One person is ‘it’ and places a bean bag on her head. ‘It’ walks around the group with the bean bag on her head and holding the other bean bag. ‘It’ places the second bean bag on another girl’s head. That player then tries to tag ‘it’. Neither person is allowed to hold the bean bag on his/her head. If the bean bag falls, she must stop and place it back on his/her head. If the second player tags ‘it’, then ‘it’ will remain ‘it’ for another turn. ‘It’ tries to make it to the second person’s chair or spot. If ‘it’ does make it to the chair or spot, then the second person becomes ‘it’.
4. Hoop The Group
   Materials: 1 or more hula hoops
   Play: The group forms a circle holding hands. Have two members drop hands and
   place a hula hoop around one of their arms; have them link hands again. The group is
   then to try to move the hula hoop all the way around the circle without letting go of
   each other’s hands.
   Variations: Two hula hoops can be used in opposite directions.

5. Popcorn Tag
   Play: All players must hop up and down like popcorn at all times. Start with one ‘it’. ‘It’
   hops around trying to tag pieces of popcorn. When ‘it’ tags someone, they join hands,
   forming an ‘it’ chain. Continue playing until everyone has become part of the ‘it’ chain.

6. Tin Can Pass
   Materials: Several tin cans of different sizes (make sure to tape the cut edge)
   Play: Group sits on the ground in a circle. They must pass a tin can around the group
   using only their feet and not letting the can touch the ground. If the can touches the
   ground, it starts back at the beginning of the group.
   Variations: For an added challenge, more than one can should be passed around the
   group going in different directions.
Prerequisite Choice #3

The Busy Girl’s Guide to the LiA Award

WOW! Wonders of Water journey

This is for the Cadette Girl Scout (Grades 6-8) who wants to earn the LiA Award for WOW! Wonders of Water journey as the prerequisite to the Program Aide training. Yes – it must be completed prior to Program Aide training. Once she has completed all 5 steps below she is done!

(Note: This is just one of three LiA awards to choose from. Girls must choose the one that is right for them and the troop they are working with.)

Step 1: Find a Brownie Troop to work with. If the Brownies in your area are not currently working on the WOW! A Wonder of Water journey – see if one would be willing to do part of it with you anyway!

Step 2: Talk to the Troop Leader and find out what they are doing and their likes and dislikes.

Step 3: Set up a few meetings with the Brownie Troop. If their meeting times don’t match up with your schedule, ask if they would be willing to do a few special meetings that do work! Do the following with them:

- Do a fun activity with the girls that teaches something about Earth’s air or water.
- Do a team building activity or game with the girls. Give your own tips for working as a team to help them with their teamwork.
- Get the girls thinking about caring for their body and the Earth – exercise with hydration OR teach a nutrition lesson, talk about what the body needs to thrive. Talk about what the Earth needs to thrive.
- Share the line of the Girl Scout Law that you are trying to live our in your life right now. Tell them what you are doing and ask them to pick a line that they are living out to share with you.

Step 4: Get feedback from the adult. Ask what went well and what you might change in the future.

Step 5: Reflect on what you did. Answer the following questions to yourself:

- What did you discover about yourself when working with the Brownies?
- Why is it important to connect with younger girls?
- What did you accomplish on behalf of the Earth by taking action to educate and inspire Brownies?
Examples to Help Girls Earn the LiA Award for WOW! Wonders of Water journey

Air and water activities you can use if you don’t have ideas of your own:

Bubbles/Air Learning Activities
1. Turn a fan on high setting and watch feathers, scraps of paper, balloons, or ribbon fly in the air. Talk about how air moves things around the neighborhood.
2. Sing into a fan – How does the wind change the sound of your voice? Talk about air and sound.
3. Make/decorate Paper airplanes or helicopters. Talk about moving through air.
4. Blow up balloons… see who can blow them up faster. Talk about air pressure.
5. Practice using a straw and blowing through it to move items like a feather or tissue paper. How about picking small items up with suction? Talk about air propulsion.

Water Related Activities
1. Wash the leaders’ car together, talk about water evaporating and where it goes.
2. Fill a tub with water and count cupfuls dumping the water into another tub. Talk about how much water is used every time you take a bath.
3. Experiment with how much water a towel holds. See if you can find which dishtowel is the most absorbent (a scale is handy for this). Talk about water absorption.
4. Drop items into a cup and watch what happens do they sink or float? Talk about buoyancy.
5. Make water prints. Fill a pan with water. Dip your feet in it then run on a sunny sidewalk and watch what the water evaporate. Talk about evaporation.

Teambuilding activities you can use if you do not have any ideas of your own:

1. Balloon Pop
   Materials: One 10” round balloon for every two participants
   Play: The group is divided into pairs, and each pair is given a balloon. Each pair tries to pop their balloon using both persons’ bodies. No hands or feet are allowed.

2. Copy Cat
   Play: The entire group sits in a circle. Everyone must look down at his or her feet. Instruct them that when they look up, they must look at one (and only one) person. They must copy whatever that person does. Count to three; then, everyone should look up and start copying. Continue until everyone gets too silly.

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‘It’ walks around the group with the bean bag on her head and holding the other bean bag. ‘It’ places the second bean bag on another girl’s head. That player then tries to tag ‘it’. Neither person is allowed to hold the bean bag on his/her head. If the bean bag falls, she must stop and place it back on his/her head. If the second player tags ‘it’, then ‘it’ will remain ‘it’ for another turn. ‘It’ tries to make it to the second person’s chair or spot. If ‘it’ does make it to the chair or spot, then the second person becomes ‘it’.

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   Variations: Two hula hoops can be used in opposite directions.

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   Variations: For an added challenge, more than one can should be passed around the group going in different directions.

Girl Scout Law:

*I will do my best to be honest and fair,*

*friendly and helpful,*

*considerate and caring,*

*courageous and strong,*

*and to responsible for what I say and do,*

*respect myself and others,*

*respect authority,*

*use resources wisely,*

*make the world a better place,* and

*be a sister to every Girl Scout.*
Training Agenda

1. Introduction (20 minutes)
2. What is a Cadette Program Aide? (10 minutes)
3. The Leader in You (30 minutes)
4. Giving Clear Instructions (15 minutes)
5. Understanding the Girl Scout Leadership Experience (25 minutes)
6. Break (10 minutes)
7. Girl Development (60 minutes)
8. Song Leading (15 minutes)
9. Group Dynamics (25 minutes)
10. Lunch (30 minutes)
11. Game Leading (15 minutes)
12. Journeys (75 minutes)
13. High Quality Experiences (45 minutes)
14. Break (10 minutes)
15. Personalization (15 minutes)
16. Safety (45 minutes)
17. Wrap Up and Evaluation (15 minutes)

Supplies

1. Nametags
2. Flip charts/butcher paper
3. Copies of Cadette Program Aide Activity book
4. Magazines
5. Glue Sticks
6. Pencils
7. Markers
8. Role play cards (conflict resolution and girl development)
9. Tape
11. Girl and adult Daisy, Brownie, and Junior Journey guides (at least 1 set per 4 girls)
12. Blank paper for Me and My Girl Worlds activity
13. Snacks
14. Song List (Optional)
15. Game List (Optional)
Introduction
(20 minutes)

1. Provide nametags for each girl and adult attending.
2. Introduce yourself and anyone helping you lead the training.
3. Go through the logistics:
   - Bathrooms
   - Water fountains
   - Emergency procedures, etc.
   - Cell phones on vibrate and away
4. Have the girls play an ice breaker to get to know one another, particularly if they haven’t worked together before. Here is an example of an ice breaker you can use:
   - Desert Island: Announce, “You’ve been exiled to a desert island for one year. In addition to the essentials, you may take one piece of music, one book, and one luxury item you can carry with you, i.e. not a boat to leave the island! What would you take and why? Allow a few minutes for the girls to draw up their list of three items, before sharing their choices with the rest of the group.

What is a Cadette Program Aide?
(10 minutes)

Objective: At the end of the session girls will be able to describe what their job is as a Program Aide, list what they cannot do as a Program Aide, describe how to work with adult guides and explain why it is important for them to be a role model to the girls they are working with.

1. Familiarize the girls with the Cadette Program Aide Volunteer Position Description and Bill of Rights.
2. Facilitate a discussion on what girls can and cannot do as a Program Aide. Ask them why some of these rules might be in place.
3. Review Tips for Working with Adult Guides. Ask girls to describe about previous experiences working with adults. Provide opportunities for other girls to suggest how situations might have been handled differently.
4. Review I’m a Role Model? Pages in their book. Discuss why it is important to be a role model for the girls you are working with.
The Leader in You

(30 minutes)

Objective: At the end of this session girls will be able to describe themselves as leaders in their lives and in the world.

1. Review The Leader in You page in the girl book. This is the girl’s opportunity to show what being a leader means to them. Have them choose one of the activities below to visually or verbally depict what being a leader means to them.
   - Have girls create a “me as a Leader” collage by making a picture that represents them using cut outs from magazines of their leadership qualities.
   - Have girls write about their leadership qualities through a poem or story in their book.

2. Facilitate a discussion about leadership allowing time for each girl to describe her leadership qualities. Some questions to consider asking:
   - Are leaders all the same?
   - What are some of the characteristics that leaders have?

If your action inspires others to dream more, learn more, do more, become more, you are a leader.

John Adams

Giving Clear Instructions
Objective: At the end of this session girls will know the importance of giving clear instructions when leading.

1. Discuss how it feels to be in a situation where you do not understand the instructions that someone is giving you. Ask for a few examples.
2. Start the origami folding activity (it is making a cootie catcher)
   - Give all of the girls a piece of paper.
   - Begin reading instructions but do not show diagrams or examples or give tips. Once they are thoroughly confused, stop and brainstorm ways you could have been more clear instructions. Do it again with their ideas in place and discuss the difference.

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Understanding the Girl Scout Leadership Experience (GSLE)
**Objective**: At the end of this session girls will know what it means when we say Girl Scouting is about helping girls be leaders in their daily lives and in the world. Specifically, Cadettes will be able to identify the three keys to leadership and explain what leadership means to them and what it could mean to the younger girls they will work with.

1. Split the girls into small groups. Give each group a piece of paper.
2. Review the 15 Girl Scout Leadership Outcomes for the three keys of leadership – discover, connect, and take action.
3. Using the *Girl Scout Leadership Outcomes* as a model, have the girls list as many activities as they can think of in each key category on how Cadettes would gain the experience, giving only 10 minutes to finish. Then do the same for the Daisy level.
4. Choose a group to state their answers and any groups that have the same answer should cross them out – including the group reading. Go through the answers of each group to end up with only unique answers. Correct any answers that do not fit the category. Have them fill in the chart in their book with their favorite answers.
5. Wrap up with discussion about how all activities can be modified to reach an outcome.
Girl Development
(60 minutes)

Objective: At the end of this session girls will know what to expect from younger girls as they develop physically and emotionally. They will understand that younger girls’ needs, interested, and capabilities change. Program Aides will begin to think about how younger girls could be leaders in their lives based on their developmental characteristics. Additionally, they will be able to use growth mindset praise to compliment younger girls in their efforts.

1. Have the girls split into groups and review one of the Girl Development pages in their book. Have each group (Daisy, Brownie, Junior) report back on the characteristics of their grade level.
2. Role-play typical troop, series, and camp scenarios that could occur between Program Aides and younger girls. Have girls discuss and describe how their interactions with younger girls will change with different developmental stages.
   - Handout role play cards (included in back of this packet) to small groups and allow them 5 minutes to figure out how they would role play their scenario. Give each group a few minutes to share their role play with the whole group.
3. Review Communicating with Girls page in their books.
4. Explain that when girls are giving praise to younger girls (and their peers) they should use what is called growth mindset praise.
   - Growth mindset praise focuses on praising girls for three things: effort, strategies, and seeking help.
   - By using growth mindset praise you will help girls learn to take on more challenges, be more interested in learning, and want to work hard to succeed.
   - The next activity will allow girls to practice deciding whether an activity is growth mindset praise or not.
   - Have girls get into groups of 2-3. Hand each group a package of cards. Have the girls split the cards into 2 piles. One that is growth mindset praise and one that is not. Remember that growth mindset praise is focused on effort, strategies and seeking help.
   - Debrief the activities with the girls. Were any of the cards harder to place than others? Why?
   - What are some of the troop, series, or camp examples you could use?
   - Have girls write examples on the praise page of their booklet.

Hints For Beginning Song Leaders
At the end of this session, girls will know the basics of leading songs with younger girls.

Walk the girls through the song leading basics below and then have them lead a few songs as if they are teaching you for practice.

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 a role model and it should be appropriate for the age group you are working with as well as the setting.

Basic Song Leading:

- Sing the song first, without any actions if they are part of the song, while the girls are listening.
- Then sing the song one line at a time, and have the girls sing that line back to you like an echo. Be sure to sing it clearly and maybe even slow it down a little.
- If the song has actions to it as well, teach the actions line by line.
- Then sing the song through as a group (with actions if they are part of the song).

Tips for Song Leaders:

- If you ask girls what song they want to sing, they may come up with ones you have never heard of and cannot lead. Start out with you choosing the songs. You can give more girl 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 that 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 being sung all over the world.

Examples of traditional Girl Scout Songs:

- Make New Friends
- Brownie Smile Song
- G for Generosity

(25 minutes)
**Objective:** At the end of this session girls will have an increased ability to manage groups effectively. Program Aides will begin to think about how they can be leaders in the world as they spend time with groups of younger girls.

1. Have the girls think about the twists and turns of relationships with other people as they complete the maze in their workbook.
2. Discuss friendship obstacles in the *aMAZE!* Journey on page 40 and 41. Ask girls: How might these obstacles affect how you behave in a group? What obstacles might the younger girls face?
   - Create a graffiti sheet of obstacles. On one side have the girls describe obstacles that they might face at their age and then on the other side have them describe obstacles younger girls might face.
   - How do they compare?

3. Discuss conflict resolution strategies from *aMAZE!, Conflict Resolution: I Can Do It!, page 63. Have the girls break into small groups and role play using I Statements to resolve conflicts.
4. Using the *Group Dynamics* pages in the girls’ books introduce group management techniques for a variety of situations. Give girls an opportunity to practice those techniques.
Hints For Beginning Game Leaders
(15 minutes)

Objective: At the end of this session, girls will know the basics of leading games with younger girls.

1. Go over the “Hints For Beginning Game Leaders” listed in the girl book.
   a. Why Games Are Used In Girl Scouting
   b. How To Get Ready To Teach Games
   c. How To Teach Games

2. Play a short game to demonstrate how to lead a game.
   a. Get Acquainted Game
      Zig Zag: One person stands in the center and points to someone in the circle and says ‘zig” and then counts to ten. If “Zig” gives the name of the person on her right before ten is reached, then the center person must try again. “Zag” is the person on her left.
   b. Quiet Game
      Poor Kitty: Children are seated in a circle. One child in the center of the circle is on all fours and is the kitty. Kitty creeps to a child who must pat the kitty and say “poor kitty” three times without smiling. Kitty tries to get the other to smile. When she succeeds they can change places.
   c. Active Game
      The Midnight Game: Sheep are in a safety circle or fold at one end of the field of play. The fox has a den at the opposite corner. The fox roams out looking for food. Sheep wander out for grass, coming as near the fox as they dare or desire, asking her all the time, “What time is it?. They are safe at all hours except when the fox says “Midnight,” then they scamper to the safety circle unless tagged on the way. The one tagged becomes the fox.

Journeys
(75 minutes)
**Objective:** At the end of this session, girls will know that leadership journeys are a key part of the GSLE, that a journey is a coordinated series of activities grouped around a theme, and that each journey is tied to Girl Scouts’ 15 national outcomes. Specifically, Program Aides will be able to facilitate journey activities with younger girls.

1. Have girls become familiar with a Journey for Daisies, Brownies, or Juniors. Use Adult Guides as a starting point for activities.
   - Divide the girls into teams to lead activities with the group, using any of the nine adult Journey books.
   - Have the girls review the book and be able to describe the theme of the book and the awards that the girls can earn if they complete the journey.
   - Have the girls select several activities from the Journeys that they might want to facilitate with younger girls (example below).
   - Help girls develop a plan for facilitating those activities.
   - Have the teams present on their plans.

---

**Journey: 5 Flowers, 4 Stories, 3 Cheers for Animals**

*Girls learn about caring for animals and themselves. They also create their own stories to share.*

**Activity 1: Team Animal Mural**

1. Explain to the girls that a mural is a big picture that tells a story. Usually it is so big that it covers a whole wall! We will be using butcher paper to make our mural of a bald eagle.

2. Invite each girl to use the art materials on hand to make a part of a bald eagle. For instance have one girl make one eye, have another make another one, have someone make the beak, etc.

3. As the girls are making their eagle part, remind them that eagles build the largest nests in North America. Explain that as the complete the journey they will be building a small nest during their next Daisy time together. We are going to call these nests our All About Me Nests, because they will hold all the things you know and learn about caring for yourself.

4. Ask the girls:
   - What do you have in your lives now that is like a nest (your home, room, etc.)
   - What is your “nest”?
   - Do you have any ideas for how you want to make and decorate your nests?
High-Quality Experiences

(45 minutes)

Objective: At the end of session, girls will understand that not only are the activities they facilitate with girls important, but how they engage is important in creating a high-quality experience. Specifically, Program Aides will be able to identify the three processes and explain how to use them with younger girls.

1. Review the High-Quality Experience pages in the girls' book. Discuss the three processes and what they mean as well as how they fit with the three keys we already know to create a high-quality experience.
2. Give girls an opportunity to experience two Journey activities (see descriptions below) that they could facilitate with younger girls. Once they have completed the activities, debrief using the following questions as a start:
   - What happened in this activity?
   - How did the girl-led, cooperative learning and learning by doing processes come through?
   - How does this help girls now?
   - How does it help girls in the future?

Me and My Girl Worlds

A World of Girls Adult Guide, Page 39

1. Give each person a sheet of paper and markers. Have them draw a circle that takes up most of the paper. Tell them the circle stands for their world.
2. Tell each girl to divide their circle into quarters. In each quarter of the circle, ask them to draw one of the groups of girls or women who are a part of their world. (Possible groups: Girl Scouts, girls and women in your family; girls and women at your school; girls on the bus; girls in an after-school activity – soccer or dance).
3. After they have drawn their four groups, invite each person to choose one and explain to the others in their small group what she likes about it and how she feels when she’s in this group.

Team Animal Mural

5 Flowers, 4 Stories, 3 Cheers for Animals Adult Guide, Page 30

1. Explain to the girls that a mural is a big picture that tells a story. Usually it is so big that it covers a whole wall! We will be using butcher paper to make our mural of a bald eagle.
2. Invite each girl to use the art materials on hand to make a part of a bald eagle. For instance have one girl make one eye, have another make another one, have someone make the beak, etc.
3. As the girls are making their eagle part, remind them that eagles build the largest nests in North America. Explain that as the complete the journey they will be building a small nest during their next Daisy time together. We are going to call these nests our All About Me Nests, because they will hold all the things you know and learn about caring for yourself.
4. Ask the girls:
   - What do you have in your lives now that is like a nest (your home, room, etc.)
   - What is your “nest”?
   - Do you have any ideas for how you want to make and decorate your nests?

**Personalization**

(15 minutes)

**Objective:** At the end of this session girls will know how they can infuse their personal passions into their work with younger girls.

1. Explain to the girls that it is time for them to discover their spark(s). A spark is something that they are passionate about; it really fires them up and gives them joy and energy. It comes from within them, and can be a source of motivation. They have the potential to make the world a better place. Sparks can be passions, interests, or talents. Let the girls know:
   - Sometimes your sparks are hidden, it can take work to find them.
   - Sparks can change over time. Your sparks today might be different than it was last year or will be five years from now.
   - You can have more than one spark at a time. For instance my sparks are...
2. Have the girls pair up and interview each other using the Personalization-Sparks page in their book.
3. Once they have identified their spark(s) have them brainstorm as a group how they might use their sparks as they are working as program aides.
4. Share with girls the types of Program Aide opportunities available through the council. They determine where their skills and interests best align with council and service unit needs for Program Aides.

**Safety**

(45 minutes)

**Objective:** At the end of this session girls will be able to apply the 12 Safety Standards to activities they facilitate with younger girls.

1. Introduce girls to the Introduction to Safety Activity Checkpoints in the girl book. These guidelines are an overview of the 12 most important safety tips to follow. The guidelines are general and every Girl Scout leader must follow them regardless of the activity their girls are participating in. Some of
the rules are for physical safety and some are for emotional safety. Both are important to the girls we work with. Safety rules are followed because we need to return the girls that we work with to their families whole and enriched without injury to them in any way.

2. Look over the activity specific Safety Activity Checkpoints in the girl book and explain to the girls that there are many more checkpoints online. When they are planning an activity they should go online and search for the Safety Activity Checkpoint that applies to their activity. For practice, we are using the four that are sampled in their book. It is important to note that if the Safety Activity Checkpoint says that something is not recommended, it means DO NOT DO IT.

3. In small groups have girls design an activity that involves swimming, horseback riding, or arts and crafts that they would like to facilitate with younger girls. Each group can choose the topic and design their own activity.

4. Have the girls apply the 12 Safety Standards to the activity they have planned, as well as the safety checkpoints. Do they need to make changes to the activity?

5. Have them share out their plan with the rest of the group and cite the safety checkpoints that they have followed.

6. Host a discussion for girls to talk about their roles in helping to keep younger girls safe emotionally and physically. Give the girls the time to discuss why it is important.
Wrap Up and Evaluation
(15 minutes)

Objective: At the end of this session girls will be able to describe what they learned through the day, evaluate the program they attended, and describe next steps for working as a Cadette Program Aide.

1. Have girls work in small groups to list what they have learned. Have the groups share out making one master list.
2. Have the girls complete the Cadette Program Aide Evaluation.
3. Remind the girls that to complete their Cadette Program Aide they must work directly with younger girls over six activity sessions. This might be assisting girls on Journey activities (in addition to work she did toward her LiA award), badge activities, or general Girl Scout activities. She might work with a group at their meeting, day camps, or during a special council event.
## Girl Development Role Play Cards

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> You have been trying to explain directions to a group of Daisies who have just finished eating a snack and they are starting to squirm around and asking questions before you can finish instructions.</td>
<td><strong>2.</strong> You want the group of Daisies you are working with to learn and 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.</td>
</tr>
<tr>
<td><strong>3.</strong> 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 with their parents and leaders.</td>
<td><strong>4.</strong> You gave out instructions on an art project to a group of Brownies and said that 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 gave warnings as the time was getting close to ending. When the 20 minutes were up, you had a number of girls that were not complete in their 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.</td>
</tr>
<tr>
<td>5. 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 snack. You had not prepared a flag ceremony or snack and look to their 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.</td>
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<tr>
<td>6. 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 into another activity that they must design their own pirate ship drawing. By the third activity of making their own eye-patches, a bunch of the Brownies are looking bored and some are starting sword fights out of rolled up paper drawings.</td>
<td></td>
</tr>
<tr>
<td>7. You have instructed a group of Juniors to draw a picture of a water bottle that you have brought along as an example as they make recycling posters for a service project they are about to do. A few of the girls say that they cannot draw and take a lot of coaxing to get started. One keeps crumpling up her paper and starting over. You are running out of paper and out of time.</td>
<td></td>
</tr>
<tr>
<td>8. 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 work on it over 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 and you realize they will not finish in the timeline you put together and you may have to continue working with them into the 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.</td>
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<tr>
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<td>---</td>
</tr>
<tr>
<td><strong>1.</strong> Daisies have loads of energy and need to run, walk, and play outside. If you had a do-over and could start again, what would you do right after snack with the Daisies? Act out both scenarios to demonstrate the difference in how the instruction will go.</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> 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 if frequently easier for them and more meaningful. If you had a do-over and could get girls to demonstrate what the portion of the law means to them in a different way, what would you do? Act out both scenarios to demonstrate the difference in how the instruction will go.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> 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. If you could have a do-over and could start again, how would you instruct the clean up for the Daisy activity? Act out both scenarios to demonstrate the difference in how the instructions will go.</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> 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 potentially cut activities that can be cut. If you could have a do-over and start again with this group of Brownies, what would you do when you could see that many girls are not close to being finished when the time started to run out? Act out both scenarios to demonstrate the difference in how the instructions will go.</td>
<td></td>
</tr>
<tr>
<td>5. Brownies need routine, structure, and predictability. Try keeping certain elements of 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. If you had a do-over and could start again, how would you prepare for this first meeting? What would you implement of your own? Act out both scenarios to demonstrate the difference in how the meeting will go.</td>
<td></td>
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<tr>
<td>6. 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. If you had a do-over and could start again, how would you plan differently for a pirate themed event for Brownies? Act out both scenarios to demonstrate the difference in how the program will go.</td>
<td></td>
</tr>
<tr>
<td>7. Juniors are sensitive to the expectations and judgments of others. Creating an atmosphere that is comfortable and accepting of all abilities will allow girls to express themselves without fear of judgment. Allowing for different ways of expression rather than one way every girl must follow will create comfort in the group. If you had a do-over and could set up the project up in a different way, how would you set it up? Act out both scenarios to demonstrate the difference in how the poster making would go.</td>
<td></td>
</tr>
<tr>
<td>8. Juniors want to make decisions and express their opinions. Allow them to do so frequently through guided discussions and active reflection activities. They need to choose their own things to work on in scouting. If you had a do-over and could set up the project up in a different way, how would you set it up? Act out both scenarios to demonstrate the difference in how the poster making would go.</td>
<td></td>
</tr>
</tbody>
</table>
### Mindset Cards

<table>
<thead>
<tr>
<th>Positive Observation</th>
<th>Encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wow, you make it look easy!</td>
<td>Your practice is paying off.</td>
</tr>
<tr>
<td>You keep making mistakes.</td>
<td>I really like how you learned from your mistakes.</td>
</tr>
<tr>
<td>Would you make up your mind and get this done.</td>
<td>I like how you kept trying new ways to get there.</td>
</tr>
<tr>
<td>You need to learn to do this by yourself.</td>
<td>You tried hard. Then you asked a friend for help with starting the fire. Great!</td>
</tr>
<tr>
<td>You are so smart!</td>
<td>I like that you put so much effort into your figuring out how to solve that problem.</td>
</tr>
<tr>
<td>You are such a gifted artist, you must not have to work that hard at it.</td>
<td>Wow! How did you learn to draw so well?</td>
</tr>
<tr>
<td>Maybe you’re right—we should pick something easier for you to do.</td>
<td>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.</td>
</tr>
<tr>
<td>You’ll never learn to swim.</td>
<td>It might take you a little while, but if you put in the time and effort I bet you can learn to swim.</td>
</tr>
<tr>
<td>Conflicts</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>You have a morning class with one friend and then meet up with everyone in your group for lunch. Lately, when you and your friend are together in class she always agrees with what you say. But when you’re in your full group she says things to put you down.</td>
<td>You are working on a team building activity and you give an idea on what might work. A girl in your groups says the idea is dumb and tells everyone to ignore you.</td>
</tr>
<tr>
<td>Your soccer buddy teases you in front of the team about missing a goal.</td>
<td>The girl sitting next to you during the troop meeting keeps poking you.</td>
</tr>
<tr>
<td>Another girl in your camp group takes something out of your backpack without asking.</td>
<td>Your older sister or brother keeps tell you that you are a baby for sleeping with your teddy bear.</td>
</tr>
<tr>
<td>Nearly every day your friend mentions how expensive her clothes are and tells you that yours are cheap.</td>
<td>A girl in your troop stares at you and makes faces.</td>
</tr>
</tbody>
</table>
Program Aide

We are so excited that you are participated in Program Aide. We want to make sure that you have the best experience possible. Please fill-out the following survey to help us! You can answer honestly, because your answers will never be shared with your adult volunteer, Girl Scout staff, parents, teachers, friends, etc. Your responses will be used for research purposes only.

**Completely bubble in your answer below.**

<table>
<thead>
<tr>
<th>When my teammates disagree, I try to help them consider each other’s point of view.</th>
<th>Always</th>
<th>A lot of the time</th>
<th>Sometimes</th>
<th>Hardly ever</th>
<th>Never</th>
<th>Don’t know/ Don’t want to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If it helps my team finish a project, I am willing to do more than my “fair share” of the work.</th>
<th>Always</th>
<th>A lot of the time</th>
<th>Sometimes</th>
<th>Hardly ever</th>
<th>Never</th>
<th>Don’t know/ Don’t want to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree</th>
<th>Disagree a lot</th>
<th>Don’t know/ Don’t want to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>When working in a team, it is a good idea if each person is responsible for a task.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>After today, I feel that I am capable of planning and leading events for younger girls.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I will use the skills I learned today when working with younger girls.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Would you recommend this event to a friend?**

<table>
<thead>
<tr>
<th>Would you recommend this event to a friend?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Yes</td>
<td>O</td>
</tr>
</tbody>
</table>

**Did this event meet your expectations?**

<table>
<thead>
<tr>
<th>Did this event meet your expectations?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Yes</td>
<td>O</td>
</tr>
</tbody>
</table>

How are you going to use your Spark as a Cadette Program Aide?

When giving praise to girls you should focus on which of the following?  
(Bubble all that apply.)

- Effort
- What they look like
- Strategies
- How quickly they did it
- Seeking help
- On how easy they made it look

The three key to leadership are (what we do in Girl Scouts):

1. 
2. 
3. 

What are the three processes that lead to a high quality Girl Scout activity (how we do Girl Scouts)?

1. 
2. 
3. 

What city do you live in? ____________________________  What is your zip code? __________________

My race/ethnicity is... (bubble in all that apply)  What grade are you in?

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hawaiian or Pacific Islander
- White
- Hispanic or Latina
- Other

- 6
- 7
- 8