



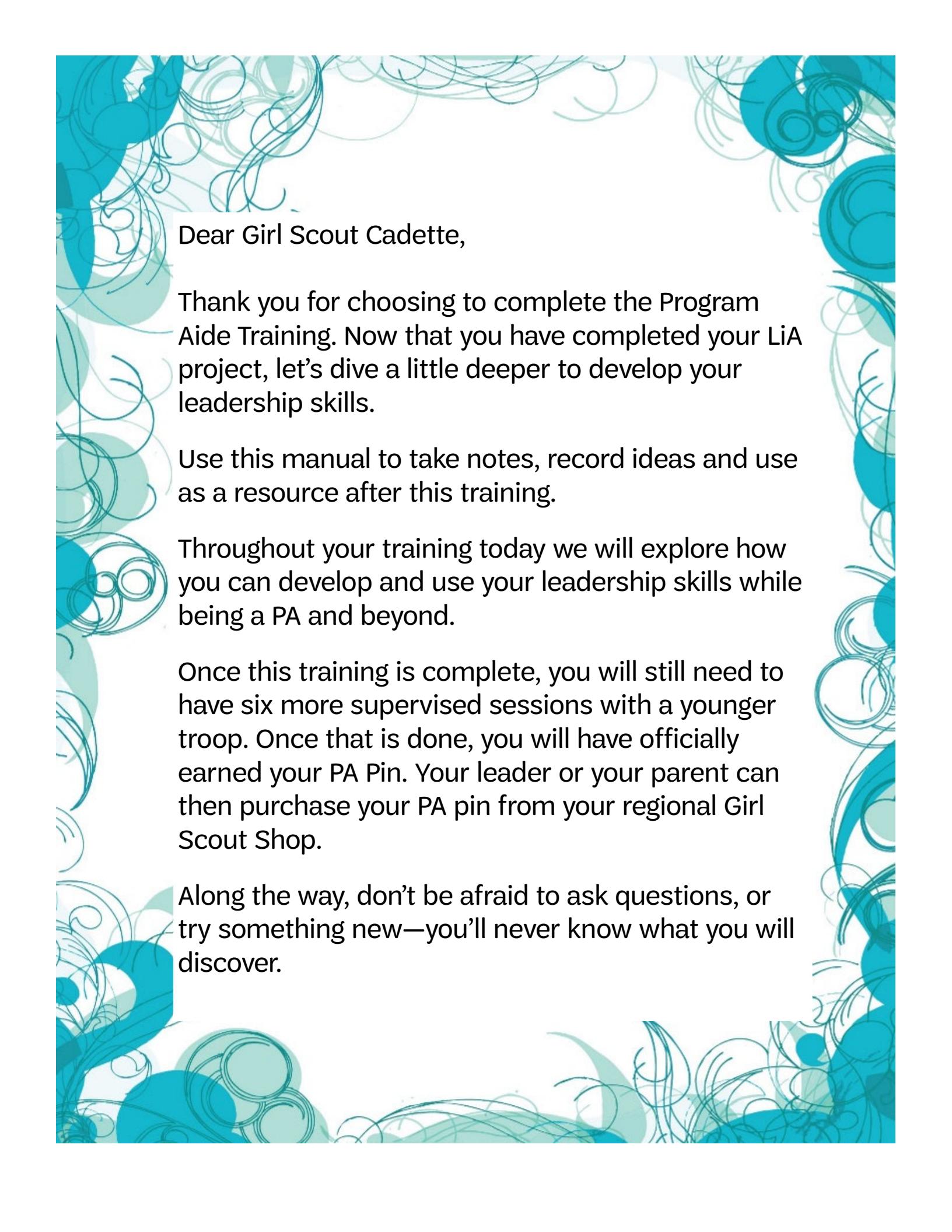
Girl Scout Cadette Program Aide

Girl's Guide

In Partnership With:

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Dear Girl Scout Cadette,

Thank you for choosing to complete the Program Aide Training. Now that you have completed your LiA project, let's dive a little deeper to develop your leadership skills.

Use this manual to take notes, record ideas and use as a resource after this training.

Throughout your training today we will explore how you can develop and use your leadership skills while being a PA and beyond.

Once this training is complete, you will still need to have six more supervised sessions with a younger troop. Once that is done, you will have officially earned your PA Pin. Your leader or your parent can then purchase your PA pin from your regional Girl Scout Shop.

Along the way, don't be afraid to ask questions, or try something new—you'll never know what you will discover.



Mentoring Awards

When you guide people or teach them something you know, you're acting as a mentor. As a Cadette, you have more opportunities to help younger Girl Scouts by sharing your skills, passions, and experience.



Leader in Action (LiA): You can earn a Leader in Action (LiA) award by assisting a Brownie group on any of their National Leadership Journeys. There are three different LiA awards, one for each of the Journey series: *It's Your World—Change It!*, *It's Your Planet—Love It!*, and *It's Your Story—Tell It!*. To earn an LiA, you'll share your organizational skills, use one of your special talents (such as creating and demonstrating a science experiment or craft), teach Brownies something important from their Journey (such as making healthy snacks or getting exercise), and reflect on your experience. For more information about each LiA, network with the adult volunteers guiding Brownie groups in your Girl Scout community. Complete requirements can be found in their Brownie Leadership Journey adult guides.

PA

Cadette Program Aide

To earn a Cadette Program Aide award, follow these steps:

- 1 Earn one LiA award.
- 2 Complete council-designed leadership course training. Part of your leadership course training will involve learning to work with children, and gaining a deeper understanding of a specialty such as science, art, the outdoors, or adapting activities for girls with disabilities.
- 3 Work directly with younger girls over six activity sessions. This might be assisting girls on Journey activities (in addition to what you did for your LiA), badge activities, or other sessions. You might work with a group, at their meetings, at a day camp, or during a special council event.

Girl Scout Council Opportunities

Every Girl Scout around the country earns National Leadership Journey awards and National Proficiency badges. That means that you have something in common with other Cadettes, no matter where they live. Your council may also have special awards you can earn. Ask your Girl Scout volunteer about what's going on in your council!

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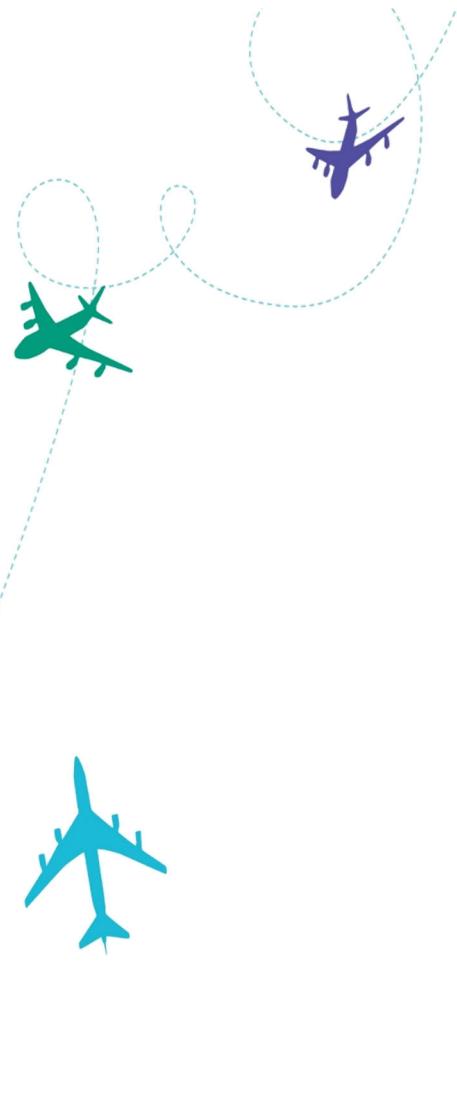
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Girl Scout Promise and Law

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.



The Girl Scout Law

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

Girl Scout Cadette Program Aide Position Description

Purpose of the Program Aide

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

Accountability

Adult leader

General Responsibilities

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

Requirements

A Girl Scout Program Aide must:

- Register as a member of Girl Scout 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, service unit events or during a special council event.

Qualifications

A Girl Scout 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.

Girl Scout Cadette Program Aide Bill of Rights

The Girl Scout Program Aide will:

- Assist a qualified adult leader to whom she will be accountable to and to whom she can go to if she is need of assistance.
- Work with her adult leader to create an assignment that allows her to teach/share the knowledge and skills she has.
- Receive assignments that are challenging, yet appropriate to her knowledge, skills and abilities.
- Be consulted regularly regarding her perspective and her level of 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 leader's expectations.
- Be kept informed of developments, plans and changes throughout her assignment.
- Be given the opportunity to help evaluate the program, both from the perspective of her experiences as a Girl Scout Cadette Program Aide and a participant.
- Receive an evaluation of her work during her assignment. This evaluation will include the hours worked and suggestions for improvement.

The Girl Scout Cadette Program Aide will not be:

- The only person asked to perform errands; she will be willing to take her turn.
- Solely responsible for supervising a group of girls at any type of activity.
- Be counted toward girl/adult ratio.
- 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 Leaders

- If you want to take on responsibility for part of an activity, just ask. If you don't ask, your adult leader 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 leader gives you a suggestion to improve, receive her comments with a positive attitude and consider how you might implement them.
- You can ask for help. Your adult leader 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 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 Girl Scout 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 were working with.
- Girl Scouts always make sure that everyone feels welcome. This means that you shouldn't make 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 or parties 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 girls. If you are feeling emotional, angry or upset, ask someone to fill in for you while you go to calm down.

Dress

- At Girl Scout events, you should dress appropriately for the occasion.
 - Yes: Appropriate length shorts, consider wearing your Girl Scout uniform sash or vest or any Girl Scout t-shirt.
 - No: short or tight dress, halter or crop tops, bikini bathing suits, low cut pants, under garments 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 clothing for the event such as long pants, boots or helmets, 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 and 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 a collage or write a poem or story that paints a picture of the qualities that you have as a leader.

Understanding the Girl Scout Leadership Experience

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 they are used to make a difference in the world.

The three keys of the Girl Scout Leadership Experience

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.

Understanding the Girl Scout Leadership Experience

Girls...

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.

How does each age group use the 5 short-term outcomes in Girl Scouts?

Daisies

1. _____
2. _____
3. _____
4. _____
5. _____

Juniors

1. _____
2. _____
3. _____
4. _____
5. _____

Brownies

1. _____
2. _____
3. _____
4. _____
5. _____

1. Challenge Seeking

2. Healthy Relationships

3. Community Problem Solving

4. Strong Sense of Self

5. Positive Values

Cadettes

1. _____
2. _____
3. _____
4. _____
5. _____

Girl Development

Girl Scout Daisies

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 builder 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 or cutting in a straight line.
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 are focused on the “here and now.”	So, show them firsthand how things happen. Then let them practice the skills you want them to learn.
Are just learning about number concepts, time and money.	So, take opportunities to count out supplies together, read the clock or count dues.
Don’t always have the words for what they want to say.	So, have them draw a picture of something they are trying to communicate which 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.

Girl Scout Brownies

Have loads of energy and need to run, walk and play outside.	So, take your activities outside whenever possible. Girl's 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 in activities whenever possible. Allow the group to make decisions about roles and responsibilities.
Are concrete thinkers and are focused on the “here and now.”	So, ask them questions to gauge their understanding of stories and allow them to role-play their own pretend visit to a new country.
Need clear directions and structure.	So, offer only one direction at a time and when you can, let the girls know what'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 a schedule and flow of their get-togethers and count out money for trips.
Are developing fine motor skills and can use basic tools.	So, encourage them to express themselves and their creativity by making things with their hands.
Love to create music and dance.	So, they might like to create a play or tell a story through dance.
Know how to follow rules, listen and appreciate recognition.	So, acknowledge when the girls have listened or followed the directions well. It will increase their motivation for listening and following again.

Girl Scout Juniors

Want to make decisions and express their opinions.	So, allow them to do so frequently through guided discussions and active reflection activities.
Are social and enjoy doing things in groups.	So, allow them to team up in small or large groups for art projects, performances and written activities.
Are sensitive to the expectations and judgments of others.	So, share your own mistakes and learnings and create an environment where girls can be comfortable sharing theirs.
Are concerned about fairness and equity.	So, don't shy away from discussing why rules are made and laws are passed. 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 appropriate 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)

Group Dynamics: Girl Scout Ways

These are three ways to manage a group of girls you are leading.

1. **Quiet Sign:** When your hand goes up, your mouth goes shut.

Traditionally the quite sign is the open hand (referring back to an older version of the Girl Scout Law—the fifth law was “to be courteous” so when you raised your five fingers and were quiet, you were being courteous to the speaker).

2. **Talking Sign:** If someone wishes to talk, they tap two fingers in front of them.

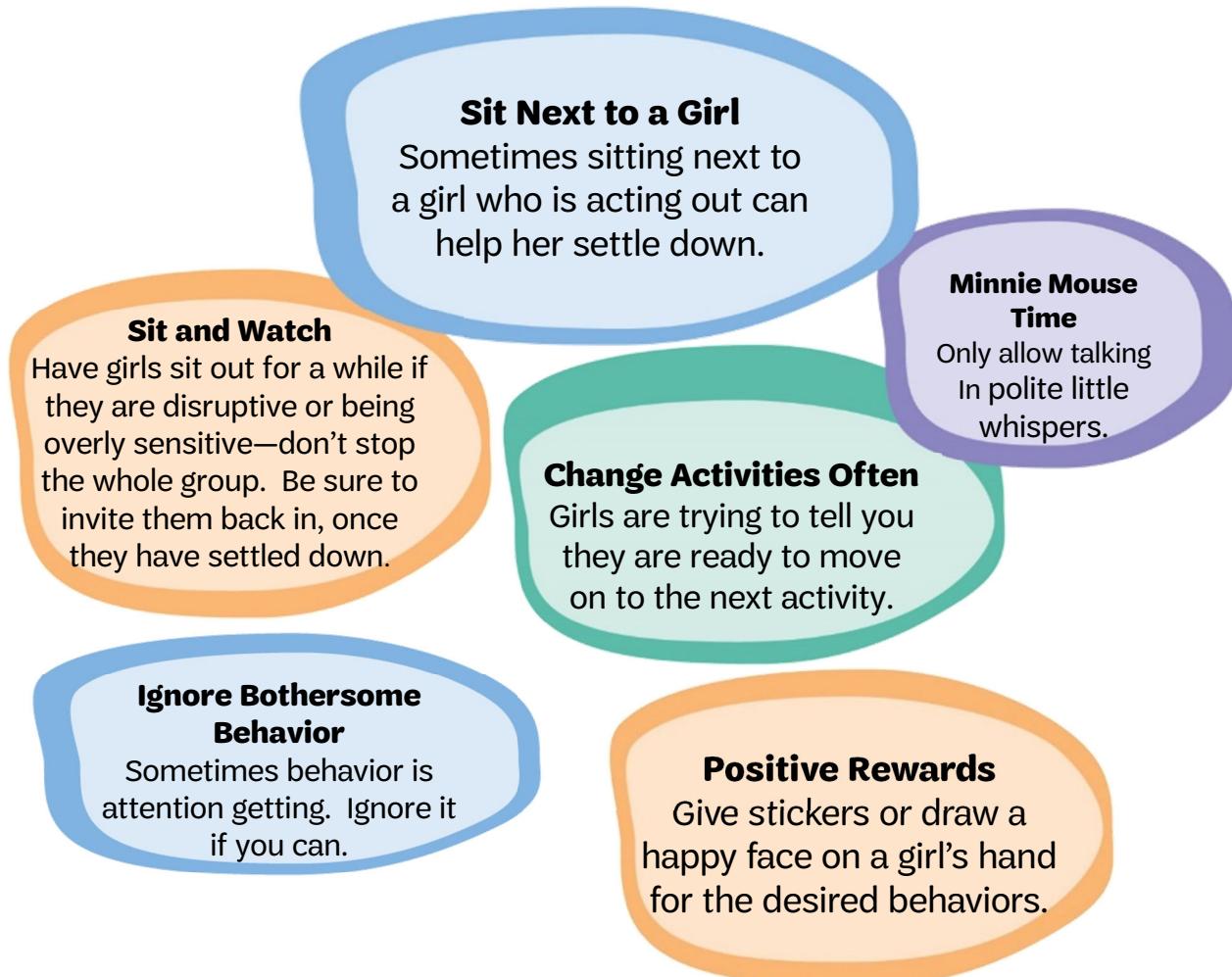
Tradition refers to the old Girl Scout Brownie sign, made with two fingers instead of three.

3. **Talking Stick (Object):** No one may talk unless they are holding the talking stick (object).

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

What other ideas do you have for managing groups?

Group Dynamics: More Bright Ideas



Girl Scout Journeys

On every leadership journey, everything girls do—whether it's performing a science experiment, creating art projects, cooking simple meals or learning to protect the planet's water supply—is aimed at giving them the benefits of the Girl Scout Keys to Leadership: Discover, Connect, Take Action.

Here's how they work

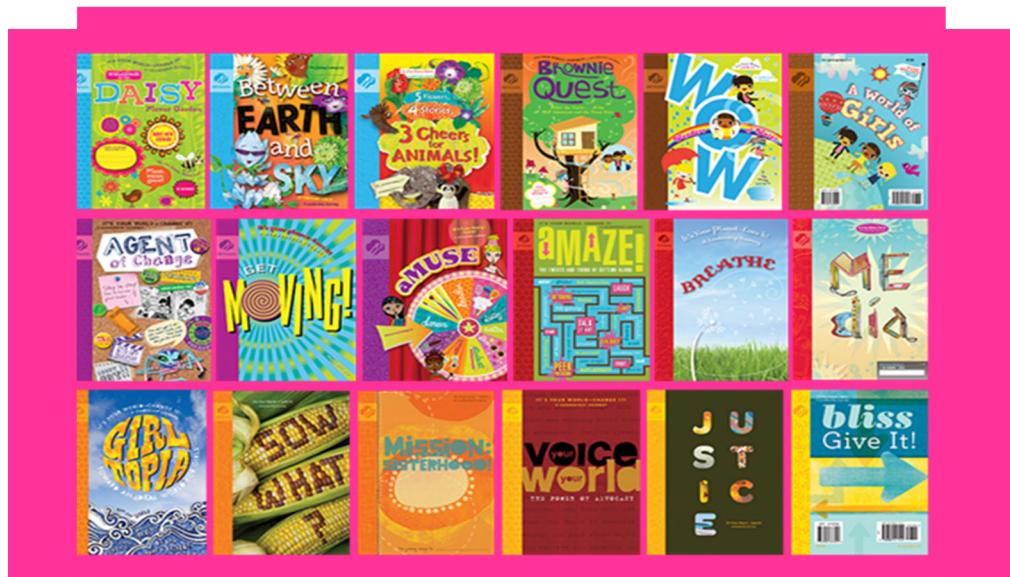
A girl **Discovers** her special skills and talents, finds the confidence to set challenging goals for herself and strives to live by her values. This includes being proud of where she came from as well as where she is going.

A girl **Connects** with others, which means she learns how to team up, solve conflicts and have healthy relationships. These skills help her in school right now and prepare her for any career she chooses in the futures.

A girl **Takes Action** and makes the world a better place, learning a lot about her community and the world along the way.

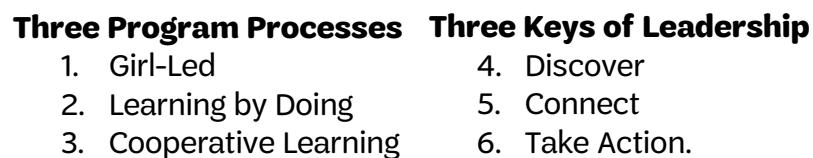
There are two types of Journeys for girls to choose from. The **Classic Journeys** can be found on the VTK and printed options are available. In the Classic Journey, leaders can choose to use the adult guide and girl book or work directly from the VTK. The girl book is not required to complete the Journey but is an excellent supplemental material for girls to dive even deeper into a topic. They include three topics for girls to choose from: **It's Your Story, Tell It!**, **It's Your Planet, Love it!**, and **It's Your World, Change It!**

The next class of Journeys cover STEM with **Think Like an Engineer**, **Think Like a Citizen Scientist**, and **Think Like an Entrepreneur**. In addition, there is also an **Outdoor** Journey. The STEM and Outdoor journeys are available only through the VTK and do not have a girl book counterpart.



High Quality Experience

It's not just what girls' do, but how you engage them that creates a high-quality experience. In Girl Scouting, girls enjoy activities based on the three keys to leadership and build on three processes that make Girl Scouting unique from school and other extra-curricular activities. The keys and processes are written right into the Journey in the Sample Session plans.



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.

What might Girl-led look like in real life?

Girl Scout Daisies	<ul style="list-style-type: none">• Repeating an activity that girls say they really enjoyed.• Listening to their ideas on how to make activities even more fun.• Identifying activities that girls can take the lead on.
Girl Scout Brownies	<ul style="list-style-type: none">• Helping girls make informed choices by talking them through decisions.• Encouraging girls to add their own flair to projects and activities.• Giving girls the freedom to solve problems on their own.
Girl Scout Juniors	<ul style="list-style-type: none">• Encouraging girls to plan and lead a session, activity, project or event.• Modeling and provide strategies for solving problems and making decisions.• Exposing girls to diverse ideas, geographies and culture.

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 results in deeper understanding of concepts and mastery of practical skills.

What might Learning-by-Doing look like in real life?

Girl Scout Daisies	<ul style="list-style-type: none">• Setting up opportunities for girls to explore and create.• Demonstrating hands-on activities that require assistance from a girl.• Developing activities that get girls “out of their seat” and involved.
Girl Scout Brownies	<ul style="list-style-type: none">• Encouraging them to answer their own questions through hands-on activities.• Asking girls to do more than they are capable of doing on their own while offering limited, but strategic, help.• Offering opportunities for girls to engage their motor skills and their senses.
Girl Scout Juniors	<ul style="list-style-type: none">• Talking with the girls about ways to connect their learning to their daily life.• Guiding the girls to reflect on their learning by using the many ideas in their Journey.• Supporting girls’ hands-on testing of their own ideas, skill-building and teaching skills.

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

What might Cooperative Learning look like in real life?

Girl Scout Daisies	<ul style="list-style-type: none">• Setting up opportunities for girls to explore and create.• Demonstrating hands-on activities that require assistance from a girl.• Developing activities that get girls “out of their seat” and involved.
Girl Scout Brownies	<ul style="list-style-type: none">• Making the most of teamwork activities.• Encouraging girls to decide as a team how to accomplish a task.• Demonstrating giving others equal opportunity to participate in decisions.
Girl Scout Juniors	<ul style="list-style-type: none">• Structuring experiences so that girls “need” one another to complete tasks.• Using role-play scenarios to guide girls in working effectively within groups.• Giving examples of how to assign roles within the group, ask how they are doing and stay on task.

Personalization—Sparks

What is my spark?

Interview your partner. Take notes on your paper as you respond.

What do you love doing so much that you can't wait to do it? (What can't you wait to get up and do every morning?)

Describe something you have done that you are proud of.

If you could spend a whole day doing anything you wanted (money and resources are unlimited) what would you do? Why?

What knowledge, skills or abilities can you not wait to share with the girls you are going to work with?

Spark List

1. Music: Instrumental
 - A. Piano
 - B. Guitar
 - C. Violin
 - D. Cello
 - E. Saxophone
 - F. Clarinet
 - G. Bass
 - H. Drums
 - I. Percussion
 - J. Trumpet
 - K. Trombone
2. Music: Conducting
 - A. Directing a choir
 - B. Directing a band
 - C. Conducting an orchestra
3. Music: Composition
 - A. Writing some lyrics
 - B. Composing Musical Scores
 - C. Creating beats, composing hip-hop or rap
4. Music: Performance
 - A. Singing in a choir
 - B. Singing, playing solo
 - C. Band
 - D. Orchestra
5. Art
 - A. Painting
 - B. Drawing
 - C. Sketching
 - D. Sculpture
 - E. Graphic art
 - F. Pottery
 - G. Illustrating
6. Writing
 - A. Poetry
 - B. Plays
 - C. Stories
 - D. Fiction
 - E. Nonfiction
 - F. Journaling
7. Dance: Movement
 - A. Modern dance
 - B. Ballroom dance
 - C. Cheerleading
 - D. Martial arts
 - E. Break dancing
8. Other Creative Arts
 - A. Cooking
 - B. Sewing
 - C. Fashion design
 - D. Knitting
9. Building and Design
 - A. Wood working
 - B. Carpentry
 - C. Cabinetry
 - D. Construction
 - E. Drafting
 - F. Architecture
10. Leadership
 - A. Problem solving
 - B. Bringing people together
 - C. Motivating people
 - D. Conflict resolution
 - E. Student government
 - F. Engagement in civic decision making
 - G. Membership on committees and boards
11. Entrepreneurship
 - A. Creating business plans
 - B. Marketing
 - C. Sales
 - D. Management
 - E. Creating inventions
 - F. Developing new products
 - G. Designing services
12. Sports and Athletics
 - A. Basketball
 - B. Football
 - C. Soccer
 - D. Tennis
 - E. Golf
 - F. Baseball
13. Learning
 - A. Science
 - B. Math
 - C. Archeology
 - D. History
 - E. Languages
 - F. Literature
 - G. Political science
 - H. Religion
 - I. Psychology
 - J. Anthropology
 - K. Geography
 - L. Sociology
14. Teaching and Instructing
 - A. Swimming
 - B. Rock climbing
 - C. First Aid/CPR
 - D. Computers
 - E. Sports
 - F. Individual sports
 - G. Academic subjects (such as math, history or science)
 - H. Languages
15. Relationships
 - A. Making friends
 - B. Supporting friends
 - C. Being a peace maker
 - D. Empathy

16. Serving, Helping, Volunteering

- A. Making my community better
- B. Volunteering
- C. Helping people
- D. Helping children
- E. Tutoring
- F. Mentoring
- G. Counseling

17. Nature, Ecology, Environment

- A. Exploring natural world
- B. Protecting endangered species/wildlife
- C. Conservation
- D. Floral arranging
- E. Growing Flowers
- F. Preservation
- G. Landscaping
- H. Gardening

18. Animals

- A. Raising animals
- B. Caring for animals
- C. Training animals
- D. Animal medicine

19. Computers

- A. Keyboarding
- B. Programming
- C. Software development
- D. Hardware
- E. Computer repair
- F. Computer graphics
- G. Web page design

20. Comedy

- A. Making people laugh
- B. Telling jokes
- C. Writing sketches
- D. Improvisation

21. Speech

- A. Public speaking
- B. Debate
- C. Broadcasting

22. Spirituality

- A. Meditation
- B. Worship
- C. Ritual
- D. Sacred music
- E. Studying sacred texts
- F. Experiences of unity and harmony
- G. Experiences of transcendence
- H. Practice (yoga, for example)
- I. Prayer

23. Drama, Theater

- A. Acting
- B. Directing
- C. Lighting
- D. Set design

24. Photography and Film

- A. Nature photography
- B. Filmmaking
- C. Videography
- D. Animation
- E. Portrait photography
- F. Movie production

25. Being Committed to Living in a Specific Way

- A. Joy
- B. Passion
- C. Tolerance
- D. Caring
- E. Optimism
- F. Idealism

26. Reading

- A. Fiction
- B. Poetry
- C. Nonfiction
- D. Memoirs
- E. Biography
- F. Autobiography

27. Advocacy

- A. Environment
- B. Children
- C. Social justice
- D. School reform

28. Family

- A. Family history
- B. Helping family
- C. Celebrating family
- D. Being with family

29. Outdoor life

- A. Fishing
- B. Hunting
- C. Camping
- D. Hiking
- E. Bicycling

30. Journalism

- A. News casting
- B. News writing
- C. News editing
- D. Radio and TV production

31. Mechanic, Engineering

- A. Electronic
- B. Auto mechanic
- C. Car audio
- D. Bridge, Highway design
- E. Machine repair
- F. Customizing

32. Solving Social Problems

- A. Global warming
- B. Poverty
- C. Racism
- D. At risk children
- E. Pollution
- F. Homelessness

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Safety

The below Girl Scouts of the USA Safety Standards, while written for adult volunteers, are shared in Program Aide Training so that program aides are knowledgeable of these standards and use them when working with girls.

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 standards at all times.

1. **Follow the *Safety Activity Checkpoints*.** Instructions for staying safe while participating in activities are detailed in the *Safety Activity Checkpoints*, available on the council website: gswo.org. Read the checkpoints, follow them, and share them with other volunteers, parents and girls (as grade-level appropriate) before engaging in activities with girls.
2. **Arrange for proper adult supervision of girls.** Your group must have at least two unrelated, approved adult volunteers present at all times, plus additional adult volunteers as necessary, depending on the size of the group and the ages and abilities of girls. Adult volunteers must be at least 18 years old (or the age of majority defined by the state, if it is older than 18) and must be screened by your council before volunteering. One lead volunteer in every group must be female.
3. **Get caregiver permission.** When an activity takes place that is outside the normal time and place, advise each caregiver of the details of the activity and obtain permission for girls to participate. (See Caregiver Permission Form on council website.)
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 (found in Policies section of *Volunteer Essentials*).
5. **Be prepared for emergencies.** Work with girls and other adults to establish and practice procedures for emergencies related to weather, fire, lost girls/adults, and site security. Always keep handy a well-stocked first-aid kit, girl health histories and contact information for girls' families.
6. **Travel safely.** When transporting girls to planned Girl Scout field trips and other activities that are outside the normal time and place, every driver must be an approved adult volunteer and have a good driving record, a valid license and a registered/insured vehicle. Insist that everyone is in a legal seat and wears her seat belt at all times and adhere to state laws regarding booster seats and requirements for children in rear seats.
7. **Program Aides do not administer first aid.** First aid is the responsibility of adults 18 and over. As a Program Aide, if a girl comes to you needing help, you should find an adult who can assist.
8. **Ensure safe overnight outings.** Prepare girls to be away from home by involving them in planning, so they know what to expect. Avoid having men sleep in the same space as girls and women. During family or parent-daughter overnights, one family unit may sleep in the same sleeping quarters in program areas. When parents are staffing events, daughters should remain in quarters with other girls rather than in staff areas.

Safety

9. **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.
10. **Create an emotionally safe space.** Adults are responsible for making Girl Scouting a place where girls are as safe emotionally as they are physically. Protect the emotional safety of girls by creating a team agreement and coaching girls to honor it. Agreements typically encourage behaviors like respecting a diversity of feelings and opinions, resolving conflicts constructively and avoiding physical and verbal bullying, clique behavior and discrimination.
11. **Ensure that no girl is treated differently.** Girl Scouts welcome all members, regardless of race, ethnicity, background, disability, family structure, religious beliefs, and socioeconomic status. When scheduling, helping plan, and carrying out activities, carefully consider the needs of all girls involved, including school schedules, family needs, financial constraints, religious holidays and the accessibility of appropriate transportation and meeting places.
12. **Promote online safety.** Instruct girls never to put their full names or contact information online, engage in virtual conversation with strangers or arrange in-person meetings with online contacts. On group websites, publish girls' first names only and never divulge their contact information. Teach girls the Girl Scout Online Safety Pledge and have them commit to it.
13. **Keep girls safe during money-earning.** Girl Scout cookies and other council-sponsored product sales are an integral part of the program. During Girl Scout product sales, you are responsible for the safety of girls, money and products. In addition, a wide variety of organizations, causes and fundraisers may appeal to Girl Scouts to be their labor force. When representing Girl Scouts, girls cannot participate in money-earning activities that represent partisan politics or that are not Girl Scout approved product sales and efforts.

Safety

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

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

- Girl Scouts *Safety-Wise* is an overview of the 12 most important safety tips found in the *Volunteer Essentials*.
- *Safety Activity Checkpoints* is an in-depth safety information and tips that adult volunteers use for Girl Scout sports and activities; girls can also use the *Safety Activity Checkpoints* to ready their group for a girl-led activity.

The following activities are never allowed for any girl:

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

In order to see all of the *Safety Activity Checkpoints* and to ensure that you are following safety guidelines for the activity you are leading, go online to <http://www.gswo.org/en/for-volunteers/online-support-for-volunteers.html#safetyactivitycheckpoints>.

Introduction to *Safety Activity Checkpoints*

When preparing for any activity with girls, always begin with the *Safety Activity Checkpoints* written specifically for that particular activity. This introduction provides an overview of the format of each set of checkpoints. Note: In addition to reading these checkpoints yourself, you can also email or print them for co-volunteers, parents/caregivers and girls.

Some information that is included in *Safety Activity Checkpoints* is:

Gear

Basic gear includes clothing and equipment girls are likely to already have in their possession. Specialized gear includes clothing and equipment girls may need to purchase, rent, or borrow.

Prepare for the Activity

These checkpoints discuss steps to take in advance for the activity. Not every category is listed here, and not every activity includes these categories.

- Communicate with council and parents. Tips for following council guidelines and keeping parents informed.
- Ensure prerequisites. They range from an ability to swim to knowledge of primitive camping.
- Arrange for transportation and adult supervision. Recommended adult-to-girl ratios for this activity.
- Verify instructor knowledge and experience. Ensuring the volunteers or on-site instructors possess the proper skill set, knowledge, experience and/or training/certification.
- Select a safe site. A game plan for ensuring the safest experience possible.
- Compile key contacts. Information on itineraries, phone trees and other contact information.
- Respect the environment. Tips for ensuring environmental responsibility.
- Prepare for emergencies. First aider requirements and other emergency precautions.

On the Day of the Activity

These checkpoints include important final reminders on the day of the activity. Not every category is listed here and not every activity includes these categories.

- Get a weather report. Ways to monitor the weather for any outdoor activity and/or activity requiring transportation.
- Review rescue tips. Activity specific rescue tips.
- Use the buddy system. The best way to ensure no one is separated from the group or unable to get help.
- Be prepared in the event of a storm with lightning. Special details for outdoor warm weather activities.

Basic First Aid and Safety for the Program Aide

What is first aid?

First Aid is what you do while you are waiting for help to come—that is why it is called first aid—because it is what you do first and—**what you do first can be very important.**

If your friend has an accident, then the first person there will be the first aider or the person who will help her until others get there. First aid is about using your commonsense in ways that will keep her safe without doing harm to her.

If you are near the scene of an accident there are certain steps to follow.

Check, Call, Care: It's easier to stay calm

- **Check:** Before Rushing to someone's aide, make sure the area is safe. That means there's no heavy traffic, fire, downed power lines, or other dangerous situations nearby.
- **Call:** If the area is safe check the person to see what's wrong. Then, find an adult to ask for help or if necessary, call 911.
- **Care:** Once you've been called to help you can offer to help the injured person by providing first aide. Stay with your friend until help arrives.

Remember never put yourself in danger trying to help someone else. For example, don't walk into a highway, run into the ocean or run into a burning building. You don't want emergency responders to have to help you, too.

Enjoying the outdoors at camp, at the beach, or at a park is great fun. What's not so fun is bug bites, bee stings, sun burn and poison oak or ivy. You can learn more about being a first aider by earning a First Aid Badge. It is a good idea for everyone to learn first aid because you never know when it might come in useful. Remember, the first rule in any accident situation is to keep calm and help your friend to keep calm too. Then, the next most important thing to do is to get help.

Girl Scout Traditions

Juliette Low, the founder of Girl Scouts, understood how special words and signs helped girls feel they are members of a group. Girl Scouts and Girl Guides all around the world share special signs like a handshake, a squeeze, a motto and a slogan. These special signs overcome barriers of language and culture as they remind us of the rules that we live by.

- **The Girl Scout Sign**

- The Girl Scout sign or salute is shown by raising the middle three fingers of your right hand while holding down the little finger with your thumb. The sign is used when reciting the Girl Scout.



The Girl Scout Handshake

Another form of greeting between Girl Guides and Girl Scouts is the Girl Scout handshake. Girls raise their right hand in the Girl Scout sign and shake using their left hand (denoting friendliness and loyalty).

The Girl Scout Motto

The Girl Scout motto is "*Be prepared.*" Girl Scouts of yesteryears learned skills for fun but also to cope with emergencies of their times. Today, the motto reminds girls to be prepared to help others in need in their community and around the world.

The Girl Scout Slogan

The Girl Scout slogan is "***Do a good turn daily.***" In the early days of Girl Scouting, girls tied a knot in their neckerchiefs. They could not untie the knot until a good deed was accomplished. Today, the slogan is a reminder of the many ways girls can contribute to the lives of others.

The Friendship Squeeze

The Friendship Squeeze is usually done immediately following the singing of Taps. Girls should hum Taps until the squeeze is complete. It should act as a reminder to girls of their link to all other Girl Scouts.

Girls remain in the circle with their right arm crossed over their left, and keep holding their neighbors hands.

The leader squeezes the hand of the girl to her right who then squeezes the girl to her right, and so on until the squeeze once again reaches the leader. At this time, the leader raises her hands into the air above her head (still crossed and holding her neighbors hands), and the girls do the same.

Each then turns to the outside, so the now uncrossed hands are behind their backs. Each girl then let's go and they are then free to leave.

The Friendship Circle

The friendship circle represents the unbroken chain of friendship between Girl Scouts and Girl Guides around the world. They are often formed at the end of a troop meeting, Girl Scout event or at a campsite. Everyone forms a large circle and each girl crosses her right arm over her left, holding the hands of the girls standing on both sides of her. A designated person starts the squeeze, which is then gently passed from hand to hand around the whole circle. During the squeeze, everyone should remain silent.

Arts and Crafts

Why do we do arts and crafts in Girl Scouts?

- It's fun!
- Hands-on activities hold a child's attention and develop creativity, coordination, problem-solving and confidence!
- It helps create memories and provide "souvenirs" for many events!
- Art and craft projects reduce stress!
- Art and craft projects encourage original thinking and imagination.
- Art and craft projects can reinforce learning!
- Everyone can be an artist. You don't have to be an expert to be creative.

What do you see? Is there one "right" answer?

Art is not about what others value (what they think is beautiful, ugly, important or unimportant). It is about what you see, feel or want to express!

Sometimes when you are working on an art project with a younger girl, you might feel an urge to pick up the scissors, glue or marker and just do it for her! She may see an example and think her project should look just like the example. She may ask questions like:

- Should I use green or blue?
- Is this right?
- I can't do this! Will you help me?

It is OK to help younger girls learn new skills and it is also important to encourage them to be **FREE!**

F Be **flexible** with expectations
R Find each girl's level of **readiness** (skills, talents)
E **Encourage** girls with sincere praise
E Allow girls to **experiment**

SWAPS

Swaps: The tradition of Girl Scouts exchanging keepsakes, started long ago when Girl Scouts and Girl Guides first gathered for fun, song and making new friends. In more recent years, some Girl Scouts describe the types of objects now preferred as swaps by calling them: Special Whatchamacallits Affectionately Pinned Somewhere.

Swaps are still the perfect way for Girl Scouts to meet each other and promote friendship. Each one is a memory of a special event or Girl Scout Sister.

Swaps Basics

Swaps should:

- Tell something about the givers or their group. (Girls may include their address or email information so others can write to them.)
- Represent the givers' country, community or local Girl Scout council.

Tips for Swaps Givers

Girls should:

- Think about the kind of swap they would like to receive from someone else.
- Try not to spend a lot of money. Consider making something from donated or recycled material.
- Be creative and take time to make hand-crafted swaps. (Include directions for making the swap if it is a craft project that can be replicated.)
- Try to have one swap for each event participant and staff member.
- Plan ahead so there's time to make the swaps.
- Make swaps that can be worn, used or displayed.
- Ask their group or service unit for help, if needed, in putting swaps together.
- Make swaps portable. Remember: Swaps must be carried or shipped ahead to the event, where other girls will be carrying them away.

What to Do with Swaps

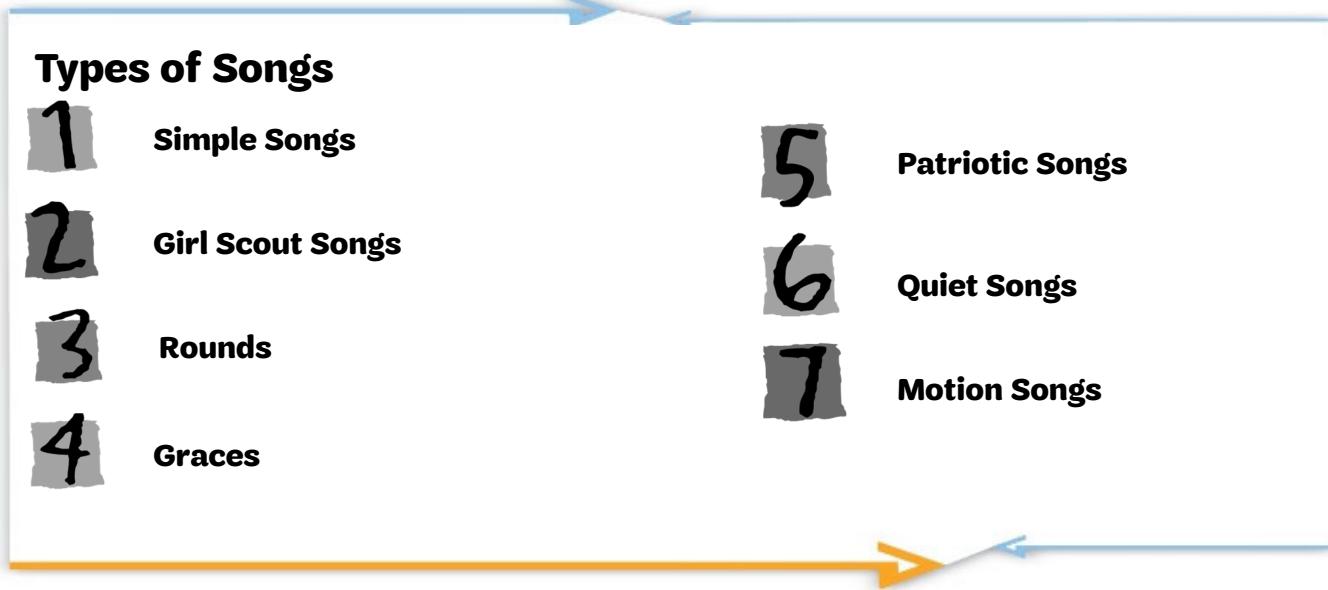
- Include swaps with thank-you letters to sponsors and those who helped them go to a travel event.
- Make a display or scrapbook for travel night or troop visits.
- Keep swaps in a memory box or shadow box.
- Make a quilt, using swaps.
- Put pins and patches on a hat or jacket.
- Start a council best-of-swaps collection.

Swap Safety and Etiquette

Girls should:

- Never refuse to swap with another person.
- Swap face-to-face, especially if exchanging addresses or email information.
- Avoid using glass and sharp objects in swaps.
- Follow all GSUSA *Safety Activity Checkpoints* standards.
- Avoid using food products, unless they are individually wrapped.

Songs



Teaching Songs

1) Know why you are teaching the song.

- ◊ To sing together at a later time?
- ◊ To occupy five minutes?
- ◊ To perform immediately?

Knowing why you are singing the song can help decide what song is appropriate.

2) Have a pro.

Find someone who already knows the song and/or can read music that can lead the beginners. This person can teach the song to the rest of the program aides before the group teaches it to a group of campers.

3) Have song sheets or cue cards if possible.

Many people learn by seeing and hearing. You don't have to have the words written down, but it helps when the song is, long, complex, in a foreign language, or has to be learned quickly.

4) Teach the song!

- Sing one verse and the chorus once.
- Sing one line, have the group repeat it.
- Sing the verse all together.
- Add on verses.

Outdoor Skills

Pocket Knife and Jackknife Safety

Council Approval: Required

Activity Permitted For: B J C S A

Not Permitted For: *Daisy Girl Scouts

**Daisies can learn basic knife safety with cardboard/wood examples.*

About Pocket Knives/Jackknives

An important and versatile tool for camping, the pocket/jackknife is safe when handled carefully. It may have more than one blade or tool. It may include an awl for drilling holes, a can opener, or a combination screwdriver and bottle cap opener. Always inform parents prior to teaching girls about this skill. All Girl Scouts should receive proper training and sign off on Girl Scout Pocket knife/Jackknife Safety Pledge.

Learn More:

<https://knife-depot.com/pages/teaching-kids-about-knife-safety>

<https://gearjunkie.com/teaching-kids-knife-safety-outdoors>

Include Girls with Disabilities

Talk to girls with disabilities and their caregivers. Ask about needs, interest, and special accommodations. Check with facilities ahead of time to determine what accommodations can be made.

Assess participants' maturity level.

Participants must be old enough to understand safety procedures and handle equipment so as not to endanger themselves and others.

Dress appropriately for the activity.

Make sure girls and adults avoid wearing dangling earrings, bracelets, and necklaces that may become entangled in equipment. Also have girls tie back long hair. Always have on Closed Toed Shoes.

Safety Activity Checkpoints - They should focus on the following areas:

- How to open and close safely
- How and when to use it
- How to properly store it when not in use
- How to sharpen the blade
- How to clean the blade/knife
- Learn how to pass and acknowledge when you receive it by saying Thank You
- Learn about the circle of safety

Always keep the knife pointed in safe direction

Learn about additional emergency and safety procedures

Pocket Knives

Teaching girls to safely use a knife is an important lesson. To begin with, they really can't progress into outdoor cooking if they don't know how to safely handle a paring knife or other kitchen knives.

Secondly, using a pocketknife without proper instruction can cause painful injuries and dissuade girls from further skill building in this area. Knife safety should only be introduced to girls who are capable of following directions and understanding the importance of following safety rules. Introduce knife safety in a controlled atmosphere free of distractions.

The following are some general safety rules to be shared with the girls.

1. Each girl should learn to use a knife within a safety circle so that they do not get bumped or bump into anyone else while they are using their knife. The safety circle is important for the girl using the knife to remember as well as the rest of her troop mates.
1. Place the closed knife in your hand and then extend your arm. Move your arm all the way around you in a circle and above your head. If another person or object is within reach around or above you, move to a new location and try again to establish a safety circle.
2. Never run and walk around with an open knife.
3. Practice how to open, close and pass a knife properly before using a knife.



To open a knife:



Hold the knife firmly with the fingers of one hand. Hold the top edge (slot) of the blade with your noncutting thumb and forefinger.

Keep your fingers away from the sharp cutting edge of the blade. Pull the blade all the way out until it clicks into open position.

To close a knife:



Hold the handle in one hand with the sharp cutting side of the blade upward. Hold the dull side of the blade in the other hand. Push the blade up and around toward the slot in the handle until the blade is closed in the handle.

Never leave a pocketknife open when not in use. Take care not to leave paring knives in places where someone might unknowingly come across them.

To pass a knife:

The proper way to pass a knife is for the passer to hold the knife by the dull side of the blade. The person to whom the knife is being passed should grasp the knife by the handle and say "thank you" to let the passer know it is okay to release the knife.



To sharpen a knife:

A sharp knife is safer than a dull knife. Be sure to include a sharpening stone on your list of items to bring. The sharpening stone should be lubricated with oil or water before using. First use the stone's coarse grit to remove nicks, and then use the fine grit to hone the edge to perfection.



- Hold the stone in one hand and the open knife in the other, keeping fingers below the top edge of the sharpening stone.
- Lay the flat side of the knife blade on the flat surface of the stone at a slight angle to the stone, with the unsharpened edge of the blade lightly raised.
- Keeping this angle, move the blade across the stone in a circular motion. Make sure the whole edge of the blade is in contact with the stone at some time during the motion.
- Turn the knife over and start again, repeating the same motion but in the opposite direction.

Use a knife to whittle:

Hold the handle of the knife firmly in the dominate hand and wrap the fingers around it. Always remember to keep the thumb down across the fingers and not on the back of the blade. Pressure from the thumb being on the blade can cause the blade to snap shut and cause an injury.

- Cut away from the body by pushing with the whole hand holding the knife
- Cut slowly so the knife won't slip
- Cut the stick at an angle shaving off little pieces of wood
- Always use the knife cutting away from the body. When sitting, do not cut towards your leg.

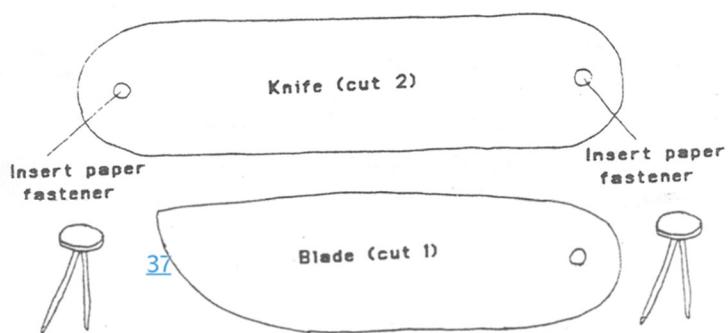
To clean and oil a knife:

- Hold a cleaning cloth on the back of the blade away from the cutting edge to wipe the blade clean and dry. Lubricate the knife's hinge with lightweight oil; sewing machine oil is a good choice. Never clean the blade by rubbing it in dirt or sand.



Use a paper pocketknife to practice with younger girls

- When teaching young girls to use a pocketknife, it may be more comfortable for you to have them use a paper pocketknife to practice the skills of opening, closing and passing a knife.
- Cut two knife pieces and one blade from cardboard or paper plates.
- Place blade piece between knife and insert round-head paper fasteners.



Outdoor Skills

Fire Safety

Fire Safety Protocol

1. Walk when around the fire.
2. Use designated fire rings.
3. When collecting wood, only collect dead wood from the ground.
4. Always have a bucket of water and shovel at the fire ring BEFORE you start a fire.
5. Everyone should have their hair pulled back and secured with a bandana, hair tie, or hat.
6. Everyone should make sure that all loose-fitting clothing is taken off, all long sleeves are pulled up, all strings or anything else that would fall over the fire is tucked back.
7. Everyone should be wearing closed toed shoes.
8. Build a fire just big enough to do the job. Rarely do you need a roaring fire, but make one large enough to produce enough coals to cook your food.
9. Make sure someone is always watching the fire and not leaving it unattended.
10. Adults should be nearby when around a fire.
11. When a stick goes into the fire, it should stay in the fire. We should not play with burning sticks.
12. Make sure your fire is completely out before leaving. You should be able to feel no more heat from the coals.

Match Safety

1. Have the wind at your back before lighting.
2. Make sure everyone else is an arm's length away when striking a match.
3. Strike the match away from you.
4. Make waterproof matches by coating stick match ends with clear nail polish and allow them to dry completely before putting back into the container.

Tips for Successful Fires

1. When adding wood to your fire, place it carefully. Throwing wood onto the fire causes embers to fly outside of the fire.
2. Fires need oxygen to burn. Be careful when placing your wood to allow space for air to flow through between branches.
3. Larger sticks and logs should be added as the fire is going well. Thicker sticks are harder to start, but will burn longer.

Putting Out a Fire

1. Let the fire die down until only ashes are left. This should not be a problem if you only built a fire big enough for your needs.
2. Stir the ashes with the shovel. Sprinkle water on ashes. Stir again and repeat until no more heat is felt with your hand above the coals.
3. Clean up the fire circle before leaving on your last day of camp, there should be no warm coals left.

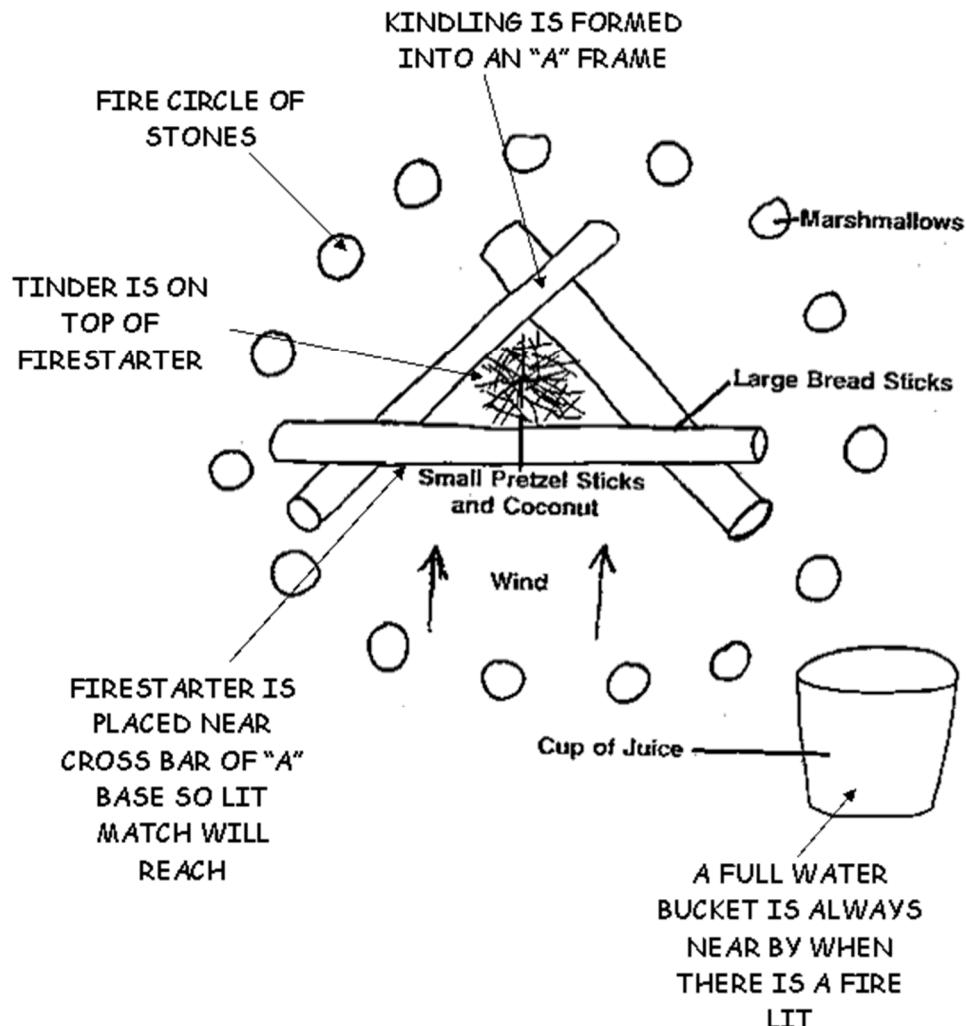
Edible Fire Snack/Activity

One essential skill in outdoor cooking is fire building. Before learning to cook, or going on a cookout or troop camping experience, you should have practice in fire building and fire safety. A good fire can serve many uses: cooking, heat, light and protection. Remember, a fire that is improperly made or left unattended can quickly become a destructive force. Use this unique way to demonstrate fire building and fire safety.

Each girl can build her own fire as fire building and fire safety is discussed. Then the girls can eat and enjoy an edible fire snack.

Ingredients:

- * **Large bread sticks**—fuel
- * **Shredded coconut**—tinder
- * **Small cup full of juice**—water bucket
- * **Paper towel or napkins** to build fire on
- * **Small pretzel sticks**—kindling
- * **Small marshmallows**—stones for fire circle
- * **Fire starters**—Raisins or M&M's



PA Training Tracking Card

Name: _____

888.350.5090 | gswo.org
customercare@gsw.org



In Partnership With

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customercare@gsw.org



In Partnership With:

Event Survey for Girl Scouts

Juniors, Cadettes, Seniors, & Ambassadors

(Life Skills, Outdoors, and Entrepreneurship Events)

We want to know about you and other Girl Scouts in events!

Directions: Fill out the information below and complete the questions.

Check the that most closely matches what you think.

Name of Event:	Date:
Location:	Grade:
Facilitator Name:	Your Zip Code:

1. What did you like about this event? _____
2. What would you change about this event? _____

3. How much is this LIKE YOUR GROUP?	Exactly like my group	A lot like my group	Kind of like my group	A little like my group	Not at all like my group	Don't Know/Not Sure
We learn by working with other girls.	<input type="checkbox"/>					
When we do a project, every girl has a way to help.	<input type="checkbox"/>					
We learn when girls share their ideas.	<input type="checkbox"/>					
When we do activities, we learn new things.	<input type="checkbox"/>					
We get to try out our ideas and see how they work.	<input type="checkbox"/>					
We learn by doing activities, not just listening.	<input type="checkbox"/>					

4. How strongly do you agree with these statements?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know/Not Sure
The adults make me feel welcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned something new today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had fun at this event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Overall, how would you rate this event? (Circle your answer:)																														
<table border="0"> <tr> <td>Poor</td> <td colspan="9">Excellent</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> </table>										Poor	Excellent									0	1	2	3	4	5	6	7	8	9	10
Poor	Excellent																													
0	1	2	3	4	5	6	7	8	9	10																				

6. After this event, how likely are you to recommend Girl Scouts to your friends? (Circle your answer:)																														
<table border="0"> <tr> <td>Not at all likely</td> <td colspan="9">Extremely likely</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> </table>										Not at all likely	Extremely likely									0	1	2	3	4	5	6	7	8	9	10
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Please use the space on the back of this page for anything else you want to say.