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# About This Manual and Program Aide Training

Welcome to the world of program aide (PA) training with Girl Scouts of Oregon and Southwest Washington! Your program aide training will include Core Training and at least one Program Aide Specialization. While many girls take this training so they can work at a summer day camp as a program aide, there are many other settings where these skills can be applied such as service unit campouts or events, assisting a leader at troop meetings for a younger troop or a large council wide event. The purpose of this training is to teach you how to teach the skills that you have learned in Girl Scouts. You will learn how to provide leadership to younger girls. Plus you will learn to teach a variety of Girl Scout program and specialization skills which will enable you to assist adults with younger Girl Scouts.

Most of these skills you are probably acquainted with and we will be reviewing them today or in your specialization trainings. However, if you have no knowledge of some skills that is not a problem, during the training you can learn the skill. You will then need to put in more effort to learn the skill and learn to teach the skill.

The Program Aide Training Manual is your guide and tool. Keep it, read it, make notes in it. Later when you begin your work as a program aide, review this book and think about the things that were covered in your training. The table of contents will help you find things quickly. Towards the end of the packet are record sheets to help you keep track of your PA experience. Use this page to keep proof of hours in training and service to earn your PA pin.

## Benefits of Being a Program Aide

- Expand your leadership experience and develop leadership skills
- Build new skills
- Develop relationships with Girl Scout leaders, who could serve as professional references for scholarship, job and college applications
- Develop experience working with younger girls
- Complete volunteer hours needed for school graduation or other organization's requirements
- Receive the PA pin upon completion of training and six activity sessions with a chosen Girl Scout troop, day camp, activity or event
- Receive the Cadette or Senior Program Aide patch upon completion of training and six activity sessions with a chosen Girl Scout troop, day camp, activity or event

# All About Girl Scouts

## Mission

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

## 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.

\*Girls may use a word that more closely reflects their beliefs, or omit this word.

## 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.

For information about the Girl Scouts of the U.S.A.:

**[girlscouts.org](http://girlscouts.org)**

For information about the World Association of Girl Guides and Girl Scouts:

**[waggsworld.org](http://waggsworld.org)**

For information about your local area, check out the Girl Scouts of Oregon & Southwest Washington at:

**[girlscoutosw.org](http://girlscoutosw.org)**

## Girl Scouts of the USA

Girl Scouts of the USA is the world's preeminent organization dedicated solely to girls where in an accepting and nurturing environment, girls build character and skills for success in the real world. Founded in 1912 by Juliette Gordon Low, Girl Scouts' membership has grown from 18 members in Savannah, Georgia, to 3.6 million members throughout the United States, including Puerto Rico and the Virgin Islands.

## World Association of Girl Guides and Girl Scouts

The World Association of Girl Guides and Girl Scouts (WAGGGS) is comprised of 145 Girl Guide/Girl Scout national associations, including Girl Scouts of the USA. WAGGGS provides the structure for uniting all its member organizations and also promotes and establishes the Girl Guide/Girl Scout program around the world. WAGGGS member organizations aim to increase opportunities for girls and help them develop important life skills.

# Girl Scout Leadership Experience

## The Three Leadership Keys:

### **Discover + Connect + Take Action = LEADERSHIP**

Girl Scouts has divided the path to leadership into three key steps; Discover, Connect and Take Action. Within each step are five desired outcomes.\*

#### **Discover**

Girls understanding themselves and their values and use their knowledge and skills to explore the world.

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

#### **Connect**

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

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

#### **Take Action**

Girls act to make the world a better place.

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

\* For more information you can visit [www.girlscouts.org](http://www.girlscouts.org).

# Girl Scout Processes

All activities in the Girl Scout Leadership Experience build on three processes (that is, how girls go about doing their activities and how they interact with each other) that make Girl Scouting unique from school and other extracurricular activities.

- Girl Led - meaning that girls of every age take an active and grade-appropriate role in figuring out the what, where, when, why and how of what to do.
- Learning by Doing is a hands-on learning that engages girls in an ongoing cycle of action and reflection. When girls actively participate in meaningful activities and later reflect on them, they get a deeper understanding of concepts and mastery of skills.
- Cooperative Learning is designed to promote sharing of knowledge, skills and learning in an atmosphere of respect and cooperation as girls work together on goals that can only be accomplished with the help of others.

These three processes promote the fun and friendship that, for around 100 years, have been integral to Girl Scouting. But they do even more: When girls lead, when they learn by doing, and when they engage in cooperative learning, the fifteen leadership outcomes (or benefits) discussed in the preceding section are far more likely to be understood and achieved.



## Position Description

### Program Aide

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**Summary:** To develop leadership skills, to lead program activities for and to share knowledge with younger girls, and through this leadership experience, to become proficient in an area of interest.

**Reports To:** Program aide coordinator/day camp director, troop leader or unit leader

#### Responsibilities:

- Be a registered member of Girl Scouts.
- Act within the Girl Scout Promise and Law.
- Serve as a positive role model for girls.
- Assist an adult leader to provide high quality Girl Scout programming to younger girls.
- Meet with Girl Scout leader to discuss and plan your role as a PA and to balance sharing of responsibilities in that specific setting.
- Attend any required training for day camp, service unit event or other Girl Scout event.
- Maintain effective communication, teamwork and problem solving skills.
- Meet the following requirements:
  - PAs must have earned their Leader in Action (LIA) award (as of October 1, 2012).
  - PAs must have completed grade 6 and have program aide training.
  - After the LIA award, PA training and service with younger girls, the PA has earned the Girl Scout Cadette Program Aide pin.

#### Core Competencies:

1. **Girl Focus:** Create fun, interactive, girl-led thematic series of activities, addressing current issues involving girls, and their interests and needs
2. **Adaptability:** Maintain a sense of humor, emotional composure, and objectivity under pressure, ambiguity, or opposition
3. **Fostering Diversity:** Listen to others and incorporates their ideas and perspective
4. **Oral Communication:** Strive to ensure a harmonious environment for girls and adults
5. **Personal Integrity:** Demonstrate dependability, honesty, and credibility

## Progression steps to Become a Program Aide

- Earn a Leadership in Action (L.I.A.) award.
- Completes a council designated program aide training.
- Work directly with younger Girl Scouts over six activity sessions at troop meetings, at a day camp, or during a Girl Scout activity/ event.

After completing these three activities a Girl Scout Cadette is eligible to wear the Program Aide pin.

## Benefits of Being a Program Aide

Every Girl Scout from sixth to twelfth grade has the opportunity to utilize or be trained in specific skills, which in turn, will develop her own potential. Program Aides serve in leadership roles and give service, when and where possible, to younger Girl Scouts by sharing their time, talents and enjoyment of Girl Scouting. After 6 sessions of service to younger Girl Scouts with a troop, at a day camp, during an activity or event, a Program Aide can earn the Program Aide pin

In addition to expanding her leadership experience and develop leadership skills, working as a Program Aide can satisfy requirements for volunteer hours need for school graduation, honor society or other organization requirements. Program Aide experiences can be listed in college applications, scholarship and grant requests or job applications. In addition, a program aide can develop relationships with Girl Scout leaders who could serve as, professional references for her scholarship,, job and college applications.

## What is a Program Aide?

### A program aide is:

A specialist	She shares her knowledge and skills to lead other girls in learning crafts, songs, games.
A service minded Girl Scout	Fire building, knot tying, engineering, science and more.
A "camper" at heart	She wants to be a benefit to her troop, service unit, day camp.
A teenager	She wants to have fun too.
An example	She wants to have free time with girls her own age
A researcher	She is a role model; her actions speak louder than words
A leader	She can find answers and the resources to teach anything
	She is capable of independent action when leading others

### A program aide isn't

An errand girl	She may accompany girl messengers when necessary
An adult	She is capable and efficient, but she cannot count as <i>Volunteer Essentials/Safety Activity Checkpoints</i> ratio as an adult
A baby-sitter	She can plan activities to entertain girls
A pack horse or maid	She can carry her own equipment and supervise girls doing capers
A climbing structure	She can give as many hugs as she likes.

# Strategies for Working with Adults

Girl Scouts is about a strong, committed partnership between girls and adults. Here are some ways to make the partnership strong:

Do remember that you are a minor. You cannot take the place of an adult. Adults are responsible for the safety of younger girls and programs aides.

Do understand that you are not to be counted as an 'adult' to be in compliance with the adult to girl ratio as specified in the Volunteer Essentials/ Safety Activity Checkpoints.

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

Do understand that the leader has a busy schedule.

Do be on-time and keep your commitment. They are counting on you.

Do listen to what the adults have to say. They have a lot of experience they can share.

Do allow adults to make mistakes.

Do spend time planning. Planning is a partnership.

Do go over dates and times more than once. You are responsible for you own calendar.

Do have the adult explain her expectations of you and you should voice you own expectations.

Do expect to learn how to lead. You are not a 'gofer' or babysitter.

Do expect that you will be evaluated by the adult that you work with. This is an important part of learning.



# 6 TIPS to be The BEST Program Aide Ever!

## 1. Little Girls LOOK UP to YOU!

- Your dress, appearance, and manners are important! Girls will learn from what you do and what you say because they want to be just like YOU.
- Remember teenage vocabulary, dress and topics of conversation need to be appropriate for young girls. Avoid sarcasm and criticism. Your manner of speaking to everyone will be heard, copied and quoted in many, many homes and situations.
- Your positive behavior and attitude will shape the groups' behavior. The way in which you work with others and handle problems and differences of opinion is of great interest to younger girls. Your example will help set the pattern for how girls will relate to one another. You have a special opportunity to show younger girls positive examples of good choices and your use of common sense.

## 2. You are there to HELP

- Follow directions of the adult in charge-she/he is your supervisor
- Be flexible. Activities do not always go according to schedule. Be prepared that things will not always be done the way you want.
- Ask any question that is pertinent to your job to the Girl Scout leader, program aide supervisor or core staff .
- Treat girls and adults with respect. They are as important as yourself.
- Help the adult understand Girl Scout procedures and traditions. However, if an adult is doing something that you do not believe abides by the rules or you consider inappropriate, discuss it with camp core staff, or adults in charge of an event. Let these adults talk with the adult.
- If problems or misunderstandings between you and an adult arise, address them openly and honestly. Try to resolve the issue. If this does not work, go to the Girl Scout core staff or adults in charge of the event.

## 3. Positive reinforcement of rules.

- Use positive rather than negative words to deal with challenges
- Be constructive and non-judgmental in your criticism
- Never criticize in front of others- think how you would feel
- Learn to respond respectfully.
- Always follow safety guidelines.
- Remember your sense of humor. It is probably your most important tool for working with others.

## 4. Acknowledge all Girls

- Understand and respect the ways in which people are different ( race, religions, cultures etc)
- Don't play favorites.
- Be kind and helpful to every girl, not just the cute or outgoing ones
- Teach sharing skills

## 6 TIPS to be The BEST Program Aide Ever!, cont.

### 5. Learn group management techniques

- Set ground rules and expectations that are fair and everyone agrees to follow
- Do not pretend to know everything. Remember you can ask questions to find out information
- Be sure girls understand directions
- Build in transition time for noise and disruption when you change activities
- Permit feelings to be expressed
- Allow for disagreement
- Engage girls in setting expectations, particularly with older girls

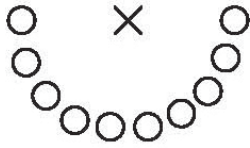
### 6. Smile and have fun- It's contagious.

# Leadership

Leadership is not inherited, it is learned. All of us can be successful leaders if we first learn to be followers. To be a good follower, you must acquire the basic habits of leadership. Everyone can, by practice, acquire some of these habits. What are these habits?

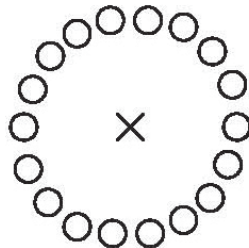
1. Model good behavior
2. Be tolerant
3. Be open-minded and also decisive (able to make decisions)
4. Be courteous and dependable
5. Delegate responsibility
6. Recognize and develop talents in others
7. Make constructive use of criticism
8. Know the value of preparation, teamwork and respect for procedures
9. Accept challenges and work on positive solutions.
10. Deal with mistakes cheerfully and frankly; be able to take the blame as well as the credit.
11. Budget time and energy through planning, implementation and evaluation
12. Instill confidence
13. Help people work toward goals
14. Share skills and talents
15. Encourage, support and affirm all ideas and efforts
16. Be generous with offering and accepting assistance
17. Provide resources and information where appropriate
18. Coordinate, assist, lead and follow as necessary
19. Retain a sense of humor

# Group Formations for More Effective Demonstrations



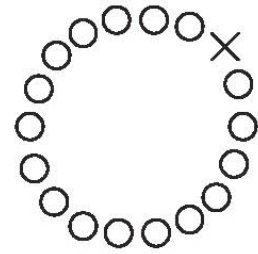
**Semi-Circle**

Good for allowing everyone to see



**Circle**

Good for allowing everyone to see but difficult for the leader to see everyone at once

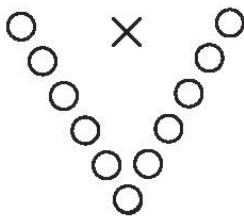


**Leader part of circle**

Good for leader participating with group as equal, part of game or trying to reach consensus

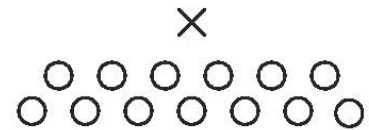


Each of these formations has advantages and disadvantages. To make it more interesting, give each of these your own name, or have your participants give them names. Mix them up so you aren't always using the same one.



**"V" Formation**

Great for working with groups paired into buddies. Allows girls and leader to see each other.



**Staggered Lines**

Great for working with groups paired into buddies. Allows girls and leader to see each other.

X = leader

O = girl

# Girl Scouting: For Every Girl, Everywhere

We live in a world where some people are excluded from opportunities or events, called names, and even threatened with physical violence because of prejudice. The word prejudice comes from the word 'pre-judge' - to judge or make an opinion without adequate information or basis. A person is acting prejudicially if they make an assumption about a person based on ethnic background, race, economic status, birth place, or other defining characteristic. Prejudice can stem from stereotypes, fear, and misunderstanding about people who are different from us.

Girl Scouts believes in welcoming all girls and adults regardless of their race, ethnic background, religion, gender, color, creed, sexual orientation, economic status, personal characteristics, background, birth place, family, abilities, skills or styles. In Girl Scouts we accept and work with girls and adults of diverse backgrounds; thereby enriching our learning experiences. As we continue on our Girl Scout journey, we learn the value of working with people that are of a different religion, ethnic group, skin color, ability, or economic background.

In Girl Scouts everyone is responsible for and contributes toward an atmosphere that is inclusive not prejudicial.

***Girl Scouts of Oregon and Southwest Washington is committed to  
Girl Scouts being for every girl, everywhere.***

# Tips to Deal with Hurtful Words

Hurtful words can be personal insults like, “You’re dumb.” These words can also be based on stereotypes like, “You’re a dumb blonde.” Either way these insults can make anyone feel small, isolated, and hurt.

Prejudiced remarks, offensive ethnic jokes, and racial slurs can occur in any setting. Not responding to those remarks implies that we accept them. If we appear to accept hurtful words, we create an environment where discrimination or even violence can occur.

Making sure that each girl feels safe emotionally is just as important as making sure that each girl is safe physically. Every girl, everywhere belongs in Girl Scouts, and by speaking up as a Program Aide, you can create room in the group for every girl to know she belongs.

- **Do not be afraid of possible tension or conflict.**  
It may be unavoidable. Sensitive issues will not change without struggle. Working through a struggle makes the group stronger.
- **Do not ignore it.**  
Do not let a mean comment or prejudicial slur/joke pass without a remark. To do so sends a message that you are in agreement with this type of behavior or attitude.
- **Explain and engage when you confront prejudice.**  
Deal firmly but calmly with prejudicial behavior or remarks made by others. Let others know that such remarks are inappropriate.
- **Distinguish between categorical thinking and stereotyping.**  
“Blondes” is a category. “Blondes are dumb” is a stereotype.
- **Use the Girl Scout Law as a code of conduct for words and actions.**  
Hurtful words are not a way to “respect others” or to “be a sister to every Girl Scout.”
- **Be a role model.**  
Practice the positive values you want to teach. “Be the change you wish to see.” (Ghandi)

# Remember When....

Choose 3 times in your life between Kindergarten and a year ago. Describe yourself.

In the past year →	
11 years old →	
In grade 5 →	
10 years old →	
In grade 4 →	
9 years old →	
In grade 3 →	
8 years old →	
In grade 2 →	
7 years old →	
In grade 1 →	
6 years old →	
In Kindergarten →	
5 years old →	

# Program Age Level Characteristics

Daisy Girl Scouts	Grades K through 1
<b>Intellectual</b>	<p>Knows letters and numbers</p> <p>Often asks WHY?</p> <p>Learns by doing</p> <p>Likes being read to</p> <p>Can often print some letters, numbers and words</p>
<b>Emotional</b>	<p>Is learning the power of words</p> <p>Is curious about people &amp; the world</p> <p>Can understand rules</p> <p>Can blame others for her mistakes</p> <p>Needs the approval and support of adults and peers</p> <p>Can cling on to parents</p> <p>Toys and imaginary friends can seem real to a child</p>
<b>Social</b>	<p>Likes to play with peers</p> <p>Likes to please adults</p> <p>Can engage in group discussion</p> <p>Is interested in making up rules</p> <p>Needs support in completing cleanup</p>
<b>Physical</b>	<p>Is developing control over large muscles</p> <p>Cannot sit still for very long</p> <p>Is developing good hand eye coordination</p> <p>Could have "accidents" if she waits too long or is very involved</p>
<b>Teaching Tips</b>	<p>Be sure they understand you, use simple words and terms whenever possible</p> <p>Try to be at the girl's eye level</p> <p>Speak in quiet, pleasant tone and be sure you are close by when you are talking to the girls</p> <p>Keep activities short and varied</p> <p>Praise desirable behavior</p> <p>Plan time from a child's point of view</p> <p>When it is time to clean up, give a warning about 5 minutes in advance</p> <p>When you are making the transition from one activity to another, be sure to say that's what you are doing.</p>



## Program Age Level Characteristics, cont.

<b>Brownie Girl Scouts</b>	<b>Grades 2 through 3</b>
<b>Intellectual</b>	Rapidly developing vocabulary Starting to read Vivid imaginations Interested in make believe and fantasy Large diversity in reading ability
<b>Emotional</b>	Moods change from minute to minute Needs lots of praise and encouragement Exploring the difference between good and bad Could react negatively to too much direction Concerned with being treated 'fairly' or in a similar manner.
<b>Social</b>	Enjoys playing in groups Starts to be independent from family Likes to help Wants to have many friends Begins to choose one "best friend"
<b>Physical</b>	Can draw shapes Learning to trace objects Can reproduce letters and words Can mold clay Can throw a ball Learning to ride a bike Large diversity in motor coordination
<b>Teaching Tips</b>	Offer help in small doses Girls often need less help than you think Encourage girls to solve their own problems and to go to each other for support and assistance Encourage girls to discover things on their own and to try new things Girls need to feel positive about themselves. Praise often and criticize never Use a girl's name when speaking to her Be supportive of and interested in girl's ideas and interests rather than being an entertainer for them Keep directions simple and direct Give plenty of advance warning when an activity is going to end or begin.

## Program Age Level Characteristics, cont.

<b>Junior Girl Scouts</b>	<b>Grades 4 through 5</b>
<b>Intellectual</b>	<p>Can focus for an extended period of time</p> <p>Writing fluently</p> <p>Complex reading</p> <p>Able and want to make their own decisions</p> <p>Enjoys having the opportunity to be a leader</p>
<b>Emotional</b>	<p>Has complex and sustained emotions</p> <p>Can see other's emotions</p> <p>Personality is taking shape</p> <p>Has developed a sense of independence</p> <p>Wants to be heard without being judged</p>
<b>Social</b>	<p>Is choosing a solid group of friends</p> <p>Want to work in partnership with adults</p> <p>Are very aware of peers opinions and are swayed by them</p>
<b>Physical</b>	<p>Some girls are starting to develop physically; others still look very young</p> <p>Good fine motor skills</p> <p>Learning or perfecting cursive</p> <p>Bodies can endure more activity for a longer period of time</p>
<b>Teaching Tips</b>	<p>Focus on the talents and skills of each girl rather than openly criticizing her weaknesses or inabilities</p> <p>Allow girls to learn by experience and process those experiences</p> <p>Help girls to solve their own problems</p> <p>Help each girl develop positive feelings about herself</p> <p>Do not treat her as if she is 'just a child'</p> <p>Rejoice with her when she achieves something important to her</p> <p>Phrase directions positively not negatively.</p>

# Teaching & Activity Planning

## Learning Styles

Three different learning styles have been identified by experts. These learning styles are;

1. **Visual** – Learn best by seeing/reading – example: prefer reading about it.
2. **Auditory** – Learn best by hearing about it – example: lectures in school.
3. **Tactile/Kinesthetic** – Learn best by doing – example: prefer lab activities at school.

This is not an all or nothing explanation. People sometimes prefer one over the other but use information from all learning modes. It is best to use each of these learning modes when teaching. Information should be presented in more than one form to provide a clear picture for all types of learners. Be sensitive to the learning style differences in the girls in your group. Adapt plans to meet the special needs of girls who have difficulty learning, speak a different language or have other special needs. The learning style that you prefer will influence the way you teach

# Teaching & Activity Planning, cont.

## How to Teach Anything!

1. Decide what to cover.
2. Choose a presentation format for your specific audience.
  - a. Think about level.
  - b. Mix up talking with activity/games.
  - c. Check *Volunteer Essentials / Safety Activity Checkpoints* for additional requirements.
  - d. Remember to incorporate the three styles of learning
3. Have a plan.
  - a. Make a timeline.
  - b. Keep activities short and varied.
  - c. Allow the appropriate amount of time for activities. Be sensitive to grade level attention span.
  - d. Over plan. Have an activity (song, game or craft) in case you finish early.
  - e. Plan simple directions. You may need to provide written instructions.
  - f. Think about the flow or order of activities
4. Have a materials list.
5. Make arrangements for a facility or area if needed. Remember you may have to contend with noise or visual distractions.
6. Organize everything.
7. Practice.
8. Have Fun!
9. Evaluate what went well and what could have gone better.

## Giving Instructions

1. Make sure everyone can hear and see.
2. Keep the instructions few, clear, and simple.
3. Be sure the girls understand the directions.
4. Use a visual aid to help clarify or emphasize your words.
5. Always begin by explaining:
  - a. The object of the activity,
  - b. How to do it,
  - c. Skills involved.
6. Clarify everyone's roles.
7. Allow participants to ask questions.

## Four Steps in Learning a New Skill

**Observe:** Instructor demonstrates, participants watch

**Assist:** Instructor and participants do activity together

**Practice:** Participants practice with instructors help

**Demonstrate:** Participants show what they have learned

This will help you to teach girls in a step by step process that links seeing with doing. This is best used to teach a skill such as knot tying but can also be used to teach songs, etc.

# Teaching & Activity Planning, cont.

## Positive Reinforcement

1. Praise girls for small achievements. Use positive reinforcement.
2. There are no mistakes, only opportunities for fun and learning
3. Challenge the girls. You may be surprised by what they can do.

## Activity Planning

1. What is the grade level of the Girl Scouts with whom you are working?
2. How many girls are participating?
3. Where are you going?
4. How will you get there?
5. What are you doing?
6. What will you need?
7. How much does it cost?
8. What are ALL the safety considerations and ratios needed?
9. How will you evaluate the activity afterwards?

## Speaking in Front of a Crowd

1. Know your material. You should be an expert on the subject you are addressing.
2. Practicing will increase your confidence, even if you practice in front of a friend, a mirror, a pet!
3. Speak slowly. People tend to speak faster when they are nervous.
4. Speak loudly. Make sure everyone can hear you, ask the audience if they can hear you to be sure.

## Tips for Group Management

1. Organize the group into a formation suitable for the activity.
2. If there are troublesome combinations, address prior to beginning activity.
3. Divide up “cliques” or “best buddies”.
4. Have the group be seated – this formation allows less wandering.
5. Get the group’s attention.
6. Move quickly to allow less lag time.

# The Right Things to Say

These phrases will develop a positive and inclusive environment. The more specific your feedback is, the more likely she is to repeat the positive behavior.

## Encouragement

- I like the way you handled that!
- I like the way you tackle a problem.
- I'm glad you enjoy \_\_\_\_\_
- I'm glad you're pleased with it.
- Since you're not satisfied, what do you think you can do so you will be pleased with it?
- It looks like you enjoyed that.

## Confidence

- Knowing you, I'm sure you'll do fine.
- You'll make it!
- I have confidence in your judgment.
- That's a rough one but I am sure you will work it out.
- You'll figure it out.

## Contributions, Assets & Appreciation

- Thanks, you helped a lot.
- It was thoughtful of you to \_\_\_\_\_.
- Thanks. I really appreciate \_\_\_\_\_, because it made my job easier.
- I need your help on \_\_\_\_\_.
- I really enjoyed today. Thanks.
- You have a skill in \_\_\_\_\_. Would you do that for the group?

## Effort & Improvement

- I see you're moving along.
- Look at the progress you've made. (Be specific – tell how)
- You're improving in \_\_\_\_\_. (Be specific)
- You may not feel you have reached your goal, but look how far you've come!

# Tips For Dealing With All Participants

**Positive reinforcement motivates** people. Be specific and sincere. Being too general with positive reinforcement may appear artificial or phony. Remember to focus on **strengths** and **successes** (even small ones)!

## Stressing Positive, Desirable Behavior

Positive Language	Negative Language
"Quiet down. You're getting too loud."	"Don't make so much noise."
"Carry your chair like this." (while demonstrating)	"Don't make so much noise with your chair."
"Raise your hand in you think you know the answer."	"Don't yell out the answer."
"When you finish, put the scissors back in the box and put the pieces of paper on the floor into the wastebasket."	"Don't leave a mess."
"Open your milk carton lik this." (while demonstrating)	"Don't spill your milk when you open it."

HOT TIP! - **Avoid Questions** - "Why Are You Hitting People?"  
(Questioning bad behavior only leads to arguing and power struggle)

## Try These Sweet Tricks!

- A Smile
- Use Girl Scout quiet sign and speak in quiet tones
- Nod head
- Make eye contact and keep at girl's eye level
- Learn and use names
- Listen carefully
- Encourage respect for different cultural, ethnic and racial backgrounds
- Deal with special needs individually
- Let a group member make a decision
- Ask a group member to take the lead
- Give an enthusiastic/encouraging comment concerning a person's work
- Give help in small doses and allow girls to learn by experience
- When appropriate have a girl teach a skill.
- A pat on the shoulder
- Move around
- Say "Thank you"

### At the First Sign of a Challenge:

- Physically MOVE CLOSER to the participant
- Make direct EYE CONTACT

# Girl Scout Problem Solving Model

If your group is facing a big challenge or has an issue they cannot agree on, use the steps below to solve the problem. You can even make a poster of these steps using the acronym girls.

## **G** Gather the facts

Brainstorm on a big piece of paper if it would help your group to have a visual. Be sure that all sides of the story are represented.

## **I** Indicate if this problem cannot be solved with only the girls and you

Think of as many ways the problem can be solved as you can. If you are uncomfortable or uneasy that the situation is physically or emotionally unsafe for yourself or the girls, know that you can and should ask for help. An adult can act as mediator or objective listener.

## **R** Recommend possible solutions together

These are the consequences. Some may have a positive impact, and some may have a negative impact.

## **L** Look for a mutually agreeable solution

You can make many kinds of decisions: You can decide for the group, the group can vote democratically, or each person may take a moment to say what her opinion is, until everyone in the group is convinced of the same opinion. The last type of decision is a consensus.

## **S** Solved? Take action to make the solution happen

Let the girls in your group try to implement their decisions on their own, and provide guidance and reminders to keep them accountable and thus “responsible for what I say and do” when needed.

**More ideas:** If your group becomes unmanageable, try sitting in a circle to discuss what everyone CAN DO to make the problem better. Remember you’re working in partnership with an adult, and it’s okay to ask for help!

**Develop a warning system, if necessary.** Give them one or two warnings, and then the next time they act out, send them back to the adult or childcare staff. Make sure you follow through. The point is so that everyone knows what the consequences are for the choices they make.

Keep in mind that disruptive girls are NOT bad girls. Maybe they are upset about something that happened earlier in the day, at home, or at school. Ask. It is not your job to solve their problems, but you can be sensitive to their needs. Maybe being disruptive is the only way they know how to ask for the attention they need.

*Give each girl a clean slate in your mind every time you see them!*



# Activity Planning Form

Name of Event \_\_\_\_\_ Age group \_\_\_\_\_ # of Girls \_\_\_\_\_ # of Adults \_\_\_\_\_

Activity & amount of time needed?	Who will Lead?	How will this be organized & taught?	Materials needed?	<i>Volunteer Essentials/Safety Activity Checkpoints checked?</i>



# Program Aide Training Record

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*This form will allow you to keep track of all trainings you complete. It will also serve as proof to receive new PA and leadership recognitions.*

Training Course	Date	Hours	Trainer Signature
Program Aide Core Training			
Other Trainings:			
CPR			
First Aid			
PA Hours:			
Day Camp Leader In Training			

## Other Resources

In addition to this manual, you should become familiar with other printed Girl Scout resources. Some examples include:

- *Volunteer Essentials / Safety Activity Checkpoints*
- Girl Scout Leadership Experience Handbooks - known as *Journeys*
- *Girls Guide to Girl Scouting*

### Other books of interest include:

- *Games for Girl Scouts*
- *Brownie Girl Scout Songbook* (1999)
- *Girl Scout Pocket Songbook* (1997)
- *Outdoor Education in Girl Scouting* (1996)

### Websites of interest include:

[www.girlscoutsosw.org](http://www.girlscoutsosw.org)

[www.girlscouts.org](http://www.girlscouts.org)

[www.waggsworld.org](http://www.waggsworld.org)

[www.realknots.com](http://www.realknots.com)

[www.animatedknots.com](http://www.animatedknots.com)

# Program Aide Self Evaluation

These questions are intended to give you a better idea of what you do and do not like to do and will help you find the best role for you as a PA. It is expected that these will change with time as you gain more experience. There are no good or bad, right or wrong answers – it’s who you are.

1. Working with Groups: I prefer working with the following groups (can be more than one):  
 Very Young Children \_\_\_\_\_ Young Girls (Daisies/Brownies) \_\_\_\_\_  
 Older Girls (Juniors) \_\_\_\_\_ Other PAs \_\_\_\_\_  
 Adults \_\_\_\_\_

2. Leadership Responsibility: What is my leadership comfort level?  
 \_\_\_\_\_ I am not comfortable leading and would prefer to help assist another leader.  
 \_\_\_\_\_ I can lead shorter activities, but still need plenty of guidance.  
 \_\_\_\_\_ I am comfortable leading most activities but still need a little help.  
 \_\_\_\_\_ Just sit back and let me do it.

3. Activity Preparation:  
 \_\_\_\_\_ I enjoy planning and want to be involved from the beginning.  
 \_\_\_\_\_ I get nervous if I don’t know what is happening next.  
 \_\_\_\_\_ I am happy leading an activity or task, but need a little warning.  
 \_\_\_\_\_ I can take on an activity with little or no notice.  
 \_\_\_\_\_ Spontaneous (unplanned) activities are often the most fun.

4. Likes and Dislikes: Activities I like to lead or teach (Add your own too):

Activity	Like	Dislike	Activity	Like	Dislike
Crafts			Songs		
Skits			Cooking		
Camping Skills			Telling/Reading Stories		
Games			Sport Activities		
Badge Work/ Journeys			Outings		

5. My perfect program aide experience would be: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. My worst program aide experience would be: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Event and Activities Evaluation

Use this evaluation to keep notes on events and activities that were successful and ways you want to improve how you lead.

Event \_\_\_\_\_ Unit \_\_\_\_\_

1. Preparation: Check the following activities you had the opportunity to do:

\_\_\_\_ Participate in the Pre-event orientation training

\_\_\_\_ Meet before the event with your adult leaders to plan the event

\_\_\_\_ Help set up the event

Comments about opportunities to be involved in preparation:

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2. Communication: Did your adult leaders let you know what they expected of you? Did they ask for your opinion on anything? Did you feel you could talk to them? Were they receptive to your ideas? \_\_\_\_\_

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3. Leadership: Did you get to lead any activities at the event? How did you get to show leadership at the event? \_\_\_\_\_

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4. Unit Activities: What activities were the best and worst in your unit or group? \_\_\_\_\_

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5. Event-wide Activities: What overall activities were the best and worst at the event? \_\_\_\_\_

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6. Overall: What I liked best about this event was.... What would have made the event better would be.... \_\_\_\_\_

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# Notes

# PA Core Training Evaluation

Thank you very much for coming today for PA training. We greatly appreciate your input on the PA core training you received today.

1. Role of PA  
Was information clearly presented            Yes    No  
  
Do you understand of the role of a PA?    Yes    No
1. Program Level Characteristics  
Do you understand age level characteristics        Yes    No
2. How to Teach Anything  
Was information clearly presented            Yes    No  
  
Do you believe you can teach a skill now    Yes    No

4. Circle the two activities which you thought were the most helpful.  
Draw a line through the two activities you did not find helpful.

Leadership activities

Up and Down game; Yes I can game

Remember When

Learning Style

Teaching a Skill

Problem Solving

5. Why do you want to become a Program Aide?  
To work at Day Camp                            To help run service unit events  
  
To help run other types of events    To help with a younger girl troop  
  
Other:\_\_\_\_\_

6. What did you like most about today?

7. What did you like least about today?

Please note any additional comments on the back of this evaluation.

# Evaluation Comments