



Program Aide Training Girl Workbook

What is a Program Aide?

Volunteer Position Description:

Purpose of Volunteer Position

The Program Aide is a girl whose responsibilities and role fall somewhere between being a girl and an adult. Through the Program Aide experience girls will participate in leadership training (P.A. training) and then implement what they have learned with a group of girls. Girls who are interested in earning their Program Aide award are choosing to take a position of leadership and want to share her Girl Scout knowledge with others.

Accountability

Adult Guide

General Responsibilities

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

Requirements

A Program Aide must:

- Register as a member of Girl Scouts of the USA.
- Complete the LiA award prior to taking a Council-approved 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.

Qualifications

A Program Aide:

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

Program Aide Bill of Rights

The Program Aide will:

1. Be assigned a qualified adult guide to whom they will be accountable to and to whom they can go to if they are in need of assistance.
2. Work with her adult guide to create an assignment that allows her to teach/share the knowledge and skills she has.
3. Receive assignments that are challenging, yet appropriate to her knowledge, skills, and abilities.
4. Be consulted regularly regarding her viewpoint of the experience and responsibility. She will be given the opportunity to determine if the scope of her assignment should be broadened or changed to meet her or the adult guide's expectations.
5. Be kept informed of developments, plans, and changes throughout her assignment.
6. Be given the opportunity to help evaluate the program, both from the perspective of her experiences as a Cadette Program Aide and a participant.
7. Receive an evaluation of her work during her assignment. This evaluation will include the hours worked and suggestions for improvement.
8. Not be:
 - The only person asked to perform errands; she will be willing to take her turn.
 - Solely responsible for supervising a group of kids at any type of activity.
 - Act as a first aider, troop camp certified adult, lifeguard, or other solely adult activities.
 - Responsible for discipline, but will serve as a role model of appropriate Girl Scout behavior, modeling the Girl Scout Promise and Law.

Tips for Working with Adult Guides

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

I'm a Role Model?

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

Things to Keep in Mind: 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 and quoted at home. If you wouldn't say it in front of your parents or teachers, then don't say it around the girls you are working with.
- Girl Scouts always make sure that everyone feels welcome. This means that you shouldn't 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 also includes any songs you may sing.

- Have you ever noticed that girls seem to be everywhere all the time? This means that even when you think you are alone with friends, girls may be around. Remember that subjects of boyfriends/girlfriends, parties, etc. are not for girls to hear.
- It'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 might get hurt.
- Never argue or criticize anyone in front of the kids. If you are feeling emotional, angry, or upset, ask someone to fill in for you while you go to calm down.

Things to Keep in Mind: Dress

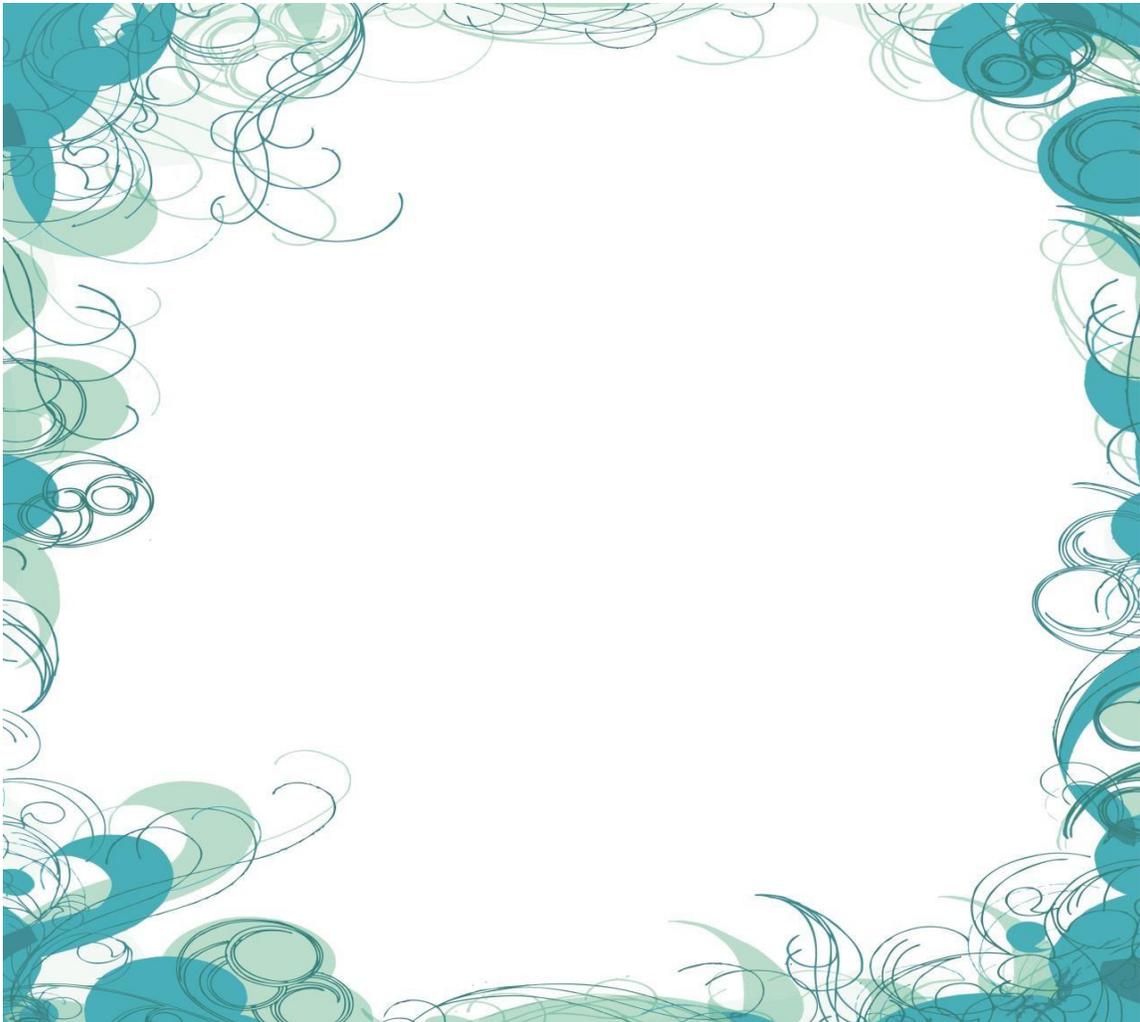
- At Girl Scout events you should dress modestly and appropriately for the occasion. This means appropriate length shorts (too-short shorts are never appropriate), short or tight dress, halter or crop tops, bikini bathing suits, low-cut shorts, underwear showing, or anything that is see-through or too revealing.
- Remember basic safety rules. Always wear closed-toe shoes and the appropriate clothing for the event. If the girls are required to wear special clothing for the event (long pants, boots, helmets, etc.) then you are expected to wear it too!
- Look at what your clothes might say or look like. You may find some slogans humorous or funny, but the parents of the girls may not. Never wear anything that promotes alcohol, tobacco, or illegal substances.
- Be careful about symbols or attire that promotes a certain lifestyle or anything personal in nature, like politics or religion. Small religious symbols (like a cross or Star of David) are acceptable.

The Leader In You

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!

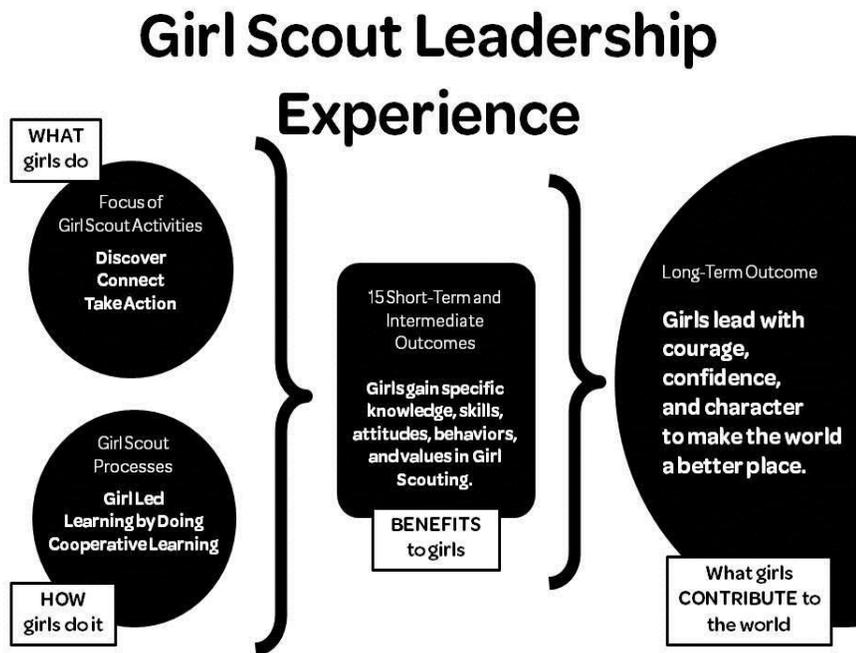
Your strengths and talents are the boxes which wrap those gifts. They're what give character to your voice. They are directly tied to your passion, and your passion is what propels you to create change.

What is inside you that makes you a good leader? What strengths and talents do you have that allow you to inspire others? Create an image that represents you as a leader with your leadership qualities using images, empowering words, a poem, or story that paints a picture of the qualities that you have as a leader.



Becoming a Leader

The Girl Scout Leadership Experience is a model that engages girls in discovering themselves, connecting with others, and taking action to make the world a better place. A leader is defined not only by the qualities and skills one has, but also by how those qualities and skills are used to make a difference in the world.



What the three keys of the GSLE look like:

Discover – Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect – Girls care about, inspire, and team with others locally and globally.

Take Action – Girls act to make the world a better place.

What the three keys of the GSLE gives girls:

Discover

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

Connect

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

Take Action

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

Discover + Connect + Take Action = Leadership

Girl Scout Leadership Experience	How do you get this in Girl Scouts as a Cadette?	How do you get this in Girl Scouts as a Daisy/Brownie?
Girls...		
Discover	Discover	Discover
1. Develop a strong sense of self.	1.	1.
2. Develop positive values	2.	2.
3. Gain practical life skills.	3.	3.
4. Seek challenges in the world.	4.	4.
5. Develop critical thinking.	5.	5.
Connect	Connect	Connect
1. Develop healthy relationships.	1.	1.
2. Promote cooperation and team building.	2.	2.
3. Can resolve conflicts	3.	3.
4. Advance diversity in a multicultural world.	4.	4.
5. Feel connected to their communities, locally and globally.	5.	5.
Take Action	Take Action	Take Action
1. Can identify community needs.	1.	1.
2. Are resourceful problem solvers.	2.	2.
3. Advocate for themselves and others, locally and globally.	3.	3.
4. Educate and inspire others to act.	4.	4.
5. Feel empowered to make a difference in the world.	5.	5.

Girl Development

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 animals in a jungle.
Are concrete thinkers and focused on the —here and now. ll	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, or read the clock, or count dues.
Don't always have the words for what they want to say.	So having them draw a picture of something they are trying to communicate is frequently easier for them and more meaningful.
Know how to follow simple directions and respond well to recognition for doing so.	So be specific and offer only one direction at a time. Acknowledging when the girls have followed directions well will also increase their motivation for listening and following again.

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 are focused on the —here and now. ll	So ask them questions to gauge their understanding of stories and allow them to role-play their own pretend visit to a new country.

Need clear directions and structure.	So offer only one direction at a time and, when you can, let the girls know what's coming up next in the get-together or in future gatherings.
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 gettogethers, and count out money for trips.
Are developing fine-motor skills and can use basic tools.	So encourage them to express themselves and their creativity by making things with their hands.
Love to create music and dance.	So they might like to create a play or tell a story through dance.
Know how to follow rules, listen, and appreciate recognition.	So acknowledge when the girls have listened or followed the directions well. It will increase their motivation for listening and following again.

Juniors

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

Want to make decisions and express their opinions.	So allow them to do so frequently through guided discussions and active reflection activities.
Are social and enjoy doing things in groups.	So allow them to team up in small or large groups for art projects, performances, and written activities.
Are sensitive to the expectations and judgments of others.	So share your own mistakes and learning, 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 decisions, 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 their bodies! Allow them to express themselves through the written word and choreography.
Love to write plays, create music, and dance.	So they might like to tell a story through playwriting, playing an instrument, or sharing a song or dance.
May be starting puberty	So be sensitive to girls' needs to adjust to their changing bodies and create an environment that celebrates this transition.

Communicating with Girls

- Give clear directions (be specific).
- Give directions one step at a time, with demonstration.
- Be enthusiastic.
- Act confident and let the girls know that you know what you are doing.
- Speak directly to the girls.
- Bend or stoop so that you are near their eye level.
- Maintain eye contact.
- Listen.
- Ask questions to make sure that they understand your directions.
- Let them learn by doing.
- Be positive, instead of saying no running, tell them what you want them to do instead (walk).

Giving Praise

When giving girls praise you should focus on:

Effort

Strategies

Seeking Help

Examples:

Girl Scout Ways:

Quiet Sign:

- When your hand goes up your mouth goes shut
- Traditionally the Quiet sign is the open hand when you raised your five fingers and were quiet, you were being courteous to the speaker

Talking Sign:

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

Talking Stick (Or another object):

- No one may talk unless they are holding the talking stick (object).

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

Other Ideas to Handle Group Dynamics

Sit Next to a Girl

Sometimes sitting next to a girl who is acting out can help her settle down.

Minnie Mouse Time

Only allow talking in polite little whispers.

Sit and Watch

Have girls sit out for a while if they are disruptive or being overly sensitive – don't stop the whole group.

Change Activities

Often, girls are trying to tell you they are ready to move on to the next activity

Ignore Bothersome Behavior

Sometimes behavior is attention getting. Ignore it if you can.

Positive Rewards

Give stickers (or draw a happy face on a girl's hand) for the desired behaviors.

Safety

Understanding Safety Guidelines

Safety Activity Checkpoints (SAC) are the safety rules of GSUSA. The guidelines are general and every Girl Scout leader and Program Aide must follow them regardless of the activity their girls are participating in- these includes rules around physical & 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.

Fire Safety

While discussing with the group fill in these boxes with ideas on how to be safe around fire.

Leave no Trace Principles

- Plan ahead and prepare
- Travel and camp on durable surfaces
- Dispose of waste properly
- Leave what you find
- Minimize campfire impacts
- Respect wildlife
- Be considerate of other visitors

Leave No Trace

Outdoor Ethics

-  **PLAN AHEAD & PREPARE**
"Know before you go!" Learn everything you can about the area you plan to visit and the regulations for its use.
-  **TRAVEL & CAMP ON DURABLE SURFACES**
Use established campsites and trails, where available. Avoid sites just beginning to show impacts. Keep camps small and at least 200 feet from water, occupied campsites, and trails. 
-  **DISPOSE OF WASTE PROPERLY**
"Pack it in, pack it out!" Bury human waste in a cathole 6-8 inches deep and at least 200 feet from water. Wash yourself and your dishes at least 200 feet from water.
-  **LEAVE WHAT YOU FIND**
Do not damage, deface, or remove natural objects or cultural artifacts. Leave them for others to enjoy. Don't build structures, dig trenches, or alter natural features.
-  **MINIMIZE USE & IMPACTS OF FIRE**
Use a lightweight stove, instead of a fire. If you build a fire, use only small dead wood found on the ground and use existing fire rings. 
-  **RESPECT WILDLIFE**
Watch wildlife from a distance and never approach, feed, or follow it. Seal food tightly and store it out of reach. Control pets at all times or consider leaving them at home.
-  **BE CONSIDERATE OF OTHER VISITORS**
Don't disturb others. Preserve the natural quiet. When you meet horses on the trail, step off the downhill side and speak softly as they pass. 

Please help us protect the wilderness...
LEAVE NO TRACE!



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Leading Songs

Objective: *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:

- Princess Pat
- G for Generosity

Leading Games

Choosing Games- Be sure the games you select are tight for the age; experience and physical condition of the girls.

- Start with familiar games that are quickly teamed, and then move on to more complex games.
- Avoid games that offend other people's beliefs or customs. Also avoid games that waste food or other resources.
- Provide opportunities for girls to participate in a variety of games—such as get-acquainted games, nature games, action games, international games, relay games, singing games, and wide games (games where groups complete activities as they rotate between stations).
- Use various games resource books for additional ideas on creating, teaching and organizing games.

Getting Ready- Be interested and enthusiastic about the game yourself.

- Know the game well before trying to teach it. Identify the safety hazards, anticipate the difficulties, and adapt the game to the group and situation.
- Devise a method(s) for organizing teams or formations quickly. Be careful that organizing does not include a "choosing" process that will leave someone until they are last.
- Know your playing area. Make sure to have a safe area and easily recognized boundaries.
- Have the equipment together beforehand.

Get Set, Go!

- When starting a game, gather the group together so they can see and hear you well.
- Give the name of the game and some interesting facts about it to help motivate interest.
- Explain the game briefly, giving the basic rules. If needed, demonstrate the game with a small group of girls.
- After explanations, allow the group to get into the desired formation or team positions to start the activity.
- Ask for questions before you start to play.
- Decide on a starting signal, such as "Ready, set, (pause) go!" or "On your mark, get set, Go!"
- If you decide to change rules during the game, try only one change at a time. Allow the group to help suggest rules as well. You might say to the group, "Let's try playing the game this way."
- Stop the game when the enthusiasm is still high. Don't let it drag on.
- Arrange for total participation. Devise a plan for rotation.
- Minimize waiting and maximize playing time.

A Few Pointers for Game Leaders

- Establish a warm, positive atmosphere that's fun for everyone.
- Encourage everyone to participate and do her best.
- Be patient.
- Be fair in your judgments.
- Show respect for each girl.
- Encourage fair play and safety at all times.
- Be flexible and prepared to vary or change the game.
- Emphasize cooperation and playing for fun rather than winning.

Creating a Program

Activity	Description	Supplies	Preparation	Clean-Up
Physical Activity/ Game (30 minutes)				
Art/ Table Activity (30 minutes)				
Snack				

Things to keep in mind:

- cost/ availability of supplies
- time
- clean-up
- weather
- space/resources
- alternatives in case things don't go as planned/ finish too early

Your goal is to raise money for your group to build a service project for school. You are trying to spend as little as possible while also running a quality program that is fun & memorable for the younger girls.

January 31, 2020

Girl Scout Flag Ceremony

Girl Scouts of the USA Flag Ceremony

A flag ceremony is a way of showing love and respect for one's country. Flag ceremonies may be used for:

- Opening or closing meeting
- Opening or closing special events
- Beginning or closing a day
- Honoring a special occasion or special person
- Retiring a worn flag

Flag ceremonies may take place in meeting rooms, in outdoor settings, in large auditoriums, on stage, even on horseback. All flag ceremonies share one thing in common - respect for the flag.

The Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God*, indivisible, with liberty and justice for all."

There is absolute silence from the time the flag ceremony starts until dismissed. The Color guard remains silent from the time they start to walk in until they walk out. They do not speak or sing with the group but stay at attention.

Color guards and the Girl Scout-in-charge may wear white gloves. Red sashes can be worn by color guards around waist, right to left, tied on left. Red sashes worn by flag bearers are worn over shoulder, right to left, tie on left at waist.

* Members may substitute for the word God in accordance with their own spiritual beliefs.

The Girl Scout Promise

"On my honor, I will try:

To serve God* and my country,
To help people at all times,
And to live by the Girl Scout Law."

* Members may substitute for the word God in accordance with their own spiritual beliefs.

TAPS

"Day is done, gone the sun,
From the lake, from the hills, from the sky;
All is well, safely rest, God* is nigh."

* Members may substitute for the word God in accordance with their own spiritual beliefs.

January 31, 2020

Terms Used in a Flag Ceremony

Color Bearer (or flag bearer) is the person who carries the flag. There is one color bearer for each flag used in the ceremony.

Color guard is a team that guards the flags. Any even number of guards may be used, but usually four or six girls are sufficient.

Girl Scout in-charge (or caller) is designated Girl Scout who announces or calls each part of the ceremony.

Basic Commands of a Girl Scout Flag Ceremony

Opening Flag Ceremony

To get audience attention:

Caller: "Girl Scouts, attention!"

Caller: "Color guard, attention."

(Girl Scout color guard stands straight, ready to advance. Flag-bearer(s) is even with or slightly in front of guards.)

Caller: "Color guard, advance."

(Color guard moves to front of room or to open end of horseshoe-style seating facing the flag stand, or the audience if there is no stand.)

Caller: "Color guard, present the colors."

(Flag bearer then takes one step toward the audience to present the American flag.)

Caller: "Please join me in the Pledge of Allegiance."

Caller: "Please join me in singing the Girl Scout Promise."

Caller: "Color guard, post the colors."

(Flag bearer steps forward and places the flag in stand. If there is more than one flag, the American flag is placed in flag stand last. If bearer has trouble, a guard member assists. If there is no flag stand to post colors, then move on to the next command.)

Caller: "Color guard, honor your colors."

(The color guard salutes the American flag or can take one step back, put hand on their heart, then return to "Attention" stance.)

Now that the flag has been given proper honor, the color guard can leave. The caller states:

Caller: "Color guard dismissed."

(The color guard return to starting place.)

Caller: "Girl Scouts, dismissed."

January 31, 2020

Closing Flag Ceremony

Caller: "Please stand for the retrieval of the flag."

(If you have an audience, i.e., at an investiture/rededication ceremony or a bridging ceremony with parents and invited guests, this is the signal that the flag ceremony is about to start.)

Caller: "Girl Scouts, attention!"

Caller: "Color guard, attention."

(Girl Scouts stand straight, ready to advance. Flag bearer is even with or slightly in front of color guard.)

Caller: "Color guard, advance."

(Color guard goes to the front of room and faces the flag stand or audience, if there is no stand.)

(Can sing TAPS prior to flag lowering or during flag lowering.)

(Caller: "Please join me in singing TAPS")

Caller: "Color guard, retrieve the colors."

(At an indoor ceremony, the color guard removes the flag(s) from the stand(s), taking the American flag first. At an outdoor ceremony, the flag bearer lowers the flag slowly, showing respect and dignity for the American flag. The color guard then folds the flag.)

Caller: "Color guard, dismissed."

(The color guard return to starting place.)

Caller: "Girl Scouts, dismissed."