

# Program Aide

## Girl Workbook



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## Program Aide

The Girl Scout Program Aide (PA) is the most basic of the five leadership opportunities for Girl Scout Cadettes, Seniors and Ambassadors. This project is designed to enable girls to become proficient in an area of interest and to develop leadership skills by sharing their specialized knowledge with younger girls in a troop/group setting.



This workbook is intended to cover all the elements of the Program Aide Core Training in an easy-to-follow format so girls can complete the training independently or as a troop with the guidance of a troop leader or advisor. Throughout the book, there are activities and questions marked with a star. Each girl should complete the activities, then discuss her response with her troop/group or advisor.

### ***Eligibility***

**Cadette Girl Scout Program Aide:** Any girl registered as a Girl Scout Cadette who has completed grade six is eligible (*grade eight to serve as a program aide at camp*).

**Senior Girl Scout Program Aide:** Any girl registered as a Girl Scout Senior or Ambassador in grades 9 through 12 is eligible.

### ***Training***

**Program Aide Core Training:** This workbook is designed to cover all the elements of the Program Aide Core Training, and should take approximately six hours to complete in a troop, group or individual setting. The core training is designed to foster the development of basic leadership skills and to give girls a basis for working with younger Girl Scouts.

**Program Aide Specialization Training:** Program Aides are encouraged to choose one area of specialization to become proficient in, such as science, crafts, camping, or song leading. Once the area has been chosen, she should work with the leader of the troop or group she is working with to develop her skills and proficiency in that area.

**Note:** Girl Scout Seniors and Ambassadors who have already received training as Cadettes do not need to repeat the core training, but may select different specialization training. Also, note that it is possible to be a Senior Girl Scout Program Aide without first having been a Cadette Girl Scout Program Aide.

### ***Internship***

Once the Program Aide selects the age group (Girl Scout Daisies, Brownies, or Juniors) with which she would like to work, she must spend **at least 25 hours** preparing activities or working directly with a troop or group. Service may extend over several months.

### **IMPORTANT SAFETY-WISE INFORMATION:**

**Program Aides must be at least two years older than the participants with whom they work. They must always have an adult supervisor present while they are leading activities or working with girls. Program Aides are not included in the adult-to-girl ratio.**

## ***Responsibilities***

Once assigned to a troop/group a girl must:

1. Arrange mutually convenient meeting times with the leader to plan and discuss how she will be integrated into the functioning of the troop/group. This includes determining if she will need any special materials for the activities she would like to present, and deciding who will supply them.
2. Create an activity file or notebook in the chosen area of specialization. The nature and scope of this file can be determined by the mentor leader.
3. Attend the meetings of her assigned troop/group. If she is unable to attend due to emergency or extenuating circumstances, she must make every effort to notify the leader in advance.
4. Maintain a record for the time spent with the assigned troop/group.
5. Arrange for transportation to and from meetings and events.
6. Provide the leader with a signed parent/guardian permission slip when she plans to travel with a troop/group.

## ***Recognitions***

A girl will receive a PA pin upon completion of her training and a PA patch upon completion of 25 hours of service to her assigned troop/group. Any girl who completes requirements for both the Cadette Girl Scout Program Aide and Senior Girl Scout Program Aide is eligible to receive both sets of recognitions.



## 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.

## The Girl Scout Mission Statement

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



**How does being a Program Aide and acting as a mentor to younger girls relate to the Girl Scout Promise and Law?** \_\_\_\_\_

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## Gender Equity

### The All-Girl Environment

Girl Scouting exists to serve girls. Girl Scouting's history shows that girls have unique needs and interests best met in a program designed specifically for them in an all-girl environment. Research studies have consistently demonstrated that girls often receive less attention and fewer leadership opportunities when in groups with boys.

The all-girl setting allows girls to test their abilities without the pressure and competitiveness that frequently characterize co-educational situations. Furthermore, when girls first develop abilities in all-girl settings, they are more likely to use these skills in mixed groups.

In Girl Scouting, girls are the focus in an environment that aims to provide them with self-confidence and skills. In addition, in Girl Scouting girls routinely see women in positions of authority. This helps them understand that women can and do excel in leadership positions as well as in different careers and endeavors.



**With your troop or advisor, discuss how your confidence level is different in mixed-gender groups (like school) versus in a girls-only setting. Which do you prefer? Record your thoughts in the space below.** \_\_\_\_\_

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## Safety

*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 Program Aide'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.

### Each Program Aide should:

- Assist in planning for safety.
- Listen and follow instructions and suggestions.
- Learn and practice safety skills.
- Learn to "Think Safety" at all times and "Be Prepared."
- Identify and evaluate situations where a safety risk is involved.
- Know how, when, and where to get help when needed.



**Grab a copy of *Safety-Wise* (you can probably borrow one from your troop leader or mentor) and find the guidelines given for the following activities. Record the page number and what guidelines are provided. Are there any guidelines that surprise you?**

- **Ice Skating:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **Hayrides:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **Rafting:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **Bicycling:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Leadership

Leaders are people who inspire others to bring about change or to get something accomplished.

Leadership isn't confined to elected officers. At different times and in a variety of situations, everybody has the opportunity to be a leader. Leaders possess a variety of talents, skills, and traits that are not the same for each leader. Everybody has leadership potential in one situation or another.

Leadership often depends on several things - what must be done, the situation, and what people expect. Each of us, at one time or another, is likely to be in the position of leading a group.

Leaders often take on various roles. The roles they assume may change with time and circumstances and the people with whom they work. Some of these roles are:

Director

Mediator

Problem-solver

Motivator

Facilitator

Guide

Confronter

Producer

Initiator

Timekeeper

Coach

Networker

Clarifier

Peacekeeper

Manager

Explorer

Listener

Nurturer

Delegator

Dreamer



**What roles have you filled as a leader? How do you feel when you are in the “leader” role?** \_\_\_\_\_

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## Decision-Making

Every day you make many decisions - what to wear, what to eat, etc. Some days you may also make big decisions that affect you and others around you. Decision-making means selecting from a number of alternatives or options to come up with the **one** best option that will help you achieve your goal.

### The DECIDE Skill

1. **Determine what needs to be decided.**
2. **Elicit information.**
3. **Compare alternative solutions.**
4. **Imagine the consequences to each solution.**
5. **Decide.**
6. **Evaluate the decision.**



**Now use the DECIDE skill to find a solution to the following situation. Discuss your answer with your troop or advisor. What other solutions might have worked?**

**Scenario:** Your friend has made some mean comments about you on MySpace, and sent them out to all of your friends. Your feelings are hurt, and you aren't really sure why she would do something so mean.

**Your Solution:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Conflict Resolution**

Conflicts are a natural part of life. We encounter conflicts with our friends, parents, boys and siblings. And conflicts can surface over just about anything – homework, clothes, what to do this weekend, etc. As a program aide, you may be faced with conflicts between the girls you're working with. Understanding the steps to resolving conflict can help you act as a mentor to settle the dispute peacefully.

### **1. Identify the problem**

All persons involved in the conflict meet to discuss exactly what the issue is. Each party should see the conflict as a problem to be solved. They define the problem, label it, and write it down. If necessary, an outside, objective person can be brought in as a facilitator. She will lead the discussion and take notes. In some cases, the facilitator can be the decision-maker. In most cases, however, the parties will arrive at a resolution by the end of the process.

### **2. Listen to each side of the conflict**

Each side takes turns discussing its point of view. One person speaks at a time and everybody else listens.

### **3. Identify possible solutions**

Each side offers suggestions on how the conflict can be resolved. The facilitator writes down all suggestions.

### **4. Respond to suggestions**

In turn, each side reacts to the suggestions of the other side. They may reach agreement by reviewing their comments, discussing and analyzing the information, and convincing each other.

### **5. Reach a compromise**

The goal is to reach a decision that all parties can accept. The facilitator helps the group work out a compromise or helps them start over and work on a new solution.

## Conflict Resolution

The following techniques are some ideas for resolving conflicts. You may use different techniques for different situations and different girls.

**Mediation:** Each girl has a chance to tell her side of the story without interruption. The girl tells you what the problem was and what happened. Each girl tries to develop some possible solutions. The girls try to choose one.

**Active Listening:** You or one of the girls restates or paraphrases what each of the people involved in the conflict has said. You could use phrases such as "It sounds like you said..." or "You are saying..." or "'Do you mean?" or whatever sounds most natural. Often these phrases are used to discover the main reason for the conflict so that you can then go on to resolve it quickly.

**Time Out:** This can be used when you know the girls are capable of solving the problem themselves. You ask the girls to go off by themselves for a set period of time and return to you with their solution.

**Role Reversal:** This can help girls see another person's viewpoint. Ask each to state the point of view of another person.

**Skillful Listening:** The way you and the girls listen and speak to each other is also for resolving conflicts. Listening is a skill. Do you look at a girl when she is speaking to you? Do you listen actively so that a girl knows you have heard what she has said? Do you wait to give a girl a chance to answer you? Do your body language and facial expressions agree with what you are saying? Do the girls understand that put-downs are not allowed in the troop/group meeting? If the communication among the girls and between you and the girls is positive, then you have already taken a large step toward avoiding conflicts in your Girl Scout troop/group.



**With your troop or advisor, come up with a scenario for each of the techniques for conflict resolution. Which technique do you think would be most helpful for the grade level you've decided to work with? Why?** \_\_\_\_\_

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## Win/Win Guidelines

Often times, conflicts can be resolved in a win/win situation, where both parties feel important, understood and valued. The guidelines and rules below can help you create win/win situations in your own life and when you work with younger girls.

1. Take time for cooling off (if needed). Find alternative ways to express anger.
2. Each person states her feelings and the problem as she sees it, using "I" messages. No blaming, no name-calling, no interrupting.
3. Each person states the problem as the **other** person sees it.
4. Each person says how she is responsible for the problem.
5. Brainstorm solutions together and choose a solution that satisfies both -- **A Win/Win Solution.**
6. Affirm, forgive, or thank.

## Rules for Using the Win/Win Guidelines

1. Be respectful toward each other.
2. Listen while the other person speaks.
3. Be honest.
4. No blaming, no name-calling, no interrupting.
5. Work toward a solution both people are comfortable with.

## Sensitive Issues

Divorce, poverty, death, homelessness, substance abuse, eating disorders, AIDS, suicide, child abuse, and teen pregnancy are just some of the issues that Girl Scouts face directly or indirectly. There is not a definitive list of these subjects that affect today's girls. In general, topics that are of a highly personal nature or may relate to religious beliefs, cultural and family values should be regarded as sensitive issues. Many subjects have the potential to become controversial if handled inappropriately.

There are recognizable signs of distress that may indicate that a girl is troubled in some way. Keep in mind, however, that these signs can be caused by many different emotional and physical problems. If you notice signs of distress, **definitely** let the adult in charge know what you have observed. If you cannot share this with her, notify a trusted adult.

### Signs of Distress:

- Giving up on goals or withdrawing from the Girl Scout group or from school and family activities.
- A drop in the quality of her work.
- Increased secretiveness.
- Changes in behavior--more disruptive and delinquent, or more quiet and uncommunicative.
- Erratic mood changes, or apathy and lethargy.
- Neglect of personal appearance and hygiene.
- Chronic lying.
- Physical symptoms such as red eyes, sores, bruises, fatigue, drowsiness, and decreased or increased appetite.
- Suddenly behaving in a more adult or knowledgeable manner.



**On your own, list a few topics that are sensitive to you. How do you feel when these topics are discussed publicly? Why is it important to handle sensitive issues carefully when working as a Program Aide?** \_\_\_\_\_

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## **Grade Level Characteristics**

Girls are different at different ages. As we grow, we all change intellectually, behaviorally, emotionally and socially. It's important to understand the characteristics of the girls you'll be working with so you'll know what to expect, and you'll understand why they do the things they do. Below, you'll find an overview of the common characteristics of girls at each grade level as well as tips for working with girls at that age. Read through each grade level carefully and mark the characteristics that stand out as particularly important to you. Remember that these characteristics are generalizations and each girl is different. You may find that some of the characteristics do not apply to the girls you are working with.

### **Characteristics of Girl Scout Daisies**

#### **Emotional Characteristics**

- May want to do things herself to bolster her growing independence
- May be purposeful, friendly, and helpful
- May be cooperative
- May be close to parent(s) or main caregiver
- May be curious about relationships
- May need the approval and support of adults and peers
- May behave in positive and negative extremes
- May be afraid of the dark
- May sometimes blame others for her own mistakes
- Can understand rules and tries to conform
- Is learning the power of words

#### **Social Characteristics**

- Is developing cooperative play
- Usually likes to work in small groups of two or three, but will focus on her own work or play
- Has a strong link to mother or main caregiver
- Is developing ability to play with siblings, especially younger ones
- May like best to play with peers
- May like to please adults
- Is interested in adult reactions and judgments
- Is family-oriented
- May need support in completing cleanup, in putting things away, in being neat
- Can engage in group discussions
- May be interested in making up rules for the group
- Is capable of compromise, waiting her turn, and working out disputes with adult support

## **Physical Characteristics**

- Usually has good appetite, likes snacks
- May tire early in the evening
- Dreams frequently and vividly
- Is responsible for "toileting"
- Sometimes has accidents if she waits too long or is busily involved in something
- May still need help with dressing into outer clothes and tying shoes
- May work in cyclic bursts of energy
- Usually has better control of large muscles than smaller muscles
- Is usually able to play in one place, but changes positions frequently
- Usually cannot sit still for long periods of time
- Eye-hand coordination is maturing
- Needs to experience environment through all her senses

## **Intellectual Characteristics**

- Is developing language and use of symbols
- Often questions why's and wherefore's of her surroundings
- Learns by doing, experiencing, playing
- Needs to play, play, play
- Is often factual and literal
- Can usually learn and remember the sequence of events in the day's routine
- Usually recognizes her first name when it is written out
- Can often print some letters, numbers, and words
- May be reading or knows letters, words, and phrases
- Can usually count by ones to 20 or more
- Cannot easily see the viewpoint of another if it is different from her own
- Centers her ideas and perceptions around herself and how she experiences the world
- Can usually last in an adult-directed activity for about 20 minutes
- Is often curious and experimental
- Usually likes to collect things
- Senses space and time as here and now
- Does not have an accurate sense of passage of time
- Usually is not extremely interested in the value of money
- Can often learn her address and phone number

- Usually likes being read to
- Often adapts well to school environment

### **Tips for Working with Girl Scout Daisies**

#### **Tips for Managing Behavior**

- Build on the strengths of each child.
- Establish appropriate rules.
- Develop a friendly relationship with each girl.
- Be sure they understand you. Use simple words and terms whenever possible.
- Always try to be at the girl's eye level.
- Speak in a quiet, pleasant tone.
- Only offer a choice when there really is one.
- Keep activities short and varied.
- Don't expect girls to sit still and focused for extended periods of time.
- Plan time from a child's point of view.
- Allow a girl to sit out an activity if she chooses.
- Help the girls learn to share.
- Be sure to praise desirable behavior. Sometimes it is appropriate to ignore undesirable behavior.
- When it is time to clean up, give a warning about five minutes in advance.
- When you are making the transition from one activity to another, be sure to say what you're doing.

## **Characteristics of Girl Scout Brownies**

### **Emotional Characteristics**

- Can be inconsistent in behavior and moody
- Needs a lot of praise and encouragement
- May react negatively to direction
- Is interested in the difference between good and bad
- May not like to try new things alone
- Likes working in groups
- May like to help others
- May be concerned about being accepted
- Often has a vivid imagination

### **Social Characteristics**

- Enjoys playing in groups
- May start to demonstrate independence from family
- May want to have lots of friends
- May also have a "best" friend
- Begins social telephoning to friends
- Can see different sides to an issue

### **Physical Characteristics**

- Is very active
- Can work or play in one place without fidgeting
- May be able to do fine motor activities
- Has generally good eye-hand coordination
- Is eager to learn and become independent
- Has lots of energy
- Might be showing early signs of puberty (and feel quite self-conscious about it)

### **Intellectual Characteristics**

- Is developing language and vocabulary: written, spoken, heard
- May be reading
- Is interested in make-believe and fantasy stories
- Can attend to an adult-directed activity for 20-30 minutes or more but needs action

## **Tips for Working with Girl Scout Brownies**

- Focus on the talents and skills of each girl.
- Ask a girl in the best way to do something. Make full use of the buddy system and rotate buddies.
- Encourage respect for differing religious, racial, ethnic, and cultural backgrounds. Help each girl express pride in her own heritage and value the diversity of others.
- Encourage girls to solve their own problems, to go to each other for support and assistance, and to take turns being the leader of the group. Intervene only if you are really needed and immediately if a child's safety is at risk.
- Encourage girls to discover things on their own and to try new things. If a girl does not wish to participate, find a quiet activity that will not disturb the group.
- Accept each girl as she is. Remember to use a girl's name when talking to her. Praise often; criticize never.
- Be supportive of and interested in the girls' ideas and interests, rather than being an entertainer for them.
- Keep directions simple and direct. Speak in a quiet, gentle voice. Phrase directions positively.
- Be reasonable about time. Don't start projects that can't be finished. Give plenty of warning before beginning something new or ending the current activity.
- Don't gossip about other girls. Be certain that any discussion you must have with an adult about a girl is not within her hearing or any other girl's.
- Offer help in small doses. Girls often need less help than you think.
- Keep directions simple and direct.

## Characteristics of Girl Scout Juniors

### Emotional Characteristics

- May feel her family is still important
- May care more about her friends and outside interests
- May start to lose self-esteem and feel less confident

### Social Characteristics

- Is more aware of herself as an individual
- May be more self-conscious and wonder how others see her; strives for recognition
- Compares herself to others
- Reaches to achieve
- Develops her relationships
- Needs to learn she is of value to her peer group
- Is a skilled and unique person

### Physical Characteristics

- Is on the brink of adolescence
- May have already entered adolescence physiologically
- Is often looking forward with both excitement and apprehension to gaining greater freedom, responsibility, making new friends, or attending a new school

### Intellectual Characteristics

- May have a strong need to learn to do things
- May have a need to be accomplished and successful
- Enjoys learning new skills, particularly ones she can demonstrate
- Is very capable of using her imagination for both enjoyment and problem-solving
- Use of language is increasingly more complex
- Enjoys codes, riddles, jokes, and puns

## Tips for Working with Girl Scout Juniors

- Focus on the talents and skills of each girl rather than openly criticize her weaknesses or inabilities.
- Allow girls to learn by experience. Offer help when you feel they may experience failure or discouragement.
- Encourage girls to solve their own problems, to go to each other for assistance, and to take turns leading the group. Try to foresee trouble. Step in immediately if someone is in danger.
- Help each girl develop positive feelings about herself, both as an individual and as a member of the group. Show respect for each girl's feelings and intelligence.
- Avoid making comparisons among girls.
- Give directions that girls can understand. Phrase directions positively rather than negatively.
- Set limits, which are clear and consistent.
- Encourage respect for differing cultural, ethnic, and racial backgrounds. Help each girl express pride in her heritage.
- Allow or encourage girls to work on projects in pairs or in groups. Make full use of the buddy system and rotate them.
- Do not expect every girl to participate in all activities. Encourage participation, but don't insist on it.



**After reading through the characteristics for each grade level, which do you think would be the easiest to work with? The most difficult? Below, list some of the rewards and challenges of working with girls at each level.**

**Daisies:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Brownies:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Juniors:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Some Teaching Tips

A big part of being a Program Aide is teaching new things to younger girls. Below are some basic teaching tips that apply to teaching girls at any Girl Scout grade level.

### General Teaching Tips

- ◇ Smile, have a happy, positive attitude.
- ◇ Show your enthusiasm for what you are teaching.
- ◇ Learn the girls' names.
- ◇ Never, never embarrass the girls.
- ◇ Give respectful answers.
- ◇ Treat everyone equally.
- ◇ Be patient.
- ◇ Be willing to change your plans if you see the need.
- ◇ Be willing to repeat and repeat and repeat -- until all have learned.
- ◇ Be friendly, fair and firm.
- ◇ Phrase directions positively rather than negatively (think "do's" instead of "don'ts").
- ◇ Avoid treating a girl as if she is "just a child."

**Think about the best teachers you've had in school. What do they do to make learning fun?**



**How do they keep you interested? How can you use those same techniques in working with younger girls?** \_\_\_\_\_

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## Teaching A Skill

Teaching girls a new skill can be tricky! Below are some tips to make sure you're a success when teaching girls a new skill.

### Be Prepared

- Collect and prepare in advance the equipment needed for teaching the skills.
- Have enough equipment for the number of persons you are going to teach.
- A simple outline written in big letters posted where you can see it will be helpful.
- Plan for safety. Check *Safety-Wise* to be sure you are following Girl Scout guidelines for the activity.

### Know Your Stuff

- Be able to do the skill well yourself.
- Practice the skill step-by-step to make sure you are familiar with each step.
- Practice the skill several times in order to develop the best way for you to show how it's done.
- Brainstorm questions that you think the girls are likely to ask, and make sure you know the answers. (Don't be afraid to ask an adult if a question comes up that you don't know the answer to!)

### Show Them How

- When you have it down pat, you're ready to teach what you have learned. If you know what you are doing, you will find it easy to show someone else how it is done.

### Let Them Try

- After you show the group how to do a skill, let them try it. In order to learn a skill, a girl must do it herself.
- Go slowly, especially at the start, and insist on each girl doing it correctly. Good habits at the start are important.
- Don't interfere with the learner unless she has trouble or makes a mistake.
- Never correct a learner in an unkind manner or for the entertainment of onlookers.
- Encourage each learner by pointing out what she has done well.
- Encourage her to practice until she has mastered the skill competently.
- Remember to watch for safety!



What skills can you teach younger girls? \_\_\_\_\_

## Program Planning Checklist



**The form below is a useful tool for planning activities with younger girls. Make up an activity that you would like to do with another troop and complete the form.**

What kind of activity are you planning?

For which grade level (Daisy, Brownie or Junior) is this activity?

What will the girls who come do?

When will the activity occur?

Where will the activity occur?

Are the activities appropriate for the grade-level (Daisy, Brownie or Junior)?

If this is planned for girls of more than one program level, how will you make the activities age-appropriate; e.g., how will you change it for younger girls/older girls?

What council patches, Try-Its, Badges, Interest Project Patches, or other Girl Scout recognitions will the activity/activities fulfill? List them here.

Are there other outside resources you can use in this activity which come from places other than Girl Scouting? (Give examples)

What supplies are needed for the activity? Do you already have them or do they need to be purchased?

How will you evaluate this activity?

How will you ensure that the participants fill out the Evaluation Form?

Is the Evaluation Form you are using appropriate for the girls who will be completing it?

Will you need a First Aider? Who will it be?

How many girls will be participating in the activity?

How many adults will you need?

Anything Else?

## Hints for Game Leaders

### Why games are used in Girl Scouting:

- To help girls and leaders get acquainted easily and enjoy being together.
- To meet some of the needs of the whole troop and of individuals. For example, games can give girls a chance:
  - To be active and noisy after long hours in school.
  - To learn teamwork and fair play.
  - To learn to win or lose good-naturedly.
  - To be both leaders and followers.
- To present new information or skills in an attractive way.
- To review or practice some skill enjoyably.
- To help girls understand and appreciate both similar and different games of Girl Scouts and Girl Guides in other countries.

### How to get ready to teach games:

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

### How to teach games:

- Get the girls' attention and have them get into formation for playing the game.
- Explain or show the game briefly and let them play right away.
- If the game is complicated, show them one part at a time, letting them try each part immediately.
- Let them have fun with the game before you check on mistakes, but stop when necessary to make the rules or action clear.
- As soon as the girls are able, let them carry on the game themselves. Help them only if questions or arguments arise which they can't settle satisfactorily.

- Stop the game after a reasonable time, even if some girls beg to continue. If they play it to death the first day, they lose the fun of coming back to it again.
- In competitive games, encourage the girls to play for the fun of the game and for their team, and to applaud or otherwise recognize the winning team.
- If the games are singing games, the suggestions below may help as well:
  - Sing the song first, without action and with the girls listening, for one part of the game at a time.
  - Then sing this part, a line at a time, and have the girls sing it back to you like an echo.
  - Then sing and show the accompanying action, one part at a time.
  - Have the girls sing and try the action, asking them to sing softly until they are sure of the melody.
  - Once they are enjoying the swing of the game, correct any mistakes. Be sure to keep the singing musical, not screaming

## **Games to Play**

### **Wide Games**

A wide game is a “game with a purpose,” played over a wide geographic terrain and involving adventure, fun, and Girl Scout resourcefulness. It is made up to fit a situation and may last a few hours or a whole day. It can be played in the city or in the country. Because a wide game involves trails that can be followed, or posts that can be reached, only by knowing or being able to do certain required things, it is excellent as a means of teaching girls to be at home in the out-of-doors. As part of the game, girls might be required to recognize certain flowers, trees, or bushes, to hunt for animal tracks, to make dish gardens, build a fire, tie knots, practice first aid or other skills.

### **Quiet Games**

**Mi-Lady Goes to Paris** - Players sit in a circle. The leader says “Mi-Lady went to Paris and bought a fan,” and she imitates the movement of using a fan. This is repeated all around the circle until everyone has said the words and all are waving a fan. The leader then says “Mi-Lady continues her shopping,” purchasing articles that bring into play first the right and then the left foot of each player. Next she catches cold and keeps saying “kerchoo.” Last of all, she goes to sleep and snores (lies flat). This game can be varied by any other motions girls think of and do. It makes lots of fun and warms them up beautifully.

**Dumb Crambo** - The group is divided into two sides. The side to answer the questions has privately decided what animal, bird or flower they are. Questions must be answered by “yes” or

“no” and when they have been answered, the side questioning may have three guesses. The idea is to guess what they are representing.

**Campfire Motions** - Players sit in a circle. “It” goes away while those in the circle decide on a leader. All take the same position as the leader and perform the same motions as the leader. “It” returns to the center of the circle and has three chances to guess the leader. When discovered, the leader becomes “It” and a new leader is chosen.

**Camp Equipment** - Players sit in a circle. One begins, “I went to camp and took with me a \_\_\_\_\_,” naming some part of her equipment. The next player must repeat that sentence and add to it an additional item that she has brought. As the game continues each player must repeat the whole sentence, as it accumulates, and then add something new. When each player has had a chance to play, the one who started says, “When I got home from camp, I unpacked my \_\_\_\_\_,” and mentions all the items but her own which was the first of all. The next player mentions all but her own and so on until there is only one item left for the last player to mention.

### **Team Games**

**In The Brook** - Players are divided into two equal teams, facing each other. On the ground between them are drawn two parallel lines indicating the brook. The leader stands at the head of the brook and calls quickly: “On the Bank, In the Brook, On the Bank, etc.” Any player that jumps in the brook when the leader says “On the Bank,” is eliminated. The team wins that has members remaining after the other team is eliminated.

**Rabbit Tails** - Players are divided into two equal groups, and homes are marked out for them at equal distance from the Treasure Circle. Within this home circle the players are safe. Each player has a handkerchief or tie slipped (not tied) through her belt behind her. The Treasure Circle is in the center of the field and holds a collection of treasures: small blocks, sticks, pebbles, etc. At the signal to start, all players run out to get the treasure. Only one piece may be taken at a time, and a player may be killed by any player from the opposite side by pulling out his tail. A player losing his tail must cease playing. Play for 10 minutes. Score 1 point for every treasure and 1 for every tail taken by each group.

**Find Me** - At the leader’s direction, the players go out by couples and bring back the object named. The objects named by the leader should be nature objects such as “Find me a grasshopper.” The first couple to return wins 30 points, the second 20, and the third 10 points. As soon as the first

three couples return, call the groups back and name a new article. Designate a certain area beyond which the couples must not go.

**Name the Leaves** - Teams in files. Number each team member. A pile of leaves are on the ground in front of the files. Leader calls a number and the name of the leaf. Every player who picks out the right leaf scores a point for her team.

### **More Games**

**Pogo** - This game requires only one person who knows it. Take a pencil or other object in one hand and bouncing it up and down on the table say. . . "I can Pogo. Can you Pogo?" Take the pencil from one hand put it in the other hand and then pass it to the next person, who can then try to Pogo. The next person has to do exactly what the first person did. Remember, the secret is to first pass the object from your one hand to the other before passing it to the next person.

**Crossed or Uncrossed** - Please use a pair or child's scissors for safety's sake. Either open or close the scissors and pass to the next person saying either crossed or uncrossed. What you say depends on if your legs are crossed or not when you pass the scissors. The secret is that the ones playing think you are talking about the scissors being crossed or uncrossed and not your legs.

**All Around the Zero** - To play this game you must form a circle and pick one person as "It". The person who is "It" gets out of the circle and follows the directions of the song by picking any person in the circle. That person is then "It." The words go as follows: "All around the zero, you must find the zero. Back, back zero, side, side zero, front, front zero, shake your hand zero."

**Name Train** - Pick one person to be leader. This is a good way to learn names. To play, form a circle with the leader in the middle. She goes up to a person and shakes their hand and says "Hello, my name is\_\_\_, what is yours?" The person whose hand she shakes says her name. The leader then says a cheer using that person's name (such as Mary, Mary, Mary, Mary,). Then the leader turns around and the person she picked holds onto her waist and they go to the next person and start over with both of them now cheering the next person's name, etc.

**Pattern Ball** - Using three different colors and size of balls, form a circle giving all balls to one girl. She starts a pattern beginning with the first ball and after it has gone around once then the leader can start the second ball, etc. Always throw balls to the same person. (Example: Mary always throws to Sydney, Sydney to Kim and Kim always throws to Margie and Margie always throws to Tina.)

**Human Puzzle** - Everyone stands in a circle side by side, extending hands into the center of the circle and taking someone's hand and making sure not to take both hands of the same person. When all hands are held you try to untangle without letting go, by stepping over or going under, etc. \*Hands can swivel for comfort.



What games have you enjoyed playing as a Girl Scout? Can you think of any games you've played that teach something or come from another culture? \_\_\_\_\_

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## Hints for Song Leaders

### Why singing is used in Girl Scouting:

- For the pure joy of it!
- To help a friendly group spirit grow.
- To quiet or rest the girls when they are restless or too excited.
- To help girls know and appreciate the music of our own and other countries.
- To accompany other activities, such as dramatics, dancing, hiking or camping.

### How to get ready to teach songs:

- Find out the extent of the girls' experience with singing. Most children know popular songs and an assortment of nonsense songs picked up at school or camp. Some learn fine music at home.
- Learn a variety of fun songs so well that you will not need to refer to a book while you are teaching.
- Practice song-leading by yourself or with patient friends until you have at least a little skill in starting, leading and ending a song, and teaching it word-by-word.

### How to teach songs:

- Get the group's attention and introduce the song briefly. Tell something interesting about it or ask the group to listen for something special.
- While the girls listen, sing the song through as well as you can.
- If you have asked questions, give the group time to answer.
- Next, sing one line at a time, asking the group to listen first and then to echo softly.
- Then, still softly until they are sure of the melody, have the girls sing the whole song through with you. If it is a long song, teach one stanza or verse at a time.
- Repeat the song once or twice if the girls are interested. Otherwise, go on to some other activity and come back to the song again later.
- Remember that children's voices are higher than most adults'. Sing songs a little higher than you would regularly so they can stay with you.
- Many children also tend to sing too loudly. Help them learn the difference between singing and shouting.

## **Guidelines for Teaching Songs**

### **DO ALWAYS USE SONGS WHOSE SOURCES ARE KNOWN TO YOU**

The songbooks carried by Girl Scouts of the USA have hundreds of songs appropriate for most every occasion and grade level. If you use other songbooks, give the source after you have taught the song. In this way your learners will be able to look up the song after your teaching session is over.

### **DO ALWAYS USE SENSITIVITY AND TASTE IN SELECTING SONG MATERIAL**

Songs taught in Girl Scouting should reinforce the *Girl Scout Promise* and *Law*. They should not make fun of any person or group of people; they should not “put down” or embarrass any people; they should not use language inappropriate for young girls.

### **DO ALWAYS RESPECT THE WORDS OF THE PROMISE AND LAW**

Songs paraphrasing or using parts of the Girl Scout Promise and Law are inappropriate. The Promise is special and should be shown respect by speaking it with feeling.

### **DO ALWAYS RESPECT THE COMPOSER'S RIGHT TO HIS/HER OWN MELODY AND LYRICS**

Do not teach parodies (a song that mimics an artist's style and holds it up to ridicule.) Children will pick these up fast enough on their own. We don't need to take time from quality music to teach them. Be sure to always follow the copyright laws as well.

### **DO ALWAYS TEACH SONGS APPROPRIATE TO THE AUDIENCE**

In general, younger girls can handle simple lyrics and single melody lines. Progression can go to rounds and part songs by the teen years.

### **DO ALWAYS CHECK THE WORDS BEFORE TEACHING A SONG**

Sometimes when we've known a song for a long time we forget what impact words might have on people hearing them for the first time. The lyrics may need an explanation. Also, songs that were perfectly acceptable in one decade may not be appropriate in subsequent years due to new awareness or subsequent events in history.

**DON'T** try to teach a song you don't really know.

**DON'T** teach a song without knowing a source.

**DON'T** hand out typed, copied, or printed song sheets without obtaining copyright clearance and permission.

**DON'T** make tapes of other people's songs and distribute them.

**DON'T** teach songs that ridicule a race or people.

**DON'T** teach songs too difficult or too simplistic for your audience.

**DON'T** try to teach a song and play guitar at the same time.



**Below, list some of your favorite songs you've learned as a Girl Scout. Put a star next to the songs that you think would be easiest to teach to younger girls.**

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## CEREMONIES

CEREMONY	PURPOSE/OCCASION	ESSENTIAL PARTS	SETTING
<b>INVESTITURE</b>	Girl(s) or adult(s) joining Girl Scouting for the first time.	Persons being invested: 1. Make Promise individually 2. Receive the Pin 3. Are welcomed to Girl Scouting	Troop gathering (indoors) Parents may or may not be included.
<b>REDEDICATION</b>	Individuals who have been invested in the past.  Reaffirm acceptance of Girl Scout principles as expressed in the Promise and Law.	Girls and adults who have been invested renew their Promise. Re-thinking of the Promise and Law.	Opening or closing or troop meeting.  Before Court of Awards or other troop ceremony.
<b>FLAG CEREMONY</b>	A respectful ceremony honoring our country of which the flag is a symbol, using American flag and possibly other flags.	Flag(s) being used have: -color bearer(s) -color guard(s) Appropriate material to be included in ceremony at option of girls who plan it: Pledge of Allegiance Patriotic poetry or song Girl Scout Promise and Law	Troop meeting Special events Camp Prior to other ceremonies Community Affairs
<b>OPENING &amp; CLOSING</b>	Marks definite start and close of each troop meeting.	An activity which may be formal or informal.  Suggestions: Game, song (Taps), poem, flag ceremony, magic tunnel	Troop meeting
<b>PATROL LEADER INSTALLATION</b>	Formal occasion where new patrol leaders accept the job in Junior, Cadette, Senior and Ambassador troops.	Patrol leaders receive cords symbolizing patrol and the troop.  Both patrol members and patrol leaders signify their acceptance of responsibilities to the patrol and to the troop.	As per troop's preference. May take place at a troop meeting or at camp.

<b>COURT OF AWARDS</b>	Presentation of badges, signs, interest project patches, etc., earned by girls.	Badges, signs, interest project patches, etc., usually presented by troop leader. -Explanation and recognition of accomplishments which insignia represent. -Demonstrate, display or dramatize part of how award was earned. -Recognition of program consultants and others who have helped earn the awards.	Takes place several times during the year. Can be held by one or several troops. Guests usually invited.
<b>GIRL SCOUT'S OWN</b>	Special program based on the ideals of Girl Scouting.  NOT A RELIGIOUS CEREMONY.	Theme Material to develop theme: Songs, poems, readings, setting, random thoughts, dramatization, and silent meditation.	As desired by group: -Camp -Troop -Gathering of many troops Everyone present participates. Never done as a presentation for an audience.
<b>FLY UP</b>	Girl Scout Brownies "fly up" to Girl Scout Juniors.	Brownies receive wings from Brownie leader. Fly ups are re-dedicated into a Junior troop and receive new pin from Junior leader. Individual Girl's Record Sheet given to Junior leader.	Joint meeting of Brownie troop and Junior troop into which girls are going. Guests usually invited.
<b>BRIDGING</b>	Girls welcomed into next program level (Junior to Cadette, Cadette to Senior, Senior to Ambassador, Ambassador to Adult). Renewal of Girl Scout Promise and the deeper meaning it holds for a continuing member now entering next level.	Renew Promise Welcome into next age-level. Individual Girl's Record sheet given to new leader or to graduating Senior Girl Scout.	Joint ceremony with sister troop. Prop for symbolism. -bridge -ladder -stepping stones

## **Girl Scouts Have a Name For It**

Scouts' Own - Special, girl-planned, inspirational occasion held in troop or camps; an opportunity for girls to express their deepest feelings about their Girl Scout ideas. This is neither a religious service nor a substitute for a religious service in camp. It usually has one theme.

Court of Awards - Ceremony where girls receive recognitions for achievement.

Thinking Day - February 22, the birthday of both Lord and Lady Baden-Powell, celebrated as the day in which Girl Guides and Girl Scouts all over the world think of each other and exchange greetings.

destination Trip - Special activities for girls beyond the troop - in particular, national and council-sponsored special events for Cadettes, Seniors and Ambassadors.

Fly Up Ceremony - The ceremony at which a Girl Scout Brownie receives Brownie wings from her Brownie Leader and "fly up" into a Junior troop.

Court of Honor - Made up of patrol leaders and other elected officers in the troop who make plans and decisions with the approval of the troop.

WAGGGS - The World Association of Girl Guides and Girl Scouts (136 member countries.)

Service Unit - A geographic area that is part of a council.

Nosebag Meal - A meal that does not need cooking, carried in a paper bag or bandanna.

Brownie Ring - A circle made by the members of the troop for dealing with business.

Investiture Ceremony - The ceremony in which an individual becomes a member of the movement by making the Girl Scout Promise and receiving her membership pin.

Dunk Bag - A mesh cloth bag with a drawstring used to hold dishes while they dry and are carried.

Girl Scout Birthday - March 12. Juliette Gordon Low started Girl Scouting in the United States of America on March 12, 1912.

Buddy System - A safety practice, which requires that two girls of similar abilities in an activity watch over each other.

Kaper Chart - A chart showing each girl, or each group of girls, their job in any given project.

First Aider - A person trained in basic first aide. Such a person is required for all camping trips and outdoor activities.

Quiet Sign - The raising of your hand straight up over your head to signal for attention in any Girl Scout gathering. All who see you give the quiet sign are supposed to be quiet and raise their own hand in the Quiet Sign.

Rededication Ceremony - Yearly reaffirmation of one's belief in the Girl Scout Promise and Law.

Juliette Low World Friendship Fund - A voluntary fund to which Girl Scouts throughout the USA contribute each year. It is used to build friendship and better understanding around the world through Girl Guiding and Girl Scouting. The JLWFF provides funds to help sponsor international exchange projects and other activities and to support the four world centers.

Girl Scout Week - Celebrated each year during the week in which March 12th, the anniversary of the first Girl Scout troop meeting, occurred.

Membership/Program Specialist - An employed professional staff person assigned to work with a certain selection of service unit.

Patrol - A small group of girls, usually 6 to 8, who plan and carry out activities in the troop/group. Group is lead by a girl Patrol Leader elected by the girls.

## Program Aide Self-Evaluation



Do you feel prepared to begin working with a younger troop? What are your strongest leadership skills? What areas have the most room for improvement?

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What is the most significant thing you've learned from this training? How do you think it will help you as a Program Aide?

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What do you think will be rewarding about working with younger girls as a Program Aide? What do you think will be challenging? \_\_\_\_\_

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How do the leadership skills you've learned as a part of this training relate to your everyday life, outside of Girl Scouting? Give an example of a skill you can use.

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Overall, what activities are you most looking forward to helping with? Why? \_\_\_\_\_

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**Congratulations on completing the Program Aide Core Training!**