Program Aide Leader Guide
Before you begin...

Thank you for helping Girl Scout Cadettes learn to lead their younger Girl Scout sisters. This council curriculum is designed to be used by troop leaders, service units, Day Camp Teen Coordinators and other volunteers to fulfill the council training requirement for GSUSA’s Program Aide award. This guide breaks down each of the required training topics and offers suggestions for presentation including power point slides, activities and girl handouts. This guide is a resource not a set of hard and fast directions. You can swap activities, skip the power point, change the topic order, bring in new topics; anything you think will help the girls you are working with prepare for their role as a Program Aide. While “when” and “how” is flexible all topics must be covered.
Topics Checklist

- Toolkit
- The Leader in You
- The Girl Scout Leadership Experience
- Journeys
- Girl Development
- Group Dynamics
- Safety
- Personalization
Program Aide

Program Aide training prepares Girl Scout Cadettes to safely and successfully lead younger girls through age appropriate activities in partnership with approved adults.

To earn the Program Aide pin a Girl Scout Cadette must:
1. Earn at least one Leader in Action (LiA) award by helping a Brownie troop with a Journey
2. Complete a training based on this guide
3. Work with younger Girl Scouts over 6 additional activity sessions, not related to a Leader in Action award

Steps 1 and 2 are interchangeable. The experience helping a younger troop through completing the LiA is a helpful foundation for the training and you may find it beneficial to require it be completed prior to attending your training.
Planning your Training

Your training can take place over the course of a day, a weekend, or multiple meetings. You will want to be sure to get a location large enough for your group to practice the skills they are learning such as leading games and songs. Included in this guide are worksheets to help you plan and organize your training. The girls in your training will learn not only from slides and worksheets but also from your example. Be prepared, be inclusive, be safe, be flexible, and be FUN!
This outline is designed to help you map out your training to ensure you have included all the required topics and given yourself the time you need for each. Every training outline will look different. Below is an example the next page is blank for your use, remember to include all the required topics on page 3.

### EXAMPLE

<table>
<thead>
<tr>
<th>Time Estimate</th>
<th>Topic</th>
<th>Activities/Plans</th>
<th>Supplies Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-15 min</td>
<td>Welcome/Introductions/Set</td>
<td>name tents, ice breakers</td>
<td>sturdy paper, markers</td>
</tr>
<tr>
<td></td>
<td>Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-10 min</td>
<td>Toolkit</td>
<td>notecards on rings</td>
<td>notecards, rings</td>
</tr>
<tr>
<td>30+ min</td>
<td>The Leader in You</td>
<td>word bubbles, flat leader</td>
<td>butcher paper, markers</td>
</tr>
<tr>
<td>20 + min</td>
<td>The Girl Scout Leadership</td>
<td>power point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Journeys</td>
<td>Journey books and quiz game</td>
<td>Journey books, paper</td>
</tr>
<tr>
<td>30+ min</td>
<td>Girl Development</td>
<td>match game and power point</td>
<td></td>
</tr>
<tr>
<td>30 + min</td>
<td>Group Dynamics</td>
<td>3 games</td>
<td>ball</td>
</tr>
<tr>
<td>10 min</td>
<td>Safety</td>
<td>power point</td>
<td>candy for prizes</td>
</tr>
<tr>
<td>45 + min</td>
<td>Personalization</td>
<td>lesson plans with Journeys,</td>
<td>paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>strengths brainstorm</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>Wrap-Up, Evaluate and Survey</td>
<td>paper or online survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participants</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Required topics: Toolbox, The Leader in You, The Girl Scout Leadership Experience (GSLE), Journeys, High Quality Experiences, Girl Development, Group Dynamics, Safety, and Personalization. Remember to include breaks if you are working with girls longer than a couple hours and a meal if you have them longer than 4 hours. You want to give them plenty of chances to practice their skills and build their toolbox.
Planning YOUR Training

The next section of this guide will explain the objectives of each training topic, give examples of activities you can use, and offer some tips and tricks. Please feel free to include additional games, activities, and learning opportunities that suite your situation. Remember girls learn differently so mix up your methods, keep them engaged, and have fun!

<table>
<thead>
<tr>
<th>Topic: Welcome and Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong> Give girls basic information, set expectations, establish fun healthy environment</td>
</tr>
<tr>
<td><strong>Talking Points:</strong> Restroom location, cell phone policy, break schedule, etc.</td>
</tr>
<tr>
<td><strong>Activities:</strong> Wagon Wheel (1A), 21 Questions Quiz (1B), Name tags/name plates (example below)</td>
</tr>
<tr>
<td><strong>Evaluation:</strong> feeling in the room, following of policies</td>
</tr>
</tbody>
</table>

Notes/Examples:
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Toolkit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
<td>Teach girls to create a ready resource to engage younger girls.</td>
</tr>
<tr>
<td><strong>Talking Points:</strong></td>
<td>As a program aide you will want to keep key information as well as ideas for activities with you at all times. Start with what you know and add to your tool kit throughout the training.</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td>Notecard tool kit, notebook toolkit, drawstring toolkit</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>Review toolkits at the end of the day. Recommend setting a goal for number of games, songs, and other activities.</td>
</tr>
</tbody>
</table>

**Notes/Examples:**

The notecard toolkit is the easiest and most mobile version of the toolkit. If you are planning on giving the girls more specific resources like balls, rope, etc. the drawstring toolkit is a great option as well. Do what works best for your purposes. Some trainers like to have few items or cards prepared for the girls. Be sure that girls are able to add their own ideas, songs, games, and skills as well.
Learning Objectives: Girls will be able to describe themselves as leaders and give examples of their leadership.

Talking Points: Encourage conversation about what it means to be a leader. Sample discussion questions: Who has been a good leader in your life? What about them made them a good leader? What kind of leader do you want to be? Have you ever shown leadership?

Activities: “Flat” Leader (in groups or as individuals), Leadership word bubble (in groups or as individuals), Leadership style quiz (3A)

Evaluation: Have girls share their flat leaders, word bubbles, or quiz results with the group and explain ways they are similar to their ideal leader or how their leadership style is best utilized.

Notes/Examples:

Word bubble

Flat leader (use butcher paper to create life size)
**Learning Objectives:**

Girls will understand how to utilize the Girl Scout process of Discover, Connect, Take Action and the three key Girl Scout techniques of Girl-Led, Cooperative Learning and Learning by Doing.

**Talking Points:**

Girl Scouts learn to be leaders through the Girl Scout Leadership Experience. In Girl Scouts, activities are **girl-led**, feature **cooperative learning**, and **learning by doing**. Girls **Discover** and find out who she is, what she cares about, and what her talents are. They **Connect** by collaborating with other people, both locally and globally, to learn from others and expand her horizons. Girl Scouts **Take Action** by doing something to make the world a better place.

Model these methods throughout your training and point them out as you go.

**Activities:**

Group discussion about their troop experience with these processes and techniques. Add card to tool box similar to example below. [Video]

**Evaluation:**

Review the three process and experiences out loud with the girls. Brainstorm ways they can use the GSLE with the girls and activities they lead.

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**Notes/Examples:**

![Girl Scout Leadership Experience](image-url)
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Journeys and The LiA Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
<td>Introduce girls to the 7 Journey pathways. Explain how they can complete the Leader in Action Award (LiA). Empower them to facilitate Journey activities for younger girls.</td>
</tr>
<tr>
<td><strong>Talking Points:</strong></td>
<td>See links below for information on the 7 Journey pathways and full PDF guides to badges and Journeys at each level, it is recommended these are part of the participant packet.</td>
</tr>
<tr>
<td><strong>Activity:</strong></td>
<td>Allow girls to explore the adult and girl Journey books in small groups. Walk them through how to find the Journey badge requirements and have them develop a troop meeting around a possible Journey activity. <a href="https://www.gsksmo.org/en/about-girl-scouts/our-program/journeys.html">https://www.gsksmo.org/en/about-girl-scouts/our-program/journeys.html</a></td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>Have the girls share their plans with the group explaining how it fits into the Journey and utilizes the GSLE.</td>
</tr>
</tbody>
</table>

**Notes/Examples:**

The seven Journey options at each program level are:

**It’s Your World—Change It!** Whether it’s planting a garden, painting a mural, or launching a letter-writing campaign, Girl Scouts at every level experience unique leadership and advocacy challenges, complete Take Action projects, and discover what it means to be a leader who makes a difference in the world.

**It’s Your Planet—Love It!** Girls learn about environmental topics such as clean water and air, noise pollution, global warming, soil contamination, and agriculture. Each Journey is packed with current environmental information and offers ways to improve life for everyone on the planet through a Take Action project.

**It’s Your Story—Tell It!** Girls get the opportunity to tell their stories through a range of creative approaches. Exploring important themes such as developing a strong sense of self, navigating healthy relationships, and promoting well-being and confidence in themselves and others get girls involved in discussions about thinking critically and ready to complete a Take Action project.
**Engineering: Think Like an Engineer:** Girls discover how to think like an engineer by participating in hands-on design challenges and completing a Take Action project.

**Computer Science: Think Like a Programmer:** Girls learn how programmers solve problems by participating in computational-thinking activities and completing a Take Action project.

**Outdoor STEM: Think Like a Citizen Scientist:** Girls learn how to make observations and collect data by doing a citizen science project and completing a Take Action project.

**Outdoor:** Girls get outside to explore and enjoy nature while completing a sustainable Take Action project. Fun, safe activities ranging from backyard camping to high-adventure exploration build essential outdoor skills and inspire girls to become environmental stewards.
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Girl Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
<td>Girls will learn what to expect from younger girls as they develop physically, emotionally and socially. They will explore how activities, abilities and interests change as girls grow.</td>
</tr>
<tr>
<td><strong>Talking Points:</strong></td>
<td>Review the development chart in the participant packet. Ask them about things they used to enjoy and compare that to the things they now enjoy. Discuss what they were learning in Kindergarten vs what they are learning now.</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>Gallery walk discussion and/or review their toolkit additions.</td>
</tr>
</tbody>
</table>
**Topic:** Group Dynamics

**Learning Objectives:** Girls will learn about a variety of factors to consider when working with groups and will increase their ability to manage groups effectively.

*Focusing* = when they use a signal or a phrase, like “all eyes on me,” to get the group’s attention, or a call-and-response, or the Girl Scout quiet sign. Encourage them to teach that signal or phrase to the group they are working with at the beginning.

*Monitoring* = always knowing what everyone in your group is working on. This can be done by walking past all members of the group.

*Modeling* = demonstrate the behavior you want to see. If you want members of your group to speak quietly, make sure you are also speaking quietly.

*Use “I” statements* = when communicating with the group, be sure to use “I” statements, such as, “I have noticed that Susie is waiting patiently to the crayons.”

- Have your own focus phrase you teach the girls at the beginning this could be the Girl Scout quiet sign or a call and response
- Highlight the techniques you have used throughout the day
- Encourage the girls to include some group dynamic techniques in their “tool kit”

**Talking Points:**

**Activities:** Band-Aid Activity Fair vs. Equal (7A) Flying Fish Test (7B) Face Value (7C) Role Play (7D)

**Evaluation:** Each of the activities suggested should include group processing of ideas. Have the girls practice leading groups of different sizes through different activities to include teaching games, songs, and ice breakers to each other. They can use their toolkits for ideas and learn new things to add to their toolkit.

**Notes/Examples:**

This section is a great place to break-up the classroom style learning. Let the girls have fun and move around as they teach each other songs, play their favorite brownie games, and get the wiggles out. If the weather permits let them do this part outside. Ask them about how it felt to get up and moving around. Ask them about their experience taking turns leading and following.
Learning Objectives: Introduce the 12 Standards of Safety and the role they will play in the safety of themselves and younger Girl Scouts.

Talking Points:
As Program Aides they do not count in ratio and there should always be at least two unrelated adults with them when they are with girls. They should work with the adults to ensure all Safety Activity Checkpoints have been addressed during the planning and execution phases.

Activities:
12 Standards of Safety read around (8A) Conflict management quiz. (8B)

Evaluation:
Group discussion about ratios, safety standards, and conflict management styles

Notes/Examples:
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Personalization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
<td>Girls will learn how to infuse their passion, skills, and Girl Scout knowledge into their work with younger girls.</td>
</tr>
<tr>
<td><strong>Talking Points:</strong></td>
<td>You are an expert in many things and have lots of experience as a Girl Scout and as Program Aide you will use that expertise.</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td>What I like and My Favorites from the Media Journey. (9A-B) Freewriting with periodic prompts (songs, games, outdoor skills, ice breakers, name games, brain teasers). Group list building. Have girls list their top 3 experiences in GS and the lessons/skills they learned. Have them share this with a small group and discuss how they can help facilitate these experiences as a PA. Take turns having the girls role model leading a game or song in their toolkit. Have girls role play the ‘shy’, ‘outgoing, etc. personalities. Have the girls review their Journey plans is there anything they want to add or change based on their passions, skills, or Girl Scout knowledge?</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>Review toolkit. Set a goal for total additions.</td>
</tr>
</tbody>
</table>

**Notes/Examples:**

See teaching template and meeting planner guides for girls to use when completing additional activity session. (9c-d)
**Wagon Wheel (1A)**
Divide into two equal groups. Have one group form a circle and face outward, and have the second group pair up with the first circle but face inward (circle within a circle facing each other). The leader asks a question and the two people facing each other tells one another their answer. After everyone has had a chance to answer, have either the inner or outer circle rotate and ask another question. Continue asking new questions until the participants are back with their original partner.

**21 Questions (1B)**
There is an option for this in the participants guide. Girls can use this as an interview guide to get to know each other. Or, the girls can work on this alone while others are arriving then share a couple answers with the group during introductions. You can also use these questions during the Wagon Wheel game above.

1. Which three words describe you best?
2. Which is your best feature?
3. What’s the best thing that’s happened to you this week?
4. Who is your role model?
5. Who is your favorite teacher and why?
6. What is your favorite subject at school?
7. What do you want to be when you grew up?
8. Why are you here today?
9. What would be your perfect job?
10. What is your greatest achievement?
11. Have you ever won a trophy or medal?
12. If you could have one wish come true what would it be?
13. Which skill would you love to learn?
14. What’s your hidden talent?
15. Which animal would you choose to be?
16. What is your favorite food?
17. What is your favorite drink?
18. What is your favorite TV show and why?
19. What is your favorite song?
20. What is your favorite book?
21. What is your favorite movie?
leadership styles

There is no one right style of leadership

- **Stable Environment**
  - Participative
  - Participative
  - Delegative

- **High growth or changing environment**
  - Authoritarian
  - Participative
  - Participative

- **Environment in crisis**
  - Authoritarian
  - Authoritarian
  - Participative

**Inexperienced subordinate**
- Authoritarian

**Capable subordinate**
- Participative

**Expert subordinate**
- Delegative

The leadership style that you use depends on the needs of the person you are leading and the needs of the environment.

**Authoritarian**
- Authoritarian leaders direct and control all activities without meaningful participation by other members of the team.

**Participative**
- Participative leaders encourage group members to participate, but retain the final say over the decision-making process.

**Delegative**
- Delegative or laissez-faire leaders give little or no guidance to group members.
Leadership Styles

There are many different leadership styles. Different styles work in different situations. A team will be stronger with a variety of different leadership styles.

Take the quiz below to help you find out what leadership style you are more inclined to follow.

Leadership Style Quiz

Circle the response that reflects your first reaction. There is no right or wrong answer.

<table>
<thead>
<tr>
<th>As a leader, I tend too</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make my own decisions.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Tell others what to do.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Suggest a decision to others.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Persuade others to do things my way.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Participate just like any other person.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Provide resources to others</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Gather others feedback before deciding.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Rely on my own judgment.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Make sure the majority rules.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. Turn decision over to others.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. Ask others to brainstorm choices.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. Share my own ideas.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Add the numbers together from the following set of questions. The highest number will show what leadership style that seems natural for you. You should strive to understand different leadership styles and thinks of ways you might use them for different situations.

Add the numbers you circled Total Leadership Style for the following questions

Question 1, 2, 4, 8

Question 3, 7, 9, 11

Question 5, 6, 10, 12

Question 1, 5, 4, 10

________ Autocratic

________ Participative

________ Delegative (Free Rein)

________ Situational
Gallery Walk (6A)

- Have 3 by 5 notecards with descriptions of Daisy and Brownies written on them. You can use the chart below on the next page.
- Divide the girls into groups. Have the girls work together to sort the notecards into three categories; Daisy Characteristics, Brownie Characteristics, Daisy and Brownie Characteristics.
- Have the girls rotate to the other groups and look at how that group organized the characteristics.
- Come back as a large group and discuss differences between groups. Make a group decision on each characteristic.
- Add songs, games, and other activities to your toolbox for Daisies and Brownies
- Look at the items already in your toolbox would you use them for Daisies, Brownies or older Girl Scouts?
<table>
<thead>
<tr>
<th>Daisies</th>
<th>Brownies</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>These girls are beginning to see other’s points of view</td>
<td>These girls enjoy doing things in groups, and being with friends.</td>
<td>Girls this age have loads of energy and need to run, walk and play outside.</td>
</tr>
<tr>
<td>They love to move and dance</td>
<td>Girls this age want to help, and enjoy being given responsibilities.</td>
<td>These girls are concrete thinkers, focused on the here and now.</td>
</tr>
<tr>
<td>These girls are great builders and artists – but still developing fine motor skills. Media like clay or paints with big brushes are good.</td>
<td>They are becoming comfortable with number concepts and time.</td>
<td>These girls need clear directions and structure</td>
</tr>
<tr>
<td>They are beginning to learn about basic number concepts</td>
<td>Girls this age are developing fine motor skills and can use basic tools like scissors.</td>
<td>They enjoy doing things for themselves – this develops their self-confidence.</td>
</tr>
<tr>
<td>Girls this age don’t like to lose at games</td>
<td>These girls want to be able to finish the things they start.</td>
<td>These girls like rules and routines, and like to be recognized for following the rules.</td>
</tr>
<tr>
<td>They are just learning how to write and spell.</td>
<td>Their reading skills are improving.</td>
<td>Girls this age want lots of encouragement.</td>
</tr>
<tr>
<td>These girls don’t always have the words for what they want to say.</td>
<td>These girls are learning to tie more complicated knots, braiding, and other more detailed skills.</td>
<td>They want the approval of adults and Program Aides.</td>
</tr>
<tr>
<td>They may have trouble sitting still and listening.</td>
<td>They are getting better at waiting for their turn.</td>
<td>Girls this age are learning to work together in small groups.</td>
</tr>
</tbody>
</table>
Band-Aid Activity Fair vs. Equal (7A)

1. Handout a card to girl with an injury on it (i.e. scrapped knee, ear infection, broken arm, etc).
2. Call students up one at a time to tell you their injury. No matter what the injury, give the student a band-aid. To any questions or complaints, respond that it wouldn't be fair if you didn't give everyone the same thing.
3. Continue until all students except one have a band-aid. Tell the last student that you're sorry, but you have no more band-aids.

Questions to guide discussion
- Was it equal that everyone got a band-aid?
- Was it fair that everyone got a band-aid? Why?
- If someone is injured, should you help them? Should you make fun of them?
- If someone is doing a different activity in class, should you make fun of them?
- How did the student who didn’t get a band-aid feel? Sad, left out, confused?

Flying Fish Test (7B)

Split girls into groups, then give them a box of material and let them know the directions and supplies are all the same. They should be very simple and able to be completed in about a minute. Next, tell them we are going to have a contest to see which group can finish first. Give all but one group some kind of limitation.

For example, one group has directions in braille, one group can only use one hand, one group has their directions in Spanish, one group has to work with their eyes closed, etc. This creates chaos for a few minutes as the frustration builds. Walk around and listen to how unfair this is reminding them that they agreed it was fair before we started. Then sincerely apologize for the fact they cannot read Spanish, but that is not your fault.

After a minute or two, the group with no limitations will finish and enthusiastically ask for the class to give this group a round of applause. Go on to talk about how smart they must be to shine like this and inevitably someone cannot take it any longer and they speak up to state the obvious—some groups had differences that made it the activity harder. Which is exactly the point, we all have limitations that make some things harder for us.

Discussion questions:
- Why can we not confirm the winning group was not, in fact, the best?
- How did you feel during this activity?
- How might someone feel who has one of these limitations?
- What can we learn from this activity?

It is a great time to open up a discussion to let students share some things they are good at and some things that are hard for them.

Next, write the quote or click to a slide that says “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid,” on the board and have the groups discuss how this relates to the activity.
Face Value (7C)

For this non-verbal activity, all you need for this one is a deck of cards. Before beginning, explain to the group that you will be handing each participant a card and they are not to look at their own card. Without using verbal cues, participants will treat each other based on the value of the card. For example, if a person has a high value card, you may want to bow or if a person has a low value card, you might want to snub them. Hand each participant a card. Explain that, when they are told, participants are to put their card on their forehead (without looking at it). When everyone has a card, have the group put the cards on their foreheads. Let the group mingle for 3 to 5 minutes (for a large group, you might add a few extra minutes).

After a few minutes of mingling, have the participants form groups based on what they think the value of their card. High cards on one side, low cards on the other and middle cards in the middle. Once each group is formed, participants may look at their cards.

Debrief questions
• How did you know if you were a high card? Low card? Middle Card?
• How did you treat high cards? Low cards? Middle cards?
• Who decided which cards are more valuable than others?
• How about Aces, are they high cards or low cards? How were they treated?
• How does this activity relate to how we communicate in everyday life? How do we treat people that we do not know how to value?

NOTES: Potential challenges to conducting this activity: For smaller groups, you may have to choose the cards rather than hand out cards at random. Be sure that there is a good mix of high, low and middle cards. Include at least one ace. Also remember, there is no right or wrong way to answer. It is important for participants to look at how they did actually react rather than at how they think they should have reacted or will react in the future.

Share a story
Everyone has had times in their lives when they felt they didn’t “fit in.” (Share a personal story.) Then say, “Think back to a time when you felt different. Everyone has felt different…. no matter who they are, where they lived, or how they grew up.” Then ask “What happened? How did you feel? What did you do? How did you overcome? Encourage sharing in small groups first, then poll the group. Apply/summarize what they say in relationship to diversity.
Role Play (7D)

On a note card put a group dynamic scenario and in small groups have the girls play out the scene while one girl attempts to resolve the issue. Have the larger group identify techniques used to help the situation. Brainstorm all the techniques used or that could have been used this list should include:

**Focusing** = when they use a signal or a phrase, like “all eyes on me,” to get the group’s attention. Encourage them to teach that signal or phrase to the group they are working with at the beginning.

**Monitoring** = always knowing what everyone in your group is working on. This can be done by walking past all members of the group.

**Modeling** = demonstrate the behavior you want to see. If you want members of your group to speak quietly, make sure you are also speaking quietly.

Use **“I” statements** = when communicating with the group, be sure to use “I” statements, such as, “I have noticed that Susie is waiting patiently to the crayons.”

- Have your own focus phrase you teach the girls at the beginning this could be the Girl Scout quiet sign or a call and response
- Highlight the techniques you have used throughout the day
- Encourage the girls to include some group dynamic techniques in their “tool kit”
Girl Scout Safety Guidelines (8A)

1. Follow the Safety Activity Checkpoints. Instructions for staying safe while participating in activities are detailed in the Safety Activity Checkpoints, available on the GSSEM website. Read the checkpoints, follow them, and share them with other volunteers, parents, and girls before engaging in activities with girls.

2. Arrange for proper adult supervision of girls. Your group must have at least two unrelated, approved, registered adult volunteers present at all times, plus additional adult volunteers as necessary, depending on the size of the group and the ages and abilities of girls. Adult volunteers must be at least 18 years old and out of High School, and must be screened by our council before volunteering. One lead volunteer in every group must be female.

3. Get parent/guardian permission. When an activity takes place that is outside the normal time and place, advise each parent/guardian of the details of the activity and obtain permission for girls to participate.

4. Report abuse. Sexual advances, improper touching, and sexual activity of any kind with girl members are forbidden. Physical, verbal, and emotional abuse of girls is also forbidden.

5. Be prepared for emergencies. Work with girls and other adults to establish and practice procedures for emergencies related to weather, fire, lost girls/adults, and site security. Always keep handy a well-stocked first-aid kit, girl health histories, and contact information for girls’ families.

6. Travel safely. When transporting girls to planned Girl Scout field trips and other activities that are outside the normal time and place, every driver must be an adult (18 years old and out of High School) volunteer, with a good driving record, a valid license, and a registered/insured vehicle approved by the leader. Insist that everyone is in a legal seat and wears her seat belt at all times, and adheres to state laws regarding booster seats and requirements for children in rear seats.

7. Ensure safe overnight outings. Prepare girls to be away from home by involving them in planning, so they know what to expect. If fathers are joining in the trip, make arrangements in advance and share the information with the others attending the event. Men cannot sleep in the same space as girls and women, except during family or parent-daughter overnights, where one family unit may sleep in the same sleeping quarters in program areas. When parents are staffing overnight events, daughters should remain in quarters with other girls rather than in parent areas. Each participant should have her own bed; an exception can be made for mothers & daughters. Parent/guardian permission must be obtained if girls are to share a bed.

8. Role-model the right behavior. Never use illegal drugs. Don’t consume alcohol, smoke, or use foul language in the presence of girls. Do not carry ammunition or firearms in the presence of girls unless given special permission by your council for group marksmanship activities.

9. Create an emotionally safe space. Adults are responsible for making Girl Scouting a place where girls are as safe emotionally as they are physically. Protect the emotional safety of girls by creating a team/group agreement and coaching girls to honor it. Agreements typically encourage behaviors like respecting a diversity of feelings and opinions; resolving conflicts constructively; and avoiding physical and verbal bullying, clique behavior, and discrimination.

10. Ensure that no girl is treated differently. Girl Scouts welcomes all members, regardless of race, ethnicity, background, disability, family structure, religious beliefs, and socioeconomic status. When scheduling, helping plan, and carrying out activities, carefully consider the needs of all girls involved, including school schedules, family needs, financial constraints, religious holidays, and the accessibility of appropriate transportation and meeting places.

11. Promote online safety. Instruct girls never to put their full names or contact information online, engage in virtual conversation with strangers, or arrange in-person meetings with online contacts. On group websites, publish girls’ first names only and never divulge their contact information. Teach girls the Girl Scout Online Safety Pledge and have them commit to it.

12. Keep girls safe during money-earning activities. Girl Scout cookies and other council sponsored entrepreneurial and financial literacy programs are an integral part of the Girl Scout Leadership Experience. During Girl Scout product sales, you are responsible for the safety of girls, money, and products. Discourage parents from sending money, especially cash, to school with their daughters. In addition, a wide variety of organizations, causes, and fundraisers may appeal to Girl Scouts to be their labor force. When representing Girl Scouts, girls cannot participate in money-earning activities that represent partisan politics or that are not Girl Scout–approved product sales and efforts.
Conflict Management Styles Assessment (8B)

Please CIRCLE ONE response that best describes you. 1= Rarely 2= Sometimes 3 =Often 4=Always. Be honest, this survey is designed to help you learn about your conflict management style. There is no right or wrong answer.

Name ________________________ Date _____________________

1. I discuss issues with others to try to find solutions that meet everyone’s needs. 1 2 3 4
2. I try to negotiate and use a give-and-take approach to problem situations. 1 2 3 4
3. I try to meet the expectations of others. 1 2 3 4
4. I would argue my case and insist on the advantages of my point of view. 1 2 3 4
5. When there is a disagreement, I gather as much information as I can and keep the lines of communication open. 1 2 3 4
6. When I find myself in an argument, I usually say very little and try to leave as soon as possible. 1 2 3 4
7. I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved? 1 2 3 4
8. I prefer to compromise when solving problems and just move on. 1 2 3 4
9. I find conflicts exhilarating; I enjoy the battle of wits that usually follows. 1 2 3 4
10. Being in a disagreement with other people makes me feel uncomfortable and anxious. 1 2 3 4
11. I try to meet the wishes of my friends and family. 1 2 3 4
12. I can figure out what needs to be done and I am usually right. 1 2 3 4
13. To break deadlocks, I would meet people halfway. 1 2 3 4
14. I may not get what I want but it’s a small price to pay for keeping the peace. 1 2 3 4
15. I avoid hard feelings by keeping my disagreements with others to myself. 1 2 3 4

Scoring the Conflict Management Styles Assessment

To find your preferred style, total the points for each style. The style with the highest score indicates your most commonly used strategy. The one with the lowest score indicates your least preferred strategy. However, all styles have pros and cons, so it’s important that you can use the most appropriate style for each conflict situation.

Collaborating (questions 1, 5, 7): _______
Competing: (questions 4, 9, 12): _______
Avoiding: (questions 6, 10, 15): _______
Accommodating: (questions 3, 11, 14): _______
Compromising: (questions 2, 8, 13) _______
Brief Descriptions of the Five Conflict Management Styles

Keep in mind that one style of conflict management is not necessarily better than another; each style has pros and cons, and each can be useful depending on the situation. This assessment is intended to help you identify your typical response to conflict, with the goal that when you encounter future conflicts, you will be aware of not only your instinctive reaction, but also the pros and cons of that reaction for the specific situation. Furthermore, you will also be aware of the other styles of conflict management that you could draw on to resolve the situation, if one of the other styles is more appropriate for the current situation.

Owl Collaborating
Owls highly value both their goals and their relationships. They view conflict as a problem to be solved and seek a solution that achieves both their goals and the goals of the other person. Owls see conflicts as a means of improving relationships by reducing tensions between two persons. They try to begin a discussion that identifies the conflict as a problem, and strive to resolve tensions and maintain the relationship by seeking solutions that satisfy both themselves and the other person.

Turtle Avoiding
Turtles tend to value avoiding confrontation more than either their goals or relationships. They often find it easier to withdraw from a conflict than to face it. This might even include completely giving up relationships or goals that are associated with the conflict.

Shark Competing
Sharks typically value their goals over relationships, meaning that if forced to choose, they would seek to achieve their goals even at the cost of the relationship involved. Sharks are typically more concerned with accomplishing their goals than with being liked by others. They might try to force opponents to accept their solution to the conflict by overpowering them.

Teddy Bear Accommodating
Teddy Bears typically value relationships over their own goals; if forced to choose, Teddy Bears will often sacrifice their goals in order to maintain relationships. Teddy Bears generally want to be liked by others, and prefer to avoid conflict because they believe addressing it will damage relationships. Teddy Bears try to smooth over conflict to prevent damage to the relationship.

Fox Compromising
Foxes are moderately concerned with both their goals and their relationships with others. Foxes typically seek a compromise; they give up part of their goals and persuade the other person in a conflict to give up part of their goals. They seek a conflict solution in which both sides gain something; the middle ground between two extreme positions. They are willing to sacrifice part of their goals in order to find agreement for the common good.
What I Like Best

Start by brainstorming your many interests—the things you care about, think about, and enjoy doing.

You might write down your favorite school subjects or all the numerous things that distract you from school. (Some are probably already scattered throughout the pages of this book!)

Remember, don’t edit yourself. And don’t judge yourself!

If you’ve reread a not-so-literary novel a few times, put it on the list! If you love watching gymnastics, put that on the list, too. Do you enjoy cooking, collecting bugs, identifying constellations, visiting your grandmother? Are you drawn to gossip magazines or circus performers, or the food-gathering rituals of chipmunks? Write it all down; you never know what you may learn from seeing all your interests written down in one place.

Take a look at your list.

Do any patterns emerge? Do you see an interest that you’d like to pursue further? Turning an interest into a real skill or talent—now that’s exciting!
MY FAVORITES
Listing your “favorites” is another way to get a picture of your interests and yourself.

Favorite movie
Favorite book
Favorite song
Favorite place
Favorite time of day
Favorite food
Favorite person
Favorite subject
Favorite outdoor activity
Favorite indoor activity
Favorite thing about my family
Favorite thing about my school
Favorite expression
Favorite game
Favorite way to express yourself
Favorite club/organization

Ask yourself why each item was your favorite.
Do you see a pattern? For example, are all your faves related to one thing, like science, or sports, or romance? Then think about who and what influence your opinions. Your parents? Your friends? Kids at school? The media? Do the signals you get from any or all of them sway your opinions or do they make your convictions stronger? What might you do to widen your media world?
Teaching Template

What do you want to teach girls?

How will you:

1. Explain:

2. Practice:

3. Check:

- Does this activity help the girls discover, connect, or take action in relation to the Journey? *(not applicable to Day Camp or Service Unit events)*

- Is this activity girl led?

- Does it include learning by doing?

- Is it cooperative?

*If any of the answers above are “no,” are there ways you can adjust how you present the activity to include these learning styles?*
# Meeting Planner

*Complete this sheet with the adult leader for every meeting (not every activity) you plan to help lead.*

What is the overall objective of this meeting?

<table>
<thead>
<tr>
<th>Plan</th>
<th>Who is leading</th>
<th>Materials/Preparation needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening</td>
<td></td>
<td></td>
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<tr>
<td>Business</td>
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<tr>
<td>Program Activity</td>
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<tr>
<td>Snack</td>
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<tr>
<td>Clean-up</td>
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<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHAT DO YOU DO AT A GIRL SCOUT TROOP/GROUP MEETING?

Most Girl Scout troop/group meetings have the same general format and are usually one to two hours in length. The basic parts of a meeting are:

**Start-Up Activity:** An informal activity for the girls to enjoy while waiting for everyone to arrive. Some examples of a start-up activity are: singing Girl Scout songs, playing a game, making name tags, or planning an opening or closing.

**Opening:** An activity that starts the meeting. Examples of typical opening are: learning or saying the Girl Scout Promise or Girl Scout Law, learning about each other, reading a story.

**Business:** The business of the troop/group is conducted during the business portion of the meeting and may include basic elements such as dues collection and attendance, record keeping, short planning for upcoming events. The girls should be encouraged to handle as much as their age and experience allows.

**Program Activity:** The highlight of the meeting: a girl’s answer when her parent asks her, “What did you do at your Girl Scout meeting today?”

**Clean-up:** Girl Scouts always leave a place better than they found it. Work is easier while singing a song or when it’s made into a game. Everyone helps!

**Closing:** Meetings end with simple closing ceremonies. After a few examples and a little encouragement, the girls will come up with suitable openings and closings on their own.

*Optional:* Girls may choose to have a nutritious snack at any scheduled time during the meeting. The group decides on who brings the snack.