

Leader-In-Training Girl Workbook



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This workbook is designed to facilitate and document the steps that a Girl Scout Senior or Ambassador needs to complete the Leader-In-Training (LIT) program. It follows the course requirements outlined in *Leadership Projects for Cadette and Senior Girls Scouts*, (GSUSA 1995).

LIT Activity and Documentation Checklist

Use this page to keep track of the activities and documentation of your LIT project.

Activity	Date Completed	Leader/Advisor Initials
Decide which grade level you'd like to work with (Daisies, Brownies or Juniors)		
Complete the LIT Core Training (this workbook) working with Leader/Advisor		
Observation of troop (3 hours minimum)		
Complete Troop Observation Inventory		
Give Agreement of Participation/History to Mentor		
Internship (25 hours minimum)		
Complete Evaluation of Internship		

Name: _____

Address: _____

City, State, Zip: _____

Phone Number: _____

Email Address: _____

LIT Leader/advisor (Name and Phone Number):

Leader-In-Training Introduction

Girl Scout leaders play a special role in the lives of the young women with whom they work. Becoming a skillful Girl Scout leader takes practice, patience, motivation, and a sense of humor. The Leader-in-Training (LIT) project was created so that Girl Scout Seniors and Ambassadors could acquire the skills and confidence necessary to guide a group of younger girls and hold future leadership positions within and outside of Girl Scouting.

Eligibility

Any girl who is registered as a Girl Scout Senior or Ambassador and has completed the ninth grade is eligible.

Core Training

This workbook is designed to complete the Core Training for the Leader-In-Training program. It should take girls, working either independently or as a group with an advisor, approximately 8-10 hours to complete. The core course will enable the Leader-in-Training to become an integral part of the troop/group with which she is working.

Observation

Once the Leader-in-Training decides the age level she would like to work with (Daisies, Brownies or Juniors), she must observe girls of this age level as they participate in their troop/group. The Leader-in-Training should spend approximately 3-5 hours as an observer in a troop/group setting. The troop/group may be different from the one she will use for her internship. The Guidelines and Troop Observation Inventory (see Part Three) will aid girls as they watch a troop/group in action. Girls are required to complete the Troop Observation Inventory form at the conclusion of the experience.

Internship

Once the Leader-in-Training selects the age group she would like to work with, she can contact a troop leader about interning in that troop, or the council can assign her to a troop/group. She must work with the same troop/group on an ongoing basis and commit at least 25 hours of service to her assigned group/troop. These hours can be completed by either preparing for activities or directly working with the younger girls. The completion of these hours can be spread over several months.

Responsibilities

Once assigned to a troop/group, the Leader-in-Training must:

1. Assist the mentor leader with planning troop/group activities and facilitating troop/group management.
2. Implement activities while adhering to the principles of girl/adult partnership.
3. Exhibit exemplary behavior and act as a role model for the younger girls in the troop/group.
4. Be punctual and attend the meetings to which she has committed.
5. Maintain a record of the time spent with the assigned troop/group.
6. Provide the mentor leader with a signed Parent/Guardian Permission Slip when she plans to travel with the troop/group.
7. Complete the Leadership Project Evaluation form (see Part Three).

Recognitions

A girl will earn the LIT pin upon completion of her training and the LIT patch upon completion of her internship.

Part One: The Girl Scout Program

This section of the Core Training is designed to help you brush up on your Girl Scout essentials – the pieces that make up Girl Scouting. Answer each question below using the resources for each grade level, such as handbooks, badge books, leader guides, *Safety-Wise*, etc. You may borrow these books from your leader/advisor or you can check out copies from the council libraries (in Sarasota and Ft. Myers). Don't forget that you may also use your leader/advisor, council staff and the GSGCF website as resources!

The 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.

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

List three or four ideas on how you could teach the Girl Scout Promise and Law to younger Girl Scouts. Refer to Daisy, Brownie, and Junior Leader Guides and handbooks, "Try-It" Book, Junior Badge Book and Journey books. _____

What is a girl/adult partnership? Why is it important in Girl Scouting? _____

Girl Scouting has a strong commitment to diversity. Girl Scouting is for every girl. Look through the Girl Scout Brownie or Junior handbook for illustrations that reflect this commitment to diversity. Below, list the page numbers and the type of diversity illustrated. Find as many different types of diversity as possible. _____

Girl Scouting has a commitment to remaining an all-girl organization. List several advantages of participating in an all-girl organization. _____

Environmental concerns and outdoor education have been a part of Girl Scouting since the earliest days of the movement. Find an illustration of this commitment in the Girl Scout Daisy, Brownie, or Junior resources. _____

Find a Girl Scout award relating to environmental education or action for each of the following grade levels.

Girl Scout Daisies: _____

Girl Scout Brownies: _____

Girl Scout Juniors: _____

Ceremonies are an important part of the Girl Scout tradition. Describe the following ceremonies.

Flag ceremony: _____

Investiture: _____

Rededication: _____

Court of Awards: _____

Bridging Ceremony: _____

Girl Scouts' Own: _____

Safety and *Safety-Wise*

Safety should be every Girl Scout leader's number one priority. *Safety-Wise* is a Girl Scout book that provides general safety and security guidelines, program standards, and activity checkpoints. The standards describe basic health, safety, and security practices that provide for the well-being of girls in your troop or group. Each standard is followed by specific guidelines that more fully illustrate what must be accomplished to meet each standard.

The LIT's role in safety is to exercise good awareness and judgment. As with any activity, the physical and emotional safety of the girls is of the utmost importance when planning or executing an event.

Use *Safety-Wise* as a resource to answer the following questions.

What is a program standard? _____

How many program standards are found in *Safety-Wise*? _____

What is an activity checkpoint? _____

Give two examples of activity checkpoints? _____

For each of the grade levels below, what is the ratio of adults you need when taking the following girls overnight camping?

Girl Scout Brownies: _____

Girl Scout Juniors: _____

Girl Scout Cadettes: _____

When is a health examination needed? A health history? _____

When transporting girls, what safety precautions are needed? _____

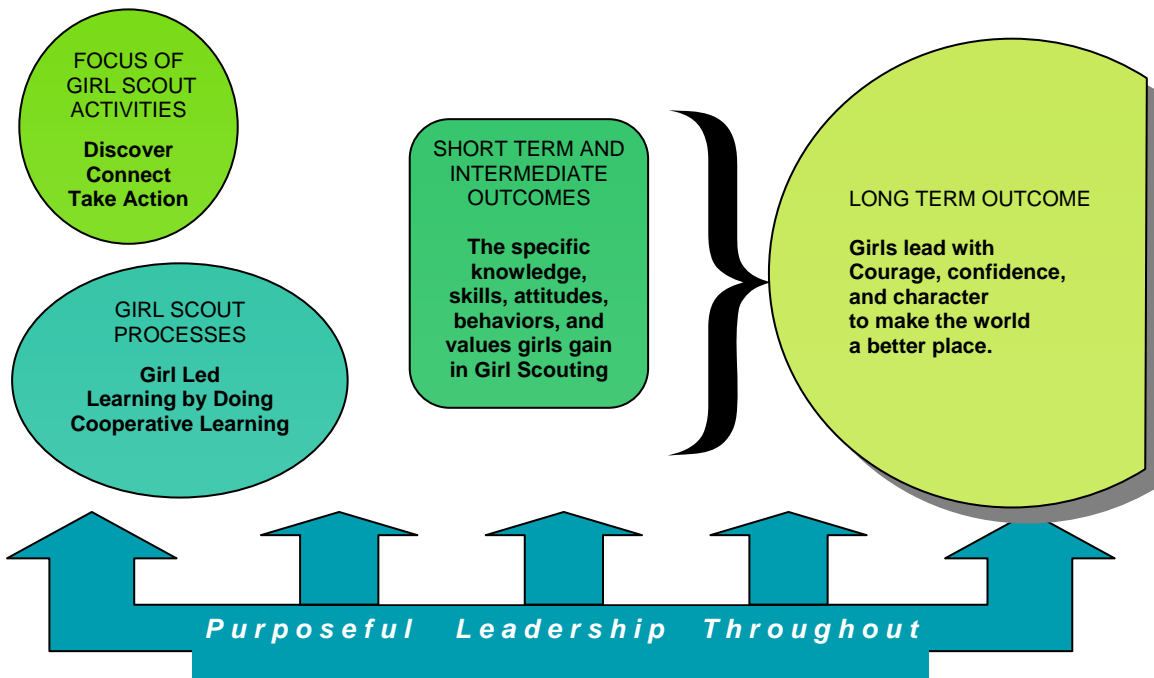
Girl Scout Leadership Experience

The goal of the Girl Scout program is to develop leadership in girls of all ages. The chart below shows the Girl Scout Leadership “Engine,” which drives the program. There are three keys to leadership (Discover, Connect & Take Action) and three processes (girl led, learning by doing and cooperative learning). The three keys to leadership are the focus of Girl Scout activities, and are defined below. The three processes are the ways we do things so that girls have the opportunity to develop leadership skills.

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.



Come up with an activity you could lead with a younger troop that encompasses at least two of the Leadership Keys and two of the Girl Scout Processes. Describe your activity below and how it encourages leadership in girls. _____

Developmental Characteristics of Girls

Using the Leader's Guides, fill in the chart.

Developmental Characteristics	Girl Scout Daisies	Girl Scout Brownies	Girl Scout Juniors
Physical			
Emotional			
Social			
Intellectual			

Below you will find profiles of girls in each grade level. With your leader/advisor, discuss each girl described in the profiles. Does she or does she not fit the typical characteristics?

Girl Scout Daisy Profiles

Denise is five years old and an only child. She is entering kindergarten this fall and has never been to preschool. Denise's mother is a single parent who receives welfare. Denise's father has not had contact with them since Denise was born. Denise likes active games and plays well with children younger than her.

Danielle is in kindergarten. Last year she enjoyed preschool because the class worked on many group projects and she learned to read some words. Danielle's parents are both

teachers. She has two older brothers. Her favorite activities are looking at books and drawing pictures.

Christy is a five-year-old with Down's Syndrome. She has had special training since infancy and will be mainstreamed for half of the day in kindergarten. She can take care of herself in the bathroom and can usually dress herself. Christy likes playing house and singing songs.

Maria is entering kindergarten. Last year she was in preschool in the morning and daycare in the afternoon. Maria especially liked activities that involved making things to take home. She is more sociable than many children her age, and is comfortable with new situations.

Lin is very shy even though she has been in group day care since she was two. Her parents are both working, but spend as much time as possible with Lin and her older brother and sister. Lin enjoys puzzles or games that are played with only two or three other children.

Girl Scout Brownie Profiles

Stephanie is entering second grade. She comes from a large family and often feels overwhelmed by the various conversations and the flurry of activity around her. Her teacher last year found that Stephanie worked best when given explicit directions and concrete examples of what she is to do.

Marquita is a bright third grader. She especially likes math in school. Since her mother works, Marquita has taken on many of the responsibilities for caring for her younger brother and sister. She often sees what needs to be done without being told.

Angela has mild ataxic cerebral palsy. Although she has some involuntary movements of her arms and legs, she is ambulatory and a good conversationalist. This fall she will be mainstreamed with other second graders for nonacademic subjects and will receive physical and occupational therapy at school.

Mai is an active third grader. She does average work in academic subjects, but shines when participating in anything athletic. She is frequently chosen by her classmates to lead games and enjoys showing others how to do something.

Tracy is a foster child who has lived with three different families. There are six other children in the home she now lives in. Tracy likes to find a quiet place to read whenever she can.

Girl Scout Junior Profiles

Keisha is a fourth grader who has been in classes for the gifted for two years. Her favorite activities are those that require analytical thinking. Last year she enjoyed designing and building a model rocket as a school project.

Amanda enjoys being the class clown. Although she is quite intelligent, she feels she will not fit in with the others if her grades are too high. Because she skipped a grade, Amanda is younger than the other fifth graders in her class and feels she must make jokes to get attention.

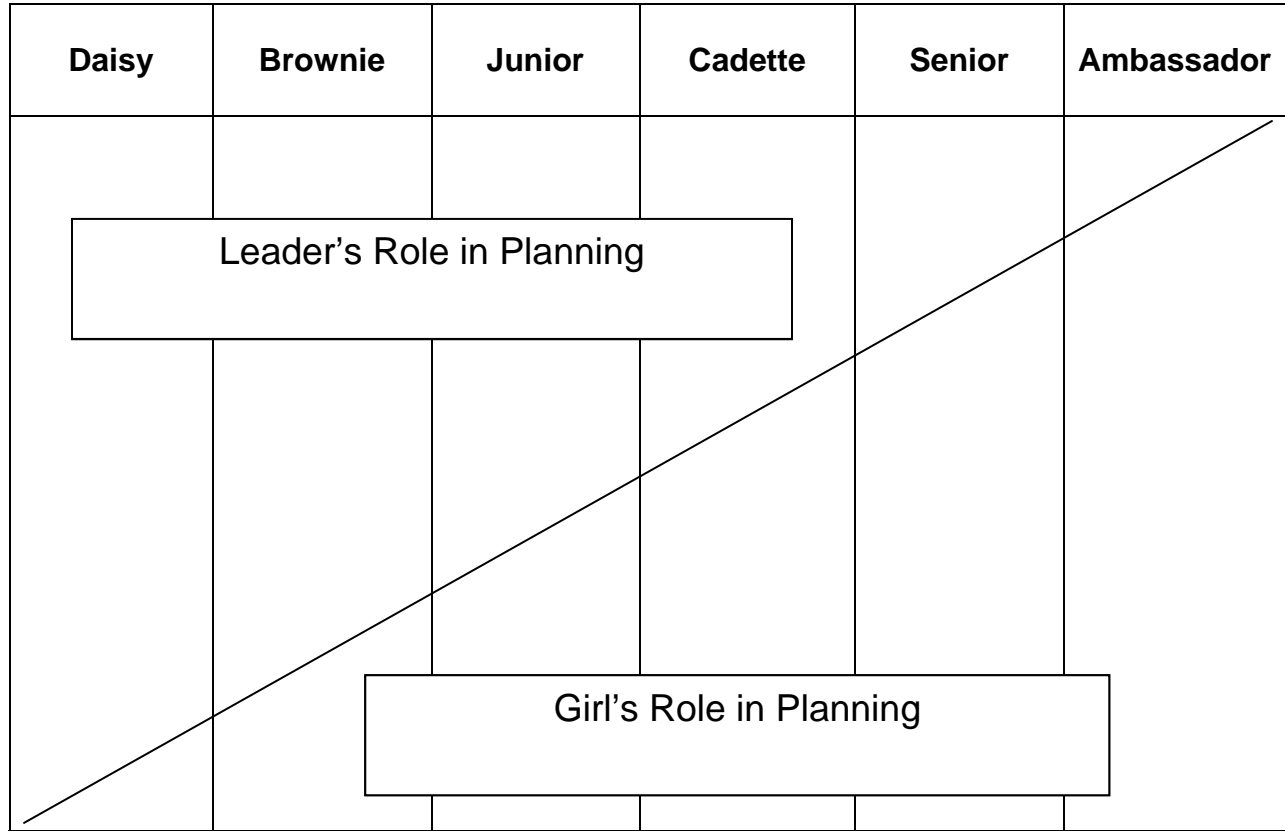
Gina and her younger brother live with their grandmother. Gina is quiet and well liked by her teachers, but only associates with a few other girls at school. Although her grades are just average, Gina was one of the sixth graders chosen to tutor younger students a few times each week. The principal feels that Gina's self-esteem has increased because of this program.

Renee missed a lot of school last year. The school social worker found that Renee stayed home to care for her alcoholic mother and younger sister. Renee enjoys school and being around other kids, especially during busy activities. Her fourth grade teacher noticed that Renee never volunteered to lead activities, but preferred to follow or be entertained. The teacher thought this was probably because of so much responsibility at home.

Lisa is repeating fifth grade. Her family has moved around a lot because of her father's work. Lisa is quiet and doesn't contribute much in class, but her classmates have noticed her exceptional ability in art and have encouraged her.

Why do some of the girls described above *not* fit in with the characteristics of their grade level?

Progression in Girl Planning the Girl/Adult Partnership



Using the chart above, describe how a leader's role should change as her troop gets older.

How much of the troop planning is the girls' responsibility at the Daisy level? At the Junior level? At the Ambassador level? _____

How does this chart relate to the Girl Scout Leadership Engine on page 9? What Leadership Keys and Girl Scout Processes are fulfilled by having girls involved in troop planning? _____

Group Management Skills

Leaders use group management tools like kaper charts and various forms of troop government to keep the troop organized, on task and fun for all the girls. Refer to the Daisy, Brownie, and Junior Leader Guides for information on troop government.

What is troop government? Why is it important in Girl Scouting? _____

Complete the following chart describing the form of troop government for each age level.

Grade Level	Type of Government	Explain how each form of troop government works and what the advantages and disadvantages are
Girl Scout Daisies	Daisy Circle	
Girl Scout Brownies	Brownie Ring	
	Brownie Circle	
Girl Scout Juniors, Cadettes, Seniors & Ambassadors	Patrol System	
	Executive Board	
	Town Meeting	

What are kaper charts? How do kaper charts help in troop management? On a separate sheet of paper, make a kaper chart for a Girl Scout troop of 15 girls to manage four meetings. _____

Program Opportunities

Girl Scouts have the opportunity to experience a broad range of activities and programs, from sports and camping to financial literacy, community service, and cultural activities. With Girl Scouts, the options are endless.

Girl Scouts encourages girls to become active members of their own religious community. This may be through earning religious awards or doing activities that encourage religious commitment. List religious awards or activities that encourage positive interaction with family and friends and lay a foundation for responsible actions as a woman. For more information about religious awards girls can earn, visit www.praypub.org.

Grade Level	List activities or religious awards
Girl Scout Daisy	
Girl Scout Brownie	
Girl Scout Junior	
Girl Scout Cadette	
Girl Scout Senior or Ambassador	

Service is an important element of the Girl Scout program and is performed to better the quality of life for others, without regard for personal reward. Suggest an appropriate service project for each age level.

Grade Level	Service Project
Girl Scout Daisy	
Girl Scout Brownie	
Girl Scout Junior	
Girl Scout Cadette	
Girl Scout Senior or Ambassador	

Planning Activities

The following criteria should be used in planning program activities:

- Should have an objective.
- Needs to fill a specific time frame.
- Does not need to be elaborate to be successful. In fact, the simpler the better.
- Needs to be age appropriate for the range of maturity levels of the troop/group.
- Should build on previously learned skills.
- Must adhere to *Safety-Wise* guidelines.

Brainstorm a list of places to find program resources. Don't limit yourself to Girl Scout handbooks and badge books! _____

Begin an activity resource file folder. Use the form on the following page or develop your own format to be approved by your LIT advisor.

Gather 16 activities that you could lead with a younger troop, and complete a sheet for each activity. Include activities in the following categories:

- Songs
- Games
- Nature Activities
- Crafts

Leader-in-Training Activity Resource File

Activity Name: _____

Grade Level (circle one): Daisy Brownie Junior Cadette Senior/Ambassador

Time Frame: _____ Location: _____

Materials needed:

Activity Area:

- Song
- Game
- Nature
- Craft
- Other

Directions for activity:

Any special safety considerations?

Date: _____

Source of activity (if known): _____

Song Leading

Singing is an important part of Girl Scouting. When large gatherings of girls come together, the singing can be a memorable part of the event. Singing not only brings joy, satisfaction, and relaxation, but can also enhance many other goals of Girl Scouting, such as: developing a skill, building understanding and appreciation of other countries through their music, and enriching girls' appreciation of the many types of music that can be part of their lives.

Selecting Materials

The selection of material for group singing will depend on many factors. How old is the group? How often have they sung together? Can they read music? Most young children cannot sing part music until the age of nine or ten.

The purest form of choral singing is *a cappella*, or "without accompaniment." This type of singing is especially adaptable for camps and troop meetings where instruments might not be available. Singing can also be satisfying with the accompaniment of a piano, organ, guitar, banjo, accordion, or autoharp. If it is a small group, a recorder or shepherd's pipe is a nice addition.

If you are leading a newly formed group, start with songs that are quickly learned.

In general, there are four types of songs that are suited for recreational purposes: folk songs, rounds and canons, art songs, and popular and contemporary songs.

Folk songs spring from the people. They are shaped by language and custom, history and geography, contact with other people, and other music traditions. In the past, folk songs were handed down orally from one generation to the next.

Rounds and canons provide a good introduction to part-singing. Because they are "team singing," they help the unsure singer learn her part. It is advisable to teach rounds and canons first as straight songs and then progress to the parts.

Art songs often relate to literature and music. They are usually vocal solos of fine poetry with piano accompaniment written by a credited composer. For example, Beethoven set Schiller's

Ode to Joy to music. These songs are often well within the reach of amateur groups. Singing them may well lead to greater understanding of music in a wider field.

Popular and contemporary songs are often appropriate for choral groups. This is an area where song leaders need to choose their music very carefully and be fully aware of copyright laws. In general, contemporary music in the folk song tradition will be the easiest for amateur groups to master.

The Girl Scout songbooks include a wide variety of all types of songs. School songbooks are often published by grade level and will give you an idea of what is appropriate for different age levels. A local music teacher, choir director, or music store can also give you guidance in selecting materials.

Getting Ready

The first and most important thing is to **learn** the songs you are going to teach. You should learn them well so that you will not need to look at the book while you are leading or teaching.

Practice song leading by yourself in front of a mirror, if possible.

Steps in Teaching

1. Introduce the song by singing or playing it.
2. Go through the song line by line. (The song leader sings one line and the group repeats it).
3. The group sings the song together.

Presenting a Song to a Group

A good song is much more interesting to the singers if it is well presented. Get the group's attention and introduce the song briefly. Tell some interesting facts about it or ask the group to listen for something special, such as: Who are the people in the story? What kind of place does the song describe? What country would you think the song came from? Does the song tell a story, suggest action, invite one to dance, or merely reflect a mood? For a large group, keep your introduction **very brief**. For a very small group, you can spend a little more time on the introduction.

The rhythm is most important. One way to establish rhythm is to sing through the song or play the CD two or three times, counting the beat. Clapping also helps establish the rhythm.

Presenting Rounds

- Have the entire group sing through the entire song together until you feel they know it.
- Divide the group into the number of parts needed.
- Cue **each** part as indicated in the round.

Listen to one particular group and give the signal to hold when that group has reached the exact end of the round. In this way, the round will end with a pleasing chord conclusion.

Teaching and Playing Games

Games are an integral part of the Girl Scout program. Participation in games is encouraged for sound physical and mental development, for maintenance of a healthy existence, and for recreational enjoyment. Games provide fun, learning, creativity, and adventure. They relieve the tensions and encourage relaxation. Games enable girls to experience the joy of working in a group. They help girls learn to not only understand themselves better, but also to understand others. They provide an opportunity for girls to appreciate fair play and sportsmanship.

It is just as important that you be prepared to play games that are familiar to the girls, as well as to teach new ones. The following suggestions can help you develop your leadership skills.

Selecting Games

- Be sure the games are appropriate for age, experience, and physical condition of the girls.
- Begin with familiar games that are quickly learned, and then move on to more complex games.
- Avoid games that offend other people's beliefs or customs.
- Provide opportunities for girls to participate in a variety of games, e.g., get-acquainted games, nature games, action games, international games, relays, singing games, and wide games.
- Use *Games for Girl Scouts* for additional ideas on creating, teaching, and organizing games. In addition, school or local libraries and bookstores usually have good and inexpensive collections of game books. Do not forget to check the Internet for ideas as well!

Getting Ready

- Be interested and enthusiastic about the game yourself.
- Know the game well before attempting to teach it. Identify the safety hazards, anticipate the difficulties, and adapt the game to the group and situation.
- Establish lines and boundaries and have available any necessary equipment.
- Devise a method(s) for organizing teams or formations quickly (e.g., count off to get into teams).

Get Set, GO!

- When starting the game, gather the group in a close formation 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 the game or song.
- Decide on a starting signal such as “Ready, set, go!” or “On your mark, get set, go!”
- Arrange for total participation. Devise a plan for rotation.

A Few Pointers for Game Leaders

- Establish a happy atmosphere.
- Check mistakes as you go along.
- Encourage girls to participate and do their 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.

Now using the suggestion given, try your game leadership skills by presenting a game to your troop/group.

Part Two: Values and Leadership

Values

Many of the choices or decisions we make are based on our own personal values. We hear a lot about values in the news, in reference to family values or American values and so on. The term “value” is synonymous with personal beliefs, beliefs that propel us to action, to a certain kind of behavior or choice. Our values can be based on fact or law, accepted guidelines or morals, and the beliefs and attitudes of people around us. As children, we pretty much accept our parents’ values. When we become teenagers, there is often conflict with our parents. Some of this conflict comes, in part, from our trying to establish our own set of values based on our experiences. Some input comes from our peers and some from outside influences such as teachers and other adults.

There are **six basic ways** that we arrive at our own values.

1. **Authority** - we take someone else’s word and follow their values. For example, often children have the same values as their parents.
2. **Deductive logic** - which means if A is true then it follows that B is true, somewhat like algebra.
3. **Sense experience** - where we gain knowledge through our own senses.
4. **Emotion** - the feeling that something is right.
5. **Intuition** - where we arrive at a decision not emotionally but by unconsciously mulling over all the options and suddenly there is the solution.
6. **The input of science** - where we weigh all the facts, develop a hypothesis, test it, and use the information.

As we work with other adults or children, we need to be aware of how our own personal values are coming into play. If we are not sure of our own personal values, then we have difficulty in dealing with others. An outstanding example of this type of conflict occurs with many teenagers in dealing with peer pressure. For example, the group is going to a party and there will be beer there. How do you handle this situation? You can’t stand the taste of beer, you know there is a chance of trouble from the authorities or other parents, but you are afraid of being called chicken. If you have a good set of values, you will have a firm foundation for making a confident decision. Personal values differ from person to person, that’s what makes for lively debates on many issues.

What determines which values are important to you? _____

Do you think your values will be different in 10 years? Why or why not? _____

What values are you trying to establish for yourself? _____

What values are you most confused about or undecided on now? _____

Value Check

The **Value Check** that follows will give you an opportunity to examine some of your own values and how important they are to you. Read each statement and determine how important it is to you.

Value	Not important	Somewhat Important	Very Important
Making it on my own.			
Having fun, hanging out.			
Finding the right person to marry.			
Living by my religion.			
Getting a job I really enjoy.			
Making money.			
Getting good grades.			
Helping people less fortunate than me.			
Being rich, popular, and famous.			
Having children.			
Getting stoned.			
Preparing for my future.			
Making the world a better place.			
Being the envy of everyone around me.			
Getting along with my family.			
Fighting racism and prejudice.			
Meeting new people, making new friends.			
Being popular at school.			
Traveling to new places.			
Living my life the way I want to live it.			

Who Am I?

Answering these questions will help you to increase your self-awareness. Think about yourself and answer the following questions as honestly as possible.

What are my interests? _____

What are my hobbies? _____

What are some things I do well? List at least three. _____

What are some things I'd like to do better? List at least three. _____

What are some things I do poorly? List at least three. _____

What are some things I'd like to stop doing? _____

What new things would I like to try? _____

What new things have I tried lately? _____

What three things do I feel most strongly about? _____

What are some things I do which I think are nonconformist? _____

How well do I get along with:	Very Well	Well	So-So	Not Well	Terrible
My parents					
My brothers					
My sisters					
Friends my age					
Younger boys					
Older boys					
Boys my age					
Younger kids					
People similar to me					
People different from me					

How well do I say what I mean by:	Very well	Well	So-So	Not Well	Terrible
My voice					
My gestures					
My posture					
My spoken words					
My written words					
My clothing					
My jewelry					
My hairstyle					
My room at home					
My desk/locker at school					

With whom do I communicate...

Everyday? _____

Frequently? _____

Once in a while? _____

What are my short-range hopes? _____

What are my long-range hopes? _____

What kind of person do I want to become? _____

What are some things I want to start doing now? _____

Leadership Styles

Leadership style and how much leadership is shared will depend on a balance between getting the job done and maintaining the group. A leader can never share responsibility. Whatever style she chooses to use, she is still responsible because she is the leader. However, authority can be shared. As the authority of the leader decreases, the freedom of the group increases. In a troop or patrol, this is a healthy situation. When group members share in the decision-making, they will have a clear understanding of the purposes and goals, be flexible, and achieve maximum success.

Define these styles of leadership:

1. Telling: _____

2. Persuading: _____

3. Consulting: _____

4. Joining: _____

5. Delegating: _____

Which style of leadership is most appropriate in these situations? Use the letters below to indicate the one style of leadership that you feel is most appropriate in each situation.

T=Telling, **P**=Persuading, **C**=Consulting, **J**=Joining, **D**=Delegating

_____ In case of emergency (there is **NO** time for a group decision).

_____ When the leader wants an individual or the group to gain experience in arriving at decisions.

_____ When the leader wants to give full authority to the group.

_____ When someone else can do the job better than the leader.

_____ When the Court of Honor has made a decision that must be “sold” to the troop.

_____ When the leader wants to know who is for and who is against the idea, *before* she makes a decision.

_____ When the leader doesn't know what to decide and needs the group's help.

_____ When the leader wants to be “one of the girls.”

_____ When the leader wants enthusiastic participation for a decision she has made.

Problem Solving

In our rapidly changing world, girls (and adults) face many problems or challenges, which can no longer be resolved on the basis of past experience or what worked “back in the day.” One must think and act creatively.

The next time your group faces a problem or needs to make a decision, try the method below. Show girls how this process can apply to their own personal problem solving and encourage them to use it. Help them develop attitudes and abilities that will prepare them to meet any future challenge creatively by finding better solutions to problems.

1. Knowledge

- State the **real** problem. Don't overlook *basic* problems. Example: “Badge work is a drag. We're getting out of this troop.” Perhaps the problem is not that the badges are boring, but “How can we make badge work constructive and fun?” (They can be, you know!) or “Do we need to do badges at all?”
- Don't jump to solutions. Example: “Our problem is that we need a skating party!” When the *real* problem is “We need more variety of activities in our troop.” Maybe a skating party is the solution, but until examined, we don't know if it is a valid one or the best one.
- Find out the facts. Gather data to help define the real problem. Example: “What *exactly* don't we like about badge work? *Why* don't we like them?” etc.

2. Imagination

- Brainstorm a variety of imaginative solutions. Think wild! No idea is too far out! Use imagination, not judgment. No one may criticize another's idea. Each idea is a possibility. Ideas and suggestions will trigger more ideas. Quantity is wanted.
- Don't be trapped or restricted by: tradition, habit, lack of self-confidence, fear of criticism, fear of making mistakes, fear of failure.

3. Judgment

- Establish criteria for choosing the best solution from all your brainstorming ideas.
- List criteria. Example: For the problem of making badges more fun, from all the possible solutions we wrote during brainstorming, we want to choose one which fits these criteria:
 - Not like school-work
 - Not too easy or too hard

- Something we haven't done before
- Something in a different place
- Something inexpensive
- The more criteria you establish, the less chance of something going wrong later.
- Base criteria on past experiences and imagination!
- Choose the best solution based on your criteria.
- Test this solution to help anticipate consequences. Brainstorm positive/negative forces.

Proposed solution: Let's do the most fun requirements from lots of different badges!

4. Action

Be sure everyone knows:

Who	Should know, help carry out, advise
When	Best timing, special days, bargains, deadlines
What	Everyone understands the overall goals and her part
Where	Most advantageous location
Why	Everyone understands the problem or need, and accepts the solution
How	How carried out. Anticipate problems

Using problem solving techniques, describe how you might handle these situations. At what grade levels do you think these situations might occur?

Situation	A Solution	Grade Level
You find money missing from your purse.		
A girl is reluctant to participate.		
One girl pokes fun at another.		
A girl always hangs on you for attention.		
A camper is homesick, or afraid of lightning or spiders.		
A girl is afraid to try something new.		
A mother complains you are treating her daughter unfairly.		
A girl confides in you that she's afraid she is pregnant.		

List two other situations you might have to face, and the solutions.

1. _____

2. _____

What is Leadership?

Leadership is Learning – You are not expected to know everything the girl might ever want to learn. You can explore and learn many things along with the girls, and can call in outside help for special skills.

Leadership is teaching – Role modeling your skills and values is a powerful form of teaching. Girls watch adults around them and learn behavior and attitudes from them.

Leadership is coaching – You are a coach – guiding, questioning, instructing, advising, directly and indirectly. The first few meetings of a new group, especially with younger girls, may be adult-inspired, the ideas selected by you and the adults you work with. After this get acquainted period, however, leadership should be shared with the girls, giving them more and more responsibility.

Leadership is belonging – You are part of the group. As an adult friend, you listen, suggest support; contribute ideas, and help girls implement their ideas. The girls will rely on you to provide support and encouragement and to create an atmosphere of fairness and fun.

Strategies for Working with Adults in Leadership Projects

ALWAYS follow safety guidelines.

DO recognize that adults are committed to developing girl leadership, sharing knowledge, and giving girls a special experience.

DO understand that the leader has a busy schedule.

DO be on time and keep your commitments. They are counting on you.

DO listen to what adults have to say. They have lots to share.

DON'T be afraid to share your knowledge.

DO allow adults to make mistakes. Learn from them.

DON'T fail to evaluate adults. This is an important part of learning.

DO spend time in planning. Planning is a partnership between you and the girls.

DON'T settle for a role of "go-fer." You are there to learn in a leadership capacity.

DO set a good example in personal habits, language and attention to safety.

DO go over times and dates more than once. You are responsible for your own calendar.

DON'T let problems or misunderstandings between the adult and you go. Address problems openly and honestly.

DON'T be afraid to consult with your program specialist if you have problems at any stage of the project. She is there to help you.

DO outline your expectations and give the adults an opportunity to voice her own.

DO treat adults and girls with respect.

DO back up the leader in front of younger girls in matters of supervision.

DON'T correct or criticize a leader in front of her group.

DO be non-judgmental and constructive in your criticism.

DO remember that you are a minor. You cannot take the place of an adult.

DO be flexible. Activities do not always go according to schedule.

DO remember your sense of humor. It's probably your most important tool for working with others.

Part Three: Troop Observation

After completing the workbook activities in Part 1 and Part 2 of this workbook, you are ready to observe a troop. You will need to spend at least three hours observing a troop in action.

First, decide what troop you wish to observe. This does not have to be the same troop you wish to intern with. Observing a different troop, or more than one troop, is not required but can be helpful in observing different leadership styles and troop activities.

Contact the leader of the troop you wish to observe and set a time for your troop observation. Follow the guidelines below. Take notes to aid in learning from your observation.

Guidelines for Troop Observation

When observing girls:

- What evidence do you see that girls are enjoying themselves?
- Are all the girls taking part in troop/group activities?
- What evidence do you see of girls developing skills and assuming leadership roles?
- Are girls getting along with each other?
- Does the facility accommodate the size of the group?
- Do girls use their handbooks?

When observing leaders:

- Was an activity available for the first girl to do?
- How can you tell if the leaders enjoy working with the girls?
- Do the leaders work in partnerships with girls?
- How do the leaders show that she understands the needs of the girls?
- How do leaders divide responsibility?
- What methods do the leaders employ to keep the group attentive?

When observing troop government:

- Is there a system of troop government being used? If so, what model?
- If the patrol system is being used, what is happening in the patrol meeting?
- Does the patrol leader listen to her patrol?
- Is there a troop/group treasurer? What does she do?
- Does the troop/group have a budget?
- What evidence do you find of long-term planning?

When observing program activities:

- Do the girls know when the meeting officially starts and ends? How do they know?
- How do the girls know which activities will take place? At the end of the meeting, are plans made for the next meeting?
- Is the program well balanced? Do girls do a variety of activities? Are all three leadership keys (discover, connect, take action) emphasized?
- Do any of the activities call for problem solving?
- What do the leaders use to stimulate girls' interest in new activities?
- Are girls aware of the Girl Scout Promise and Law and do they practice them?
- What does the meeting place look like after the girls leave?

Troop Observation Inventory

Instructions:

1. This form is to be filled out by **the girl** who is observing a troop/group.
2. Please print when filling out the form.
3. Please review the form with your Girl Scout Leader/Advisor.

Your Name _____

Observed Troop/Group _____

Leader's Name _____

Number of Girls in Troop _____ Number at this Meeting _____

Grade Levels of Girls _____ Date of Observation _____

Use the questions below to help organize your thoughts about what you observe. Record activities or methods you might use in your work with younger girls.

1. Opening/Closing Ceremonies – what did they do?

2. Girl involvement in the planning process – how can you tell?

3. Girl participation in activities – what did they seem to enjoy?

4. Girl Scout resources – which resources were used during the meeting?

5. Leader's approach to working with girls – which methods worked well?

6. What safety practices did the leader advise during troop activities and planning?

7. What did you like the best about the meeting? Why? Be specific.

8. What would you do differently if you were the leader? Why?

9. Any other thoughts/comments: _____

Troop Observation Notes

Part Four: LIT Internship

Guidelines for Troop Internships

If you are interested in troop leadership, you can arrange with your leader/advisor to apprentice with an experienced leader of your favorite grade level. You will be required to participate in a minimum of 25 hours or at least eight consecutive meetings. Use the chart on page 47 to keep track of your internship hours and activities.

- Refer to your workbook for information on program for the level for which you are working.
Review:
 - Troop government
 - Journeys, badge work, signs and challenges
 - Characteristics of the girls of that grade level
 - Qualities of good leaders
 - *Safety-Wise*
- Refer to the handbooks, the leader guides, and other updated materials for suggestions.
- Be sure your advisor or council headquarters approves the troop with which you work.
- Give the leader's agreement to the leader of the troop that you will be working with, and return to your leader/advisor. Do the evaluation **with** the troop leader you are working with and give to your leader/advisor at the completion of your apprenticeship.

Training and Leadership

Adults recruited for leadership must be of good standing in their communities, and must subscribe to the principles for which the organization exists. "We maintain that the strength of the Girl Scout Movement rests in the voluntary leadership of its adult members."

What is the minimum age for a leader and co-leader? _____

What is the volunteer application procedure for GSGCF? _____

Since every adult should be selected on the basis of qualifications for membership and ability to perform the job, it should be understood that acceptance of the job carries an obligation and willingness to take training for it.

What training is required of GSGCF leaders and co-leaders? _____

What additional training is available for leaders? _____

What resources do you think should be part of a troop library? _____

A leader's commitment is to help girls build courage, confidence and character and make the world a better place. Therefore, if you were recruiting a leader, what personal characteristics and qualifications would you look for? _____

Complete the chart on the following page, **Job of the Troop Leader**. This chart should help both new and experienced leaders.

Job of the Troop Leader

How would a leader...	Contact(s) person for help	Where is the answer found? (person or publication)
Find a troop meeting place?		
Order badges?		
Register her troop?		
Take her troop on a camping or travel trip?		
Get books, supplies, and uniforms?		
Register a new girl?		
Keep track of attendance, dues, troop balance?		
File an insurance claim?		
Take her troop to camp?		
Find places of interest to visit in her community?		
Obtain permission for troop fund raising beyond council-sponsored sales?		

Troop Leader Interviews

Choose a grade level in which you are interested and interview two leaders about the following items. Record your findings in the table below.

Grade level of troop _____

	Leader A	Leader B
Approximately how much time per week is spent in troop meetings?		
How much time is spent preparing for the meetings?		
Approximately how much time per year is spent in meetings with other adults?		
How many hours of training have been taken within the year?		
How many days were devoted to cookouts, long hikes, day/other camping?		
Were there any trips to places of interest? If so, what was the time involved?		
Special events such as play days or Juliette Low parties?		
Did the troop participate in an outside activity such as skating, cooking lessons, etc.? What was the time involved?		
As you talked with these leaders, what seemed to be their chief problems or concerns?		
Are these troops sponsored? If so, by whom?		
Did you notice personal characteristics that might prove helpful in working with girls? What were they?		

Troop Planning

A long-term plan covers the big events or programs of the entire year. It designates dates of special events, or the time period of an ongoing program such as working on a particular badge. It is more of a listing of the main features of each meeting or activity so that some direction can be seen as the year progresses.

Complete the planning chart on the following page for the year for the Girl Scout grade level of your choice. Be sure to consult a calendar for holidays as well as special Girl Scout days.

A short-term plan covers one meeting.

1. The first step is to define the objective of the main activity. It may be learning a skill, completing a section on a badge, or completing a project.
2. Then fill in around the main part of the meeting with such things as an opening, any business that needs to be conducted, the actual main activity, and fill-ins. Fill-ins are the songs and games that bridge various activities at the meeting or serve to either burn off excess energy (such as a game) or calm the girls down (such as a special song), or just to fill time when the activity takes less than anticipated.
3. Be sure to also list supplies and equipment needed, and people needed (maybe a special trainer or expert).
4. Most importantly, mentally survey your plan to look for safety concerns. Do you need someone with special certifications (life saving, etc.) or special information (license numbers and car insurance for traveling)? What are the possible problems that can occur with your activity and are you prepared to deal with them?

On a separate sheet of paper, create a meeting outline with these ideas in mind.

Planning Chart for 20__

Month	Week 1	Week 2	Week 3	Week 4
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				

Glossary

Adult Girl Scout – any person over age 18 or out of high school, female or male, who is a registered Girl Scout.

Badge – short for proficiency badge, this is a recognition earned by Girl Scout Juniors.

Basic Leadership Training – a set of trainings to give a new volunteer the skills needed to be an effective Girl Scout volunteer. This is training required for all troop leaders.

Birthplace – Juliette Low's birthplace and home in Savannah, GA. It is now a Girl Scout national center open to all Girl Scouts.

Bridging – a word used to refer to activities that prepare girls to “bridge” into the next grade level in Girl Scouting. Also used to refer to the actual ceremony where girls become members of the next grade level.

Brownie Ring – Brownies sit in a circle to discuss things, make choices, and plan. This is their form of government.

Buddy system – Girl Scouts use a system of pairing two girls together to watch over each other.

CIT (Counselor-in-Training) – a leadership award for Girl Scout Seniors and Ambassadors who apprentice at a camp.

Coach – a volunteer whose special job in the service unit is to provide advice, suggestions, and solutions to troop needs and problems by grade level, school, or geographical area.

Council – a non-profit corporation that is a member of Girl Scouts of the United States of America (GSUSA) and covers a designated geographical area.

Court of Awards – a special ceremony where girls receive their earned awards and insignia.

Court of Honor – a meeting of patrol leaders, treasurer, and secretary of a Junior, Cadette, Senior and Ambassador troop, at which the leader is present. Decisions are made, plans are discussed, and problems are solved. A form of troop government.

Dunk bag – a nylon net or porous dishcloth bag with a drawstring at the top, large enough to hold a mess kit or personal dishes. Clean, sanitized dishes are placed in it. Used mainly when camping.

Fly-Up ceremony – ceremony where Girl Scout Brownies “Fly-up” to Girl Scout Juniors. All age levels “bridge” to the next level; only Brownies “fly-up.”

Girl Guide – the name many countries use instead of Girl Scout.

Girl Planning – used extensively in Girl Scouting. As girls grow older, they should be responsible for doing a greater proportion of planning the activities for their troop. The method used varies depending on grade level of the troop.

Girl Scout Ambassador – an eleventh or twelfth grade Girl Scout. They participate in Journeys; earn interest projects and various other recognitions.

Girl Scout Birthday – March 12, 1912; the day Juliette “Daisy” Low had her first Girl Scout meeting.

Girl Scout Brownie – a second or third grade Girl Scout. Brownies participate in Journeys and earn Try-its.

Girl Scout Cadette – a sixth, seventh, or eighth grade Girl Scout. They participate in Journeys; earn interest projects and various other recognitions.

Girl Scout Daisy – kindergarten or first grade Girl Scout.

Girl Scout Daisy Learning Petals – when girls understand the concept of each of the ten parts of the Girl Scout Law, they may wear the Daisy Learning Petals. These are placed around the Promise Center. Girls can earn these awards in any sequence.

Girl Scout Daisy Promise Center – after Girl Scout Daisies have learned the Girl Scout Promise, they may wear this patch in the center of their Daisy tunics.

Girl Scout Gold Award – the highest award a Girl Scout Senior or Ambassador can earn.

Girl Scout handshake – a special way to shake hands with another Girl Scout or Girl Guide. Shake with your left hand while making the Girl Scout sign with your right hand.

Girl Scout Leadership Journeys – Resource/activity books for each grade level which include several weeks of activities and focus on a central theme.

Girl Scout Law – a code of behavior, with ten parts.

Girl Scout Promise – made by all members. It and the Girl Scout Law are at the core of all Girl Scout activities.

Girl Scout Sabbath/Sunday – held during Girl Scout Week. It is a time for troops to visibly worship together. Sometimes a troop or service unit attends the same church together, and may even participate in the service.

Girl Scout Sign – the sign made while reciting the Girl Scout Promise. Made by raising the right hand into the air, while raising the three middle fingers on the right hand, signifying the three parts of the Girl Scout Promise.

Girl Scout Silver Award – the highest award a Girl Scout Cadette can earn.

Girl Scout Week – the week during which March 12th falls. Often, troops, service units, or councils participate in special programs held this week.

Grade levels – groups of Girl Scouts based on grades – Daisy, Brownie, Junior, Cadette, Senior, Ambassador.

GSUSA – Girl Scouts of the United States of America.

Insignia – patches, pins, etc. that may be worn on the Girl Scout uniform. Insignia represent accomplishments achieved or awarded by the Girl Scout.

Interest projects – recognitions earned by Girl Scout Cadettes, Seniors and Ambassadors.

Investiture ceremony – the ceremony where a girl or adult makes her Girl Scout Promise for the first time and agrees to abide by the Girl Scout Law. This occurs only one time in a person's life.

It/Other bag – names of troop members are placed in the "it" bag. When selecting someone to do a flag ceremony, to be "it" in a game, or any other special job, pull name from the "it" bag. After the special task is completed, place the name in the "other" bag. Continue to pull from the "it" bag until it is empty. Then, start all over again. This method ensures fairness.

Juliette Gordon Low – the founder of Girl Scouting in the United States. Born in 1860, died in 1927. Juliette was also known as Daisy. She established Girl Scouting in 1912 in Savannah, Georgia.

Juliette Low World Friendship Fund – a voluntary fund to which Girl Scouts contribute every year to promote international relations; used for exchanges and welfare. Also known as JLWFF.

Girl Scout Junior – a fourth or fifth grade Girl Scout. These girls participate in Journeys and earn proficiency badges.

Kaper chart – a chart that shows the temporary jobs that need to be done, and which person, patrol, or group is responsible for their completion. They are used during troop meetings and camping trips.

Lady Baden-Powell – the World Chief Guide; wife of Lord Baden-Powell, the founder of Boy Scouting.

LIT (Leader-in-Training) – a leadership award for Girl Scout Seniors and Ambassadors who apprentice with a troop of younger girls.

Membership dues – also known as registration; money paid to GSUSA for a year of membership.

Motto – "Be Prepared"

National – a term commonly used to refer to GSUSA; short for "National Council."

Nosebag – a meal, which does not need cooking. Also called a brown bag lunch.

Orientation – a combination of online training and one-to-one training with the troop’s coach given to each new volunteer. This training can take two hours and gives the volunteer an overview of Girl Scout program, policy, and procedures.

Patrol – a group of girls led by a fellow troop member, the patrol leader. Primarily used by Junior, Cadette, Senior and Ambassador troops.

QSP – Quality Sales Program. A fundraising activity used by some councils and usually held in November. The project involves selling subscriptions to magazines. This project benefits both the troop and council.

Quiet sign – hand sign, which quiets troops or groups. The *whole* hand is used as the signal. “When the hand goes up, the mouth goes shut.”

Recruiter – a volunteer whose special job in the service unit is to recruit and place girls and adults into troops by age level, school, or geographic area.

Rededication ceremony – a ceremony in which you renew your Girl Scout Promise and rededicate yourself to the principle of Girl Scouting.

Registrar – a volunteer whose special job in the service unit is to register girls and adults with the council.

Safety-Wise – a publication from GSUSA specifying Girl Scout Program Standards, basic safety and security guidelines, activity checkpoints, and planning trips with Girl Scouts.

Scout’s Own – a non-religious, inspirational participant-planned event, centered around a theme such as nature, patriotism, friendship, peace, etc. Usually consists of poetry, prose, songs, and/or quotations.

Girl Scout Senior – a ninth or tenth grade Girl Scout. Girl Scout Seniors participate in Journeys and earn Interest Project Patches among many other recognitions.

Service Unit – the geographic division that contains the troops and volunteers within a certain area for Girl Scouts to be administered and carried out on a local level by volunteers.

Sit-upon – a lightweight, waterproof pad usually made of newspapers between two sheets of vinyl. Girl Scouts use these for sitting on damp ground, basement floors, etc.

Sponsor – a group, individual, or organization, etc. that lends support to a troop and may provide a meeting place.

Thinking Day – February 22, a day on which Girl Scouts and Girl Guides do special activities to remember, commemorate, and celebrate the international aspect of this world movement. Also, the birthdays of Lord and Lady Baden-Powell.

Trefoil – the three-lobed shape that represents Girl Scouting worldwide.

Troop – a group of girls led by two or more leaders, supported by a troop committee.

Troop committee – a group of parents and others who meet with the leaders of the troop, provide special services, and help the troop. They are all registered members of GSUSA.

Try-Its – noncompetitive awards received by Girl Scout Brownies to recognize participation in activities.

WAGGGS – World Association of Girl Guides and Girl Scouts. About 120 nations are member countries of this organization. It was established in 1928.

World Centers – There are four world centers: Pax Lodge, London, England; our Chalet, Adelboden, Switzerland; our Cabana, Cuernavaca, Mexico; and Sangam, Pune, India.