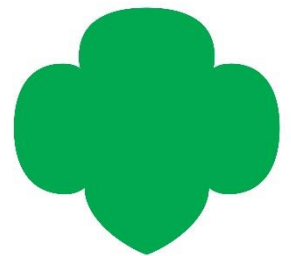


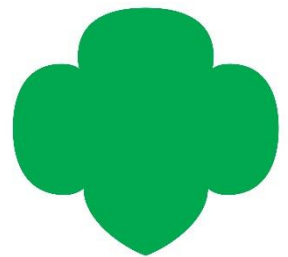
**girl scouts**   
of south carolina  
mountains to midlands

# VOLUNTEER IN TRAINING WORKBOOK



# SECTION 1

## FACETS OF LEADERSHIP



# **The Girl Scout Promise**

On my honor, I will try:  
To serve God and my country,  
To help people at all times,  
And to live by the Girl Scout Law.

## **The Girl Scout Law**

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

## **Girl Scouts of the USA Mission Statement**

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

Explain in your own words the meaning of the Girl Scout Promise, Law or Mission Statement.

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## JOB DESCRIPTION

TITLE OF JOB: Volunteer in Training (VIT)

SUPERVISED BY: Troop Leader, Event Leader or Council Staff

PURPOSE: To give Senior & Ambassador Girl Scouts the opportunity to acquire and utilize leadership skills, develop communication and teaching skills, and work with younger girls in the Girl Scout program.

### QUALIFICATIONS

1. Be a registered Girl Scout.
2. Be able to work under an adult's guidance and supervision and to take the lead when needed.
3. Be a role model for peers and for younger girls.
4. Be accepting of all people regardless of race, creed, color, national origin, sexuality, or ability level.

### RESPONSIBILITIES

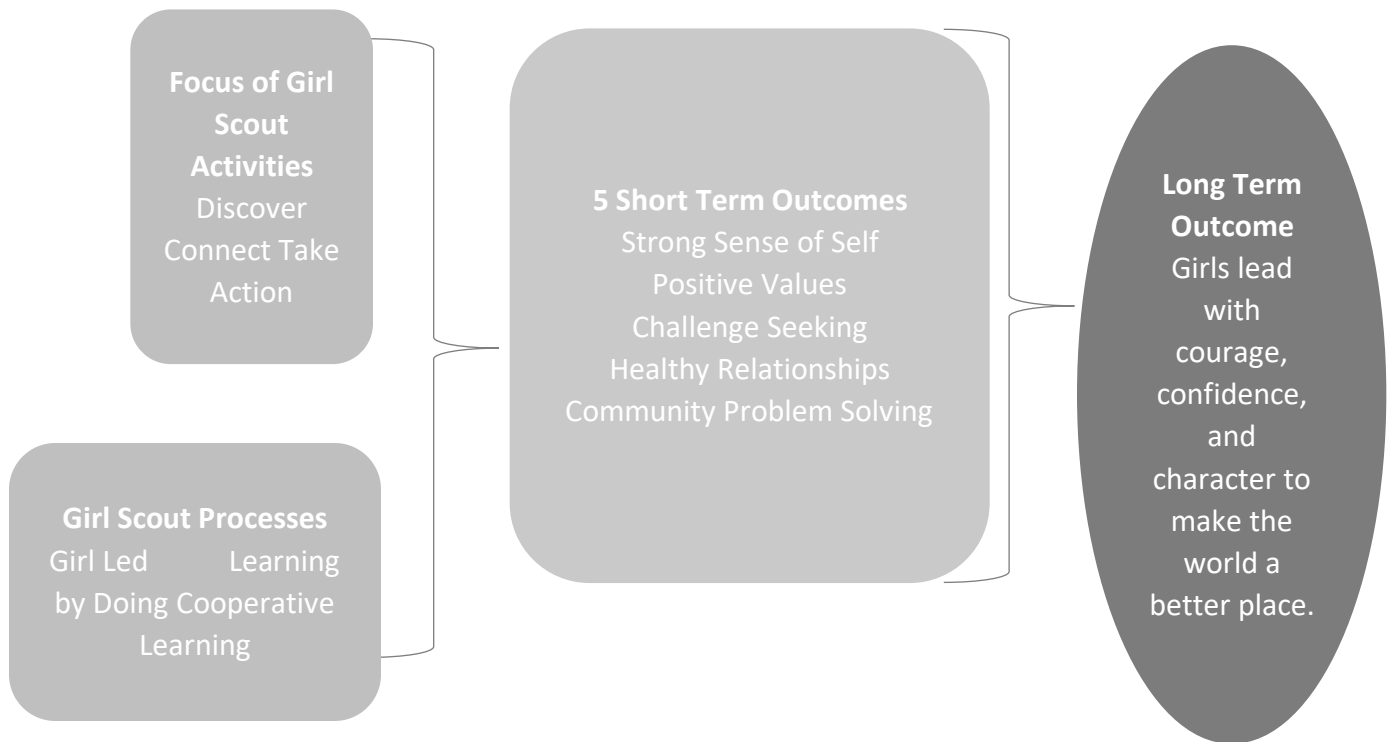
1. Plan and present activities to girls of a specific age level.
2. Support and follow the Girl Scout Promise and Law. Be responsible for your own actions.
3. Follow Girl Scout health and safety practices when leading activities.
4. Keep accurate records of activity sessions.

## VIT CODE OF CONDUCT

When you work as a Volunteer in Training (VIT), you will be expected to uphold a code of conduct. Expect the program supervisor to ask you to agree to and sign a code of conduct that you should do your best to maintain. The code of conduct is likely to include using appropriate language, keeping your commitments, and being a good role model for the girls you are spending time with.

## THE “WHY” BEHIND ALL GIRL SCOUT PROGRAMMING

Discover + Connect + Take Action = Leadership is the experience model that all Girl Scout programs follow. The Girl Scout Leadership Experience model has five outcomes and all Girl Scout experiences are intentionally designed to align with one or more of these categories.



## LEADERSHIP COMPONENTS

Becoming a VIT is the first step in toward incorporating more leadership in your Girl Scout experience. Your time as a Girl Scout has shown you many ways to become a strong, confident leader. As a VIT, you will take on the role of teacher in addition to the role of leader. VITs are vital to the success of the programs put on by the troops, service units, and GSCM.

As a VIT, you do more than just *aid* in the program in which you choose to work. You are a role model to younger Girl Scouts. You give the girls a needed jolt of energy to help them get through a long workshop or long day at camp. They see you as the girl they want to become. Being a VIT gives you responsibility and discipline that will help you in your day to day life.

So how do you become the leader that you want to be? Like everything, it takes time and determination. This workshop will help you in the first steps of reaching that goal. However, no amount of training in the world can help if you do not put in the effort that is needed.



**ACTIVITY:** Think about people who you consider good leaders or role models. What attributes of theirs make you think they are a good leader/role model?

Role Model: \_\_\_\_\_

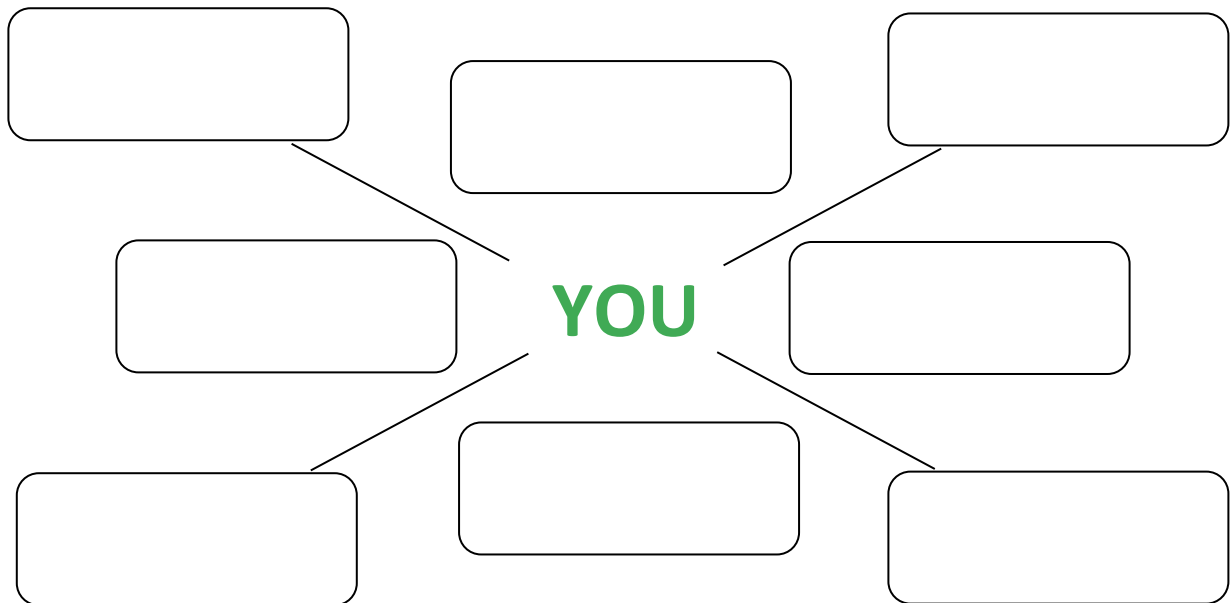
Two Leadership Attributes: \_\_\_\_\_

Role Model: \_\_\_\_\_

Two Leadership Attributes: \_\_\_\_\_

Now that we have discussed components and attributes of leadership that we see in our role models, let's think about what pieces of leadership we embody ourselves.

Do you find that you too possess some of those qualities? What can you work on? What might be an issue? How can you overcome these issues? Using the figure below designate which qualities you already have by filling in the bubbles closest to **YOU** Fill in the qualities you still need to improve on in the bubbles furthest from **YOU**.



## DEFINING LEADERSHIP

Write your definition of a leader below.

# LEADERSHIP PERSONALITY TEST

## TRUE COLORS

1) Reading across in ROWS, rank the group of words on a scale of 1-4 where 1= least likely to describe you and 4= most likely to describe you.  
2) When all rows are complete, add up the numbers in each COLUMN to get your score for each color.

Active Opportunistic Spontaneous	<input type="checkbox"/>	Parental Traditional Responsible	<input type="checkbox"/>	Authentic Harmonious Compassionate	<input type="checkbox"/>	Versatile Inventive Competent	<input type="checkbox"/>
Competitive Impetuous Impactful	<input type="checkbox"/>	Practical Sensible Dependable	<input type="checkbox"/>	Unique Empathetic Communicative	<input type="checkbox"/>	Curious Conceptual Knowledgeable	<input type="checkbox"/>
Realistic Open-Minded Adventuresome	<input type="checkbox"/>	Loyal Conservative Organized	<input type="checkbox"/>	Devoted Warm Poetic	<input type="checkbox"/>	Theoretical Seeking Ingenious	<input type="checkbox"/>
Daring Impulsive Fun	<input type="checkbox"/>	Concerned Procedural Cooperative	<input type="checkbox"/>	Tender Inspirational Dramatic	<input type="checkbox"/>	Determined Complex Composed	<input type="checkbox"/>
Exciting Courageous Skillful	<input type="checkbox"/>	Orderly Conventional Caring	<input type="checkbox"/>	Vivacious Affectionate Sympathetic	<input type="checkbox"/>	Philosophical Principled Rational	<input type="checkbox"/>
Total ORANGE	<input type="checkbox"/>	Total GOLD	<input type="checkbox"/>	Total BLUE	<input type="checkbox"/>	Total GREEN	<input type="checkbox"/>



### GOLD - PLANNERS

**Strengths**

- Organization
- Planning
- Reliability

**Needs**

- Structure
- Planning
- Gradual introduction to change
- Control

**Values**

- Structure
- Loyalty
- Honesty

**Joys**

- Structure
- Planning
- Task accomplishment (check lists)

### BLUE - FEELERS

**Strengths**

- Listening
- Empathy
- Understanding
- Creativity

**Needs**

- Kindness
- Sensitivity
- Genuineness

**Values**

- Family & Relationships
- Spirituality
- The little things in life

**Joys**

- Family
- Doing for others
- Being understood

### GREEN - THINKERS

**Strengths**

- Thinking
- Analyzing
- Research

**Needs**

- Process time
- Respect for intelligence
- Autonomy

**Values**

- Independence
- Facts and data
- Intelligence
- Sarcasm (dry humor)

**Joys**

- Thinking
- Analyzing
- Sarcasm
- Having the answers

### ORANGE - DOERS

**Strengths**

- Free thinking
- Can make anything fun (even work)
- High energy
- Visionary

**Needs**

- Unstructured environments
- Freedom
- Fun!

**Values**

- Freedom
- Activity
- Adventure

**Joys**

- Doing
- Creating
- Making things happen
- Having Fun!

## VIT AS A ROLE MODEL

As a VIT, you give service when and where possible to younger Girl Scouts by sharing with them your talents and the enjoyment of Girl Scouting. While acting as a VIT you are leading by example, and you hold a very important position that carries a great deal of responsibility in action and deed. There are certain things you need to keep in mind as you work with other Girl Scouts.

1. Your dress, appearance and manners are important.
2. What you say is noted by those around you – keep it free from gossip, argument and foul language.
3. The way you work with others and how you handle problems and differences of opinion is of great interest to girls. Girls may model their relations with one another after your example.
4. Have a good attitude toward the activity and participation in general. Your peers and girl participants will follow your example.
5. Demonstrate understanding and respect of the ways in which people are different (race, religion, culture).

# SAFETY

When planning for anything that will include the participation of Girl Scouts (girls or adults), safety is a primary concern. For everything from a troop meeting to an overnight camping trip, safety standards must be met. This will ensure that the Girl Scouting experience is not only fun but safe for everyone involved.

What is safe for a Junior is not necessarily safe for a Brownie or Daisy. Leaders have a responsibility to their girls to keep them safe; however, you as a VIT also share in that responsibility when you are leading girls at an event or workshop. Maintaining the girls' wellbeing is the adult's job. But you are considered an extra pair of eyes for a Troop Leader, and you should always be paying attention to the girls with whom you are working.

## FOUR MAIN SAFETY TAKEAWAYS:

**1.**

**2.**

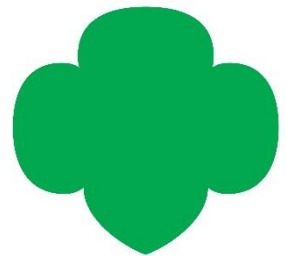
**3.**

**4.**

# SECTION 2

## EFFECTIVE

# COMMUNICATION



## 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 word "God" can be interpreted in a number of ways, depending on one's spiritual beliefs. When reciting the Girl Scout Promise, it is okay to replace the word "God" with whatever word your spiritual beliefs dictate.

# PLURALISM & DIVERSITY

## WHAT DOES IT MEAN?

### Definitions from GSUSA

- Culture:** The behaviors and beliefs characteristic of a particular social, ethnic, or age group (*backgrounds; traditions; ethnicity; customs; way of life*).
- Diversity:** The state of being different or diverse (*varied; dissimilar; distinct*). When used to describe people and population groups, diversity encompasses multi-dimensional factors.
- Pluralism:** A system that holds within it individuals or groups differing in basic background experiences and cultures. It allows for the development of a common tradition, while preserving the right of each group to maintain its cultural heritage. It implies mutual respect.
- Prejudice:** The damaging, preconceived judgment of individuals or groups made on the basis of skin color, culture, special patterns, mode of dress or whatever. Prejudice is an attitude (*chauvinism; narrow-mindedness; intolerance; bigotry; unfairness*).
- Discrimination:** A behavior or action based on prejudice
- Racism:** An assumption that there is natural purity and superiority of certain races and inferiority of others. It denotes any attitude, behavior, or institutional structure that sees another person or group as subordinates because of their race. Such practices can be intentional and unintentional.

## ABILITY & INCLUSIVITY

Girl Scouting is for ALL GIRLS and is girl-led. When you are a VIT, you need to consider what it takes to make sure each girl has an opportunity to equally participate in the activity you are leading. This may mean using creativity to find an inclusive solution.



**ACTIVITY:** Imagine you are working with a group of Brownies and your group wants to play tag. There is one girl in your group who is on crutches.

1. How do you include her in the game?

Now think back to a time when someone took steps to include you.

1. Something someone else did to help include me in an activity:
2. How did that make you feel?

Add this into  
your activity  
planning

I can communicate support for every girl in an activity by...

## AGE LEVEL CHARACTERISTICS

As a VIT, you will work with girls of all ages and thus will have to shift your thinking process from time to time. Working with a Daisy is not the same as working with a Brownie, and working with a Brownie is definitely not the same as working with a Junior. Age makes a slight but significant difference when working with girls. Below you will find a short list of the characteristics you might come across while working with the different levels.

<b><i>Daisy (5-6 y/o)</i></b>	<b><i>Brownie (7-9 y/o)</i></b>	<b><i>Junior (10 y/o)</i></b>
<i>Large muscle development – avoid detailed, complex muscle activity</i>	<i>Small muscles developing</i>	<i>Good manual and manipulative skills</i>
<i>Eager, curious, motivated to learn</i>	<i>Occasional tantrums or outbursts</i>	<i>Good hand-eye coordination</i>
<i>Short attention span</i>	<i>Longer attention span</i>	<i>Like peer group activities, feels friendship is important</i>
<i>Understands more than can be verbalized</i>	<i>Interest in belonging to groups</i>	<i>Reading, writing, arithmetic skills continue to develop at different paces</i>
<i>Sensitive to criticism</i>	<i>Need acceptance</i>	<i>Concepts of time and distance mastered</i>
<i>Likes making up roles</i>	<i>Capable of taking greater responsibility &amp; accepts rules</i>	<i>Assumes responsibility for acts</i>
<i>Does not lose graciously</i>	<i>Strong ethical sense</i>	<i>Understands the difference between intentional behavior and accidents</i>
<i>Needs praise</i>	<i>Emotionally excitable</i>	<i>Questions values and attitudes and starts to set her own</i>
<i>“I” centered</i>	<i>Wide interests, curious</i>	<i>Draws on past experiences</i>
<i>Seeks adult approval</i>	<i>Ready for more complex hand-eye activities</i>	<i>Understands more complex cause and effect relationships</i>
<i>Close to main caregiver</i>	<i>Likes games and social interactions</i>	<i>Can apply logic and understand some abstract concepts</i>
<i>Learns by “doing” – avoid lengthy explanations</i>	<i>Energy level high, but tire easily</i>	<i>Idolizes others including celebrities</i>
<i>May not finish all projects</i>		
<i>Eye-hand coordination not fully developed</i>	<i>Reflects values of their family</i>	



## AGE LEVEL ACTIVITIES & BEHAVIOR TIPS



**ACTIVITY:** Write one activity that would be good for a Daisy, one for a Brownie, and one for a Junior.

Daisy

Brownie

Junior

Now that you know which kinds of activities may can work for different girl levels, how will you explain it to them? How will you encourage girls to participate? Look at the scenarios on the left and on the right; describe how you would address the behavior.

A Daisy is homesick at the first day of day camp and doesn't want to participate in the game you're playing.

A Brownie is being pushy with the rest of her group, insisting that her ideas for the next song are the best idea.

A Junior thinks you're the coolest PA and is copying everything you do; this is distracting you from your job.

## STRATEGIES FOR WORKING WITH ADULTS

### DO:

- Recognize that adults are committed to developing girl leadership, sharing knowledge, and giving girls a special experience.
- Treat adults and girls with respect.
- Understand that the leader has a busy schedule.
- Be on time and keep your commitments. They are counting on you.
- Allow adults to make mistakes. Learn from them.
- Spend time in planning. Planning is a partnership between yourselves and the girls.
- set a good example in personal habits, language, and attention to safety
- Go over times and dates more than once. You are responsible for your own calendar.
- Outline your expectations and give the adult an opportunity to voice her own.
- Back up the leader in front of younger girls in matters of supervision.
- Be non-judgmental and constructive in your criticism.
- Remember that you are a minor. You cannot take the place of an adult.
- Be flexible. Activities do not always go according to schedule.
- Remember your sense of humor.

### DON'T:

- Be afraid to share your knowledge.
- Fail to evaluate with adults. This is an important part of learning.
- Settle for a role of “go-fer”. You are there to learn in a leadership capacity.
- Let problems or misunderstandings between the adult and yourself go. Address problems openly and honestly.
- Be afraid to consult with the project director if you have any problems.
- Correct or criticize a leader in front of her group.

# Group Management

One of the greatest challenges in leading a troop of girl's is behavior management. How do you effectively manage the behavior of the girls in a troop? Prevention is the key. By putting the proper procedures in action, will help prevent some behavior problems. The following is a list of things to consider when working with younger girls.

## **Be prepared and get there early.**

- Make sure all the leaders and helpers are prepared and understand their roles.
- Always have a backup plan.
- Keep the girls busy.

## **Establish guidelines and ground rules.**

- Work with the girls to establish ground rules.
- The more ownership the girls have of the rules, the more likely they are to follow them.
- Have the girls make portable and fun posters that list the rules.

## **Reinforce positive behavior.**

- Reinforce what you want repeated.
- Pay attention to all the girls even shy and quiet girls.
- Find positive behaviors to praise.

## **Be a role model.**

- Model the traits you would like to see the girls display.
- Watch your conversations with your peers and adults.

## **Be Patient**

- Have fun and remember growth takes time.
- Focus on and develop the talents and skills of each girl.

## **Be Consistent**

- Practice what you preach.
- Don't change the rules.
- Give five-minute warning when girls are working on activities.

# Handling Troublesome Behaviors

Girls can usually handle conflicts themselves, but sometimes you may need to handle behavior that is so disruptive or potentially harmful. The key to handling troublesome behavior is to respond quickly and appropriately so that the routine and morale of the group is not affected. Girls expect boundaries and will respect you if you are consistent and fair and follow through with defined consequences. Don't make threats, but choose your words wisely so you can teach the girls the behavior you expect in a positive manner. For example, rather than saying "don't run", say "please walk" or "let's slow the pace down to my speed".

Make sure your behavior is appropriate:

- ✓ Acknowledge questions and provide responses
- ✓ Give girls enough time to complete activities and clean up
- ✓ Schedule transitions wisely - go from active to quiet activities gradually and always schedule quiet activities before rest times

Think of some potential behavior problems you might encounter and discuss with the adult in charge how to handle them. In your workshop you'll do this with other Program Aides.

## TIPS FOR HANDLING CONFLICT

It is important to remember that every situation is as different as the girl with whom you are working, and so you need flexibility when handling conflicts. Beware of showing favoritism during these moments. You are not allowed to discipline the girls, but if you see a problem brewing take the initiative and help stop it. Always inform your leader (troop or staff in charge of the event) of the situation you see happening. Tell them if you did anything to help prevent or end the situation.



**ACTIVITY:** Pretend you just got settled with your group on the first day of day camp and it is time to unify and get the group rules written out. What are the first three rules that you'd like to propose?

- 1.
- 2.
- 3.

A great tool for handling conflict is an I-Statement. A good I-Statement focuses on a specific behavior and how it affects you instead of accusing the person for who they are or the way they act. Here's the simple formula for a good I-Statement:

When you \_\_\_\_\_  
(Describe a specific action that hurts you)

I feel \_\_\_\_\_  
(Say what you are feeling)

Because \_\_\_\_\_  
(Why the action makes you feel that way)



**ACTIVITY:** Practice using your I-Statement.

**Conflict:**

When you

I feel

Because

The more you use  
I-Statements, the  
easier they will get!

# Smooth Sailing During The Troop Meeting

The following activities or suggestions are designed to give leaders options for a variety of methods for maintaining a smoothly run meeting without disruptions or if they should occur, methods for putting things back on an even keel. The method that works for the leaders you train will depend on the age and maturity of the troop.

- **Popcorn** (or other treat) reward:

Bring a large bag (or bowl) of popcorn to the meeting. Tell the girls that all the popcorn is for them at the end of the meeting if you don't have any disruptions. Each time there is a disruption take a large handful of popcorn and transfer it to the leaders' container. As the girls see their supply become smaller the behavior should improve

- **Star Chart:**

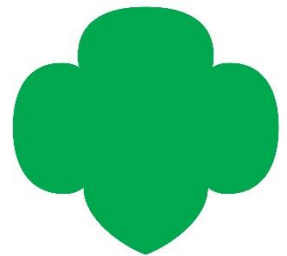
	Oct 5	Oct 12	Oct 19	Oct26	Nov 2	Nov 9
Sue						
Lekeisha						
Kim						

List the girl's names on a chart. At the end of the meeting each girl receives a star to put beside her name unless you have had to call her down a predetermined number of times. Variation: Use gold stars for best behavior and another color for those who have exceeded the "call down" limit. That way every girl gets a star

- Use a **hand stamp or stickers** for good behavior.
- **Bear Board:**  
Each girl has a given number of bears. When she does something positive, her bear is put on the "Bear Board." (Put the girl's name on her bear and then laminate or cover it with contact paper.)
- Other suggestions:
  - **Tattling:** Explain to the girls the difference between tattling and telling. When a girl comes to you with something to "tell" about another child, ask if someone is hurt, doing something that might cause injury, or is damaging property. If the answer is no, then say, "if it's a tattle, I'd rather not hear it."
  - **Role-play using leaders:** Leaders role-play problems (with a bit of over-acting) and have girls offer solutions. This usually brings a laugh which breaks the tension.
- Post the **Girl Scout Law** in your meeting area. If there is a disruption, walk over and point to the law not being followed, Discuss it with the girls.

# SECTION 3

## MEANINGFUL PARTICIPATION



## HOW TO MAKE AN IMPACT AS A LEADER

A “leader” should know how to/be:

Laugh

Enthusiastic

Active

Democratic

Encouraging

Respect each member of the group

What kind of leader will you be? How do you want to be remembered by your campers/ girls attending the program at which you are a VIT at? What about your adult mentor?



## PURPOSEFUL PROGRAMMING – THINKING BIGGER



**ACTIVITY:** An outcome is like a goal and thinking about the goal of an activity before doing it is called being purposeful. Being purposeful in our planning helps us have better results and ensures girls have a better experience.

Activity Name: \_\_\_\_\_

How will the girls Discover, Connect, and/or Take Action?

Which process(es) will be utilized? Girl led, learn by doing, and/or cooperative learning?

Look at the five GSLE outcomes (page 6). Which can this activity help the girls experience?

## ACTIVITY IMPLEMENTATION SUMMARY

**Activity Name:**

---

Outcome Goal:

Activity Length:

What materials will you need to do the activity?

What will need to be done before you do the activity?

Write out each step that needs to be done to complete the activity:

How did it go?

We have discovered what a Volunteer in Training is and how we demonstrate leadership skills when acting as one. We have connected to the idea of being a VIT while discussing communication methods and making sure all girls have a great experience. We're going to Take Action and think about how the skills learned today will not only help us in Girl Scout activities, but in other places like at school, with friends, and with family.

## **STEPS TO EARNING THE VOLUNTEER IN TRAINING AWARD**

To earn the Volunteer in Training award, you must:

1. Find an adult mentor
2. Attend a GSCM training workshop
3. Work with GS Daisies, Brownies, Juniors, or Cadettes over THREE (3) to SIX (6) months

You should find an adult volunteer mentor who is currently the leader or volunteer for a troop at the level she'd like to work with. This volunteer will help you through your training and internship, and you will help the volunteer with their group of girls for 4 or more sessions throughout a 3 to 6-month period. Then, you will create and implement a thoughtful program that lasts over 4 or more sessions throughout your 3 to 6 month session. Volunteers-in-Training might also help younger girls with a Take Action project. The Volunteer-in-Training is responsible for designing, planning, and evaluating the activities. If a girls passionate about a topic such as art or technology she could design the activities around this topic.

# Learning Styles

This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

When you..	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you sparingly but dislike listening for too long? Do you favor words such as <i>see</i> , <i>pictures</i> , and <i>imagine</i> ?	Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear</i> , <i>tune</i> , and <i>think</i> ?	Do you gesture and use expressive movements? Do you use words such as <i>feel</i> , <i>touch</i> , and <i>hold</i> ?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
Put something together	Do you look at the directions and the picture?	Do you prefer verbal instructions or talking about it with someone else?	Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer

# Leadership Opportunities For Older Girls

Opportunity	Qualifications	Training
<b>Leader in Action(LiA): Girl Scout Cadette</b> Teaches girls to work directly with young girls for one activity under adult supervision	<ul style="list-style-type: none"> <li>Completed or in 5<sup>th</sup> grade</li> <li>Share your skills to teach Brownies something from their Journey and reflect on your experience</li> </ul>	<ul style="list-style-type: none"> <li>Work with a Girl Scout Brownie Leader</li> </ul>
<b>Program Aide: Girl Scout Cadette</b> Teaches girls to work directly with young girls over a period of time under adult supervision	<ul style="list-style-type: none"> <li>Completed or in 5<sup>th</sup> grade</li> <li>Interested in sharing skills with younger Girl Scouts</li> <li>Work directly with younger girls over six activity sessions</li> </ul>	<ul style="list-style-type: none"> <li>Complete a council-designed leadership course training; may be single day or longer</li> </ul>
<b>Volunteer-In-Training (VIT): Girl Scout Senior and Ambassador</b> Teaches girls to mentor a Daisy, Brownie, Junior or Cadette group outside of the camp experience	<ul style="list-style-type: none"> <li>Completed 9<sup>th</sup> grade</li> <li>Create and implement a Journey or badge based program that lasts over four or more sessions</li> <li>VIT projects should span a three-to-six-month period</li> </ul>	<ul style="list-style-type: none"> <li>Find a mentor volunteer who is currently the adult volunteer for a group of girls at the level you want to work with</li> <li>Complete a council-designed leadership course training; may be single day or longer</li> </ul>
<b>Counselor In Training (CIT): Girl Scout Senior and Ambassador</b> Teaches girls the skills necessary to become camp counselors	<ul style="list-style-type: none"> <li>Completed 9<sup>th</sup> grade</li> <li>Work with younger girls over the course of a camp session</li> </ul>	<ul style="list-style-type: none"> <li>Complete on-site training course at resident camp (usually 2 weeks)</li> </ul>
<b>Unit Aide:</b> Assist camp counselors in the unit during summer camp	<ul style="list-style-type: none"> <li>Must have completed the CIT program</li> </ul>	<ul style="list-style-type: none"> <li>Apply for position, interview, pass background and drug test</li> <li>Complete an in-service training during staff week</li> </ul>
<b>Kitchen Aide:</b> Assist Camp Cooks during summer camp	<ul style="list-style-type: none"> <li>Must be at least 14 years old</li> </ul>	<ul style="list-style-type: none"> <li>Apply for position, interview, pass background and drug test</li> <li>Complete an in-service training during staff week</li> </ul>

# OUTDOOR FLAG CEREMONY

## General Rules

1. The flag should be displayed from sunrise to sunset.
2. The flag should not be flown in rainy or stormy weather.
3. Raise the flag briskly and proudly. Lower it slowly ceremoniously.
4. Never allow the flag to touch the ground. Gather and fold it correctly.
5. During the ceremony or raising or lowering the flag, all persons (**not the color guard**) should stand at attention and salute (Hand over heart) until the flag is free of the Color Guard until it reaches the top of the pole. When lowering the flag, salute from the time the flag starts down the pole until it is touched by the Flag Bearer.
6. **American flag is always raised first and should always be at the top of the pole with the GS Flag or other flag below.**

## Terms to Remember

**Color Bearer**– one who carries the flag and precedes the Color Guard. She neither sings or speaks.

**Color Guard**– usually two, four, six or eight girls (depending on the situation). March in pairs behind the Color Bearer. They are silent. Their duty is to assist in raising and lowering the flag and for folding the flag.

**Caller**– a member of the circle, gives the commands and takes the speaking part.

### Commands for raising the flag given by the caller:

Color Guard attention

Girl Scouts attention

Color Guard advance (Bearer and guards proceed to flagpole)

Color Guard present colors (Bearer and guards unfold and raise flag)

**The only time the guard salutes is when the flag is at the top of the pole and then step back into position. They stand at attention and take no part in the ceremony.**

Color Guard dismissed (Bearer and guard leave in formation)

Girl Scouts Dismissed

### Commands for Lowering the Flag:

Color Guard Attention

Girl Scouts Attention

Color Guard Advance

#### **Ceremony**

Color Guard Retire the Colors (Flag is lowered slowly and then folded)

Color Guard Dismissed

Girl Scouts Dismissed

# Teaching Techniques

You have been asked to show a Brownie Girl Scout troop how to make a sit-upon. Now you must decide which is the best way to go about doing this. Do you tell them how to do it? Do you show them how to do it? Do you show a picture of a sit-upon? Do you have the girls make one for themselves? All of the above represent different ways of teaching. We call them Teaching Techniques. Listed below are Teaching Techniques, descriptions, and uses.

Techniques	Descriptions	Use	Key Points
Lecture/ Lecturette	A prepared talk/ A shorter talk -quickest way to relate information -direct and clear	Presents facts, knowledge and information -saves time -visual aids are useful additions to a lecture	-Needs to be used with other activities to sustain interest -Must know your subject matter
Demonstration	A planned presentation that shows how to perform a task or a skill -process usually broken down into steps	To teach how to perform a task or use a skill -stimulates interest -promotes self-confidence	-Make time for all trainees to practice -Gear to available equipment
Brainstorming	A spontaneous outpouring of ideas related to topic being considered -list ideas rapidly and non-critically	-Allows participation of all trainees -Stimulates interest and discussion	-Make sure trainees follow ground rules
Educational Games	Any game adapted for instruction	-To teach a subject, skill, etc. in a fun way -Gives trainees the opportunity to make decisions as they learn about the process represented by the game	-Non threatening method for trainees -Can be used to introduce a subject
Buzz Groups	Short discussions on a given topic	-Allows for participation by all -To get interaction within groups -To raise confidence among timid members	-Best used for simple learning tasks -Watch out for girls who dominate conversation
Discussion	A conversation of deliberation on a given topic	-To encourage trainees to express their own opinions -Provides opportunity to share experience and knowledge	-Be prepared with background information -Don't allow one or two to dominate discussion

# HINTS FOR SONGLEADERS

## Why singing is used in Girl Scouts

1. For the pure fun of it!
2. To encourage a friendly group atmosphere to grow.
3. To quiet or rest girls when they have been doing something vigorous.
4. It is a good accompaniment to other things such as hiking, camping or dramatics.
5. It builds self-esteem and confidence.
6. Singing is a tradition in Girl Scouting. It reaches all age groups and it is important to Girl Scouting as a whole.
7. It can be used to fill time if the agenda needs to be adjusted

## *How to teach a song:*

1. Get the group's attention and introduce the song briefly. You might tell something interesting about the song or ask if others have heard it.
2. While the girls are listening, sing the song through as well as you can. Try to have the song memorized so you don't have to keep referring back to the book.
3. Sing one line at a time asking the group to listen first and then the second time to echo back.
4. Sing the whole song through together after practicing in the repeat method. If it is a long song, teach one stanza at a time.
5. Repeat the song once or twice if the girls seem interested. If not, go on to another song or activity, and sing it again later.

# Girl Scout's Own

## *What is a Girl Scout's Own?*

An inspirational, girl-planned program to express their deepest feelings about something such as the Girl Scout Promise, nature, being a Girl Scout, friendship or any other values that have meaning for them. It typically is a serious ceremony. There is no specific way to conduct a Scout's Own and can it take any form.

## *-How to plan a Girl Scout's Own:*

1. Choose a theme.
2. Select poems, songs, comments, etc.
3. Organize the order of how you want the program to go.
4. Decide who will perform what parts.
5. Select the site (perhaps a very special one if at camp.)

## Resources:

Girls Guide to Girl Scouting books

GSUSA website - <http://www.girlscouts.org/en/about-girl-scouts/traditions/ceremonies.html>



# HINTS FOR GAME LEADERS

## *Why Games are Used in Girl Scouting*

1. To help girls and leaders get acquainted and enjoy being together.
2. Games give girls a chance to be active after long hours in school, promotes teamwork, and to practice being leaders and followers.
3. To present information or to make a point in a fun way.
4. To help girls understand and appreciation all types of games from local games to those from other countries.

## *How to Teach Games:*

1. Get the girls' attention and have them get in the correct formation for playing that particular game.
2. Explain the game briefly and then if at all possible show them how to do it and let them play right away.
3. If the game is long and complicated, show them sections at a time letting them try each part immediately.
4. Let the girls play the game and have fun before you check on mistakes, stopping only if necessary to make the rules clear.
5. As soon as possible let the girls play the game themselves, helping only as a referee, or to join in with them and play.
6. Stop the game after a reasonable amount of time. If they play it too long the first day, they lose the fun of coming back to it at a later time.
7. In competitive games, encourage the girls to play for the fun of it and to coming back and playing it again.

## Ideas for Simulation Games

- Disaster simulation, which asks girls to treat victims using first aid skills.
- Environmental, current event, are political issues at a simulated public hearing (i.e. to dump or not to dump; to log or not to log; determining a community land-use)
- History simulations, which asks girls to relive history.
- Futurism, which asks girls to construct a scenario at a certain point of time in the future.
- Survival scenario where girls must go through steps to insure group and/or individual survival (See the older girl Survival Interest Project, #12.)
- Board game simulations, using commercial ones or creating your own.
- Computer simulations, using commercially available simulation games for computers.
- Wide games, making each station a part of a progressive simulation.

# Discovery Hikes

Along the trail or around the block, a dash of imagination will transform a short hike or city walk into a real adventure. Leave your discoveries for others to enjoy. Collect natural materials only where it is not prohibited and the item is abundant "Take only photos, leave only footprints."

Try these and make your own variations.

**Alphabet Walk** - Divide the troop into teams and look for nature items with names starting with each letter of the alphabet. The team coming closest to completing the alphabet wins. Leave what you find for others to enjoy.

**Animal, Vegetable, and Mineral Hike** - Girls try to find and list as many things as possible that are made from substances that are animal, vegetable, or mineral.

**Baby Hike** - To be used in early spring to find the first signs of spring (birds, buds, etc.).

**Camera Hike** - Girls take pictures while on a hike and on a rainy day they make a troop scrapbook using the photographs they took. They can also use the photographs to illustrate greeting cards, invitations, etc.

**Color Hike** - Girls look for objects that are all of one specified color.

**Compass Hike** - Trails laid and followed by means of a compass.

**Incher Hike** - Find as many objects as possible that are one inch high, wide, around, long, etc. Measure treasures as you find them and see who finds the largest number of one inch objects.

**Monogram Hike** - Each girl tries to find all the nature objects beginning with her initial along the way.

**Onion Hike** - Divide into patrols. First patrol marks trail by rubbing onion on tree bark. Others follow trail by sniffing for clues.

**Other Land Hike** - Girls try to go "around the world around the block." They discover things and people from other lands in the stores, homes, museums on the blocks.

**Penny Hike** - Someone tosses a penny at each corner. Heads - the troop goes right, tails - they go left.

**Rainbow Hike** - Find and list as many colors in nature as possible.

**Senses Hike** - Girls see how many different items they can find by using their senses of smell, feel, taste, sight, and hearing.

**Sidewalk Stalk** - Girls see how many different living plants they can find growing from cracks in sidewalks and walls.

**Square Yard Hike** - Mark off area and have girls find how many different items they can find within their square yard. **Meter Hike** - Tie the ends of a meter of string together, spread it out on the ground, and continue as above.

**Treasure Hike** - Follow a trail to find a snack, lunch, or prize.

# WORLD ASSOCIATION PIN CEREMONY

Girl Scouts everywhere wear the WORLD ASSOCIATION PIN to show their membership in a worldwide organization -The World Association of Girl Guides and Girl Scouts.

## EQUIPMENT:

World Association Pins, one for each Girl Scout and leader. An American flag and World flag.

## PROCEDURE:

Each girl is given a World Association Pin to hold in her left hand. (Members of the Color Guard carry pins in their pockets.)

## CEREMONY:

Group pairs off and moves into horseshoe formation.

Color Guard and Flag Bearers present flags.

Salute to the flag.

Girl Scout Promise.

Sing *Where'er You Make a Promise*.

Color Guard places flags in stands and joins the horseshoe.

## LEADER:

"These are the flags of our country and our World Association; to which we pledge loyalty and honor. We are one with the Girl Scouts and Girl Guides in other parts of the world and from now on we will wear a special symbol of our friendship and unity. The stars in the leaves of the World Trefoil symbolize the Girl Guides' and Girl Scouts' Promise and Law; the vein is the compass needle which guides; the trefoil rests on a flame like base, the flame of the love of mankind, and it symbolizes the highest thought in international friendship. You are standing now in a horseshoe and the open end should be filled in your imagination by all the other Girl Scouts and Girl Guides making a friendship circle of 'Hands Around the World.'"

(At this time some of the Girl Scouts might tell something about the World Association, name the member countries, the Juliette Low World Friendship Fund, etc.)

## LEADER:

"Will partners now pin the World Pin on each other, then give each other the handshake and salute."

## ALL:

Sing *Our Chalet, It's a Small World, World Song*. (Girls should make the choice.)

Color Guard retire the flags.

Group files from room in formation or breaks up informally.

# Example of a Thinking Day Ceremony

## The Candles of Friendship

**FORMATION:** Horseshoe around a table.

**EQUIPMENT:** Thirteen candles, logs, or wood candle holders.

### CEREMONY

#### SPEAKING PARTS:

**GIRL SCOUT 1:** "We light the candles of Friendship."

**GIRL SCOUT 2:** "These are the symbols of our pledge as Girl Scouts."

**GIRL SCOUT 3:** "Our flames are small and burn steady and bright."

**GIRL SCOUT 4:** "We light them with thoughts of friendship glowing and steadily burning in our hearts."

**GIRL SCOUT 5:** "We watch the glowing flames with hopeful hearts, for children here and abroad, that they may enjoy all the rights of the child."

**GIRL SCOUT 6:** "For the Founder of all Guiding and Scouting. Lord Baden-Powell."

**GIRL SCOUT 7:** "For the Founder of Girl Scouting in the United States of America, Juliette Gordon Low."

**GIRL SCOUT 8:** "This candle is for the hope of peace in every land."

**GIRL SCOUT 9:** "This one is for service to our country."

**GIRL SCOUT 10:** "For all Girl Scouts and Girl Guides wherever they may be."

**GIRL SCOUT 11:** "This one says, 'Good luck to all who are away.'"

**GIRL SCOUT 12:** "For the Girl Scout Law."

**GIRL SCOUT 13:** "This is for the Promise we make as Girl Scouts together." **GIRL SCOUT 14:** "Let us now renew our Girl Scout Promise."

# General Tips that Work

- ✓ Use rules sparingly, but fairly. Girls want clear and fair limits. And they will test you!
- ✓ Let girls solve their own problems and intervene only when necessary.
- ✓ Offer help sparingly. Ask the girls the best way to do something.
- ✓ Show you are interested in each girl and her ideas.
- ✓ Divide your time equally among the girls. They'll notice if you have a "favorite."
- ✓ Use the girls' first names or camp names. That tells them that you really do know and care about them.
- ✓ Praise and celebrate often! Congratulate them on jobs well done.
- ✓ Use positive comments to encourage improvement, rather than negative criticism.
- ✓ Keep directions clear and simple. KISS - Keep It Simple Scout!
- ✓ Offer clear choices. Example, "Would you like to sweep the floor or wash the dishes." Or "Would you like to sing the "Brownie Smile Song" or "The Wheel on the Bus"?"
- ✓ Speak so you can be heard, but softly and calmly. There is no need to shout.
- ✓ Expect respect for differences in religion, race, ethnic, and cultural backgrounds.
- ✓ Keep activities short and vary the pace. Example, a quiet activity where the girls are sitting to an active one, such as a game or song with motions.
- ✓ Allow a girl to sit out of an activity.
- ✓ Don't compare girls! Remember their differences and abilities.
- ✓ Stay at the girls' level - physically and in planning programs. Eye level to eye level works well with girls.
- ✓ Let minor problems go; they may be a call for attention and disappear on their own. Don't let the drama queen dominate!

# SAFETY BASICS

When preparing for any activity with girls, always begin with *the Safety Activity Checkpoints* written specifically for that particular activity and Volunteer Essentials. This introduction provides an overview of the format of each set of checkpoints.

Safety Activity Checkpoints is your resource for designing safe and well planned Girl Scout Activities. It highlights general safety standards that will protect and maintain the wellbeing of every Girl Scout.

Each Safety Activity Checkpoint document is formatted as a step-by-step checklist and includes the same format:

- Title of the checkpoint
- Photo and introductory text
- Information on where to do the activity
- How to include girls with disabilities
- Basic and specialized gear required for the activity
- How volunteers and girls need to prepare themselves in advance of the activity and what specific steps they need to follow on the day of the activity
- Web links, ways to increase know-how, and activity-specific jargon

Benefits of using Safety Activity Checkpoints online:

- Can easily access the information while planning
- Information can be kept up-to-date
- Don't have to carry the entire book, just bring the needed pages
- Use the "Find" feature to locate difficult to find questions

## Practice Activity:

A troop of 20 Girl Scout Juniors wants to have a swimming party for their end of the year celebration. Using the *Swimming Safety Activity Checkpoint* as a guide, answer the questions below for this scenario.

1. Will permission slips be necessary?
2. How many adults will be needed for supervision?
3. How many lifeguards and watchers are needed for this troop of 20 girls and 7 adults?
4. Can girls go headfirst down waterslides?

**Know Your City Hike** - Your town is full of interesting places to visit. Go walking, exploring, make maps, and talk with people.

Historical Site

Shops

Civic Buildings

Museums

Zoos

Wholesale or Farmer's Market

**Touch and Feel Hike** - Take the girls for a walk. Stop every few minutes and direct the girls to find one of the following. Girls can share their find, but remember to leave it for others to find and enjoy.

The hairiest leaf around

Something leathery

The softest leaf

A piece of sunshine

The smoothest rock

Something gushy

The roughest twig

A piece of the sky

Something cool

Something that sounds soft

Something warm

Something tickly

Something bumpy

A natural washcloth

Something dry

Something to stuff a mattress

Something sharp

Something that reminds you of snow

Something coarse

A seed

Something flaky

Traces left by man

Something sticky

A sign of old age

Something scaly

Something that smells strong

Something prickly

**Trail Signs** - The very first Girl Scout handbook called it stalking and described trail markers to be left by one group for another group to follow. Just about every handbook since then has included examples of trail signs. Look at the examples and make up your own trail sign language. Practice laying and following different kinds of trails.

*Resources: Brownie Girl Scout Handbook  
Outdoor Education in Girl Scouting*

# GSSCMM Program Aide/Volunteer-In-Training Agreement

I recognize that as part of my PA/VIT commitment I can be asked to do the following:

- Work with girls to plan and carry out activities
- Assist with the planning end-of-the-year activities, bridging, etc.
- Assist with recordkeeping
- Assist with product sales
- Serve as a day camp or event aide

I will not assume adult responsibilities. This means I cannot:

- Be left alone with younger girls
- Be counted as an adult in the girl/adult ratio
- Drive girls or peers
- Serve as a first-aider or lifeguard without an adult present

I will:

- Follow GSUSA And GSSCMM guidelines, policies, and procedures
- Complete required training
- Keep track of and document my hours
- Try to contact the Troop Leader or event director with whom I am working in advance should extenuating circumstances or an emergency prevent me from attending a meeting or event

I promise that in consideration for being allowed to participate as a PA/VIT:

- I will follow directions from adults in charge at all times
- I will carry out my assignment willingly and to the best of my ability
- I will show respect for the girls, event staff and other volunteers
- I will dress appropriately
- I will be where I am supposed to be when I am supposed to be there and focus on my assigned duties
- I will be helpful and cheerful and a positive role model to the girls
- I will arrive before the event starts to help and stay after the event to help take down/clean-up

\_\_\_\_\_  
Girl's Signature

\_\_\_\_\_  
Date

As the parent/guardian or volunteer in charge, I have read and understand the role and expectations of serving as a PA/VIT.

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Adult volunteer in charge's Signature

\_\_\_\_\_  
Date



# Volunteer-in-Training Award Completion Log

Name: \_\_\_\_\_ Troop#: \_\_\_\_\_ HS Grade: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Mark with an "X" to indicate your completion of the following trainings:

- \_\_\_\_\_ GSSCMM Council PA/VIT training
- \_\_\_\_\_ Volunteering for Girl Scout Series & Events
- \_\_\_\_\_ Connect with Your Council

To complete your Volunteer-In-Training Award you must identify a Volunteer Mentor who over sees a troop/group of younger girls and work directly with the same group over a period of a minimum of 3-6 months that includes the creation and implementation of a Journey or badge based program/lessons that lasts minimum of 4 sessions. Assisting with an already planned activity will not qualify.

Direct Service with the Troop/Group:

Start Date: \_\_\_\_\_ Current/End Date: \_\_\_\_\_

*(You must work with the troop/group for a minimum of 3 months to submit the completion form, but you can continue to work with them even after completing the award requirements if you so choose.*

**Girls must be in the 10<sup>th</sup> grade or higher during their direct service volunteer sessions with the girls.)**

Journey or badge based program (minimum of 4 sessions)

Name of Journey or badge: \_\_\_\_\_

Session1: \_\_\_\_\_ Date: \_\_\_\_\_

Session2: \_\_\_\_\_ Date: \_\_\_\_\_

Session3: \_\_\_\_\_ Date: \_\_\_\_\_

Session4: \_\_\_\_\_ Date: \_\_\_\_\_

Volunteer Mentor

Name: \_\_\_\_\_ Troop/Group: & Grade Level: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Volunteer Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Volunteer-In-Training Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Give your completed form to your troop leader to receive your VIT pin

# Leadership Hours Log

Record your leadership hours below. Remember to include the time you spent planning, designing, and evaluating the activity as well as the time spent doing the activity

Date	Length of Time	Type of work – Planning, Leading a Session, or Assisting at Other Events	What did you do?

Use additional sheets if needed

# GSSCMM Course Evaluation

## Leadership Skills Workshop

Trainer(s) \_\_\_\_\_

Date \_\_\_\_\_

### Course Content

	Before the workshop		After the Workshop	
I know the steps involved to earn the PA/VIT.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I understand and can use the different types of teaching techniques	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I feel confident in my ability to work with younger girls.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I understand the need for and can use Safety Guidelines and Safety Activity Checkpoints.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I feel confident in my ability to earn the PA/VIT Award.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

1. What are the three most significant things that you learned in this weekend's training?

♦

♦

♦

2. What comments or suggestions do you have about the course content or trainers?

Name(Optional) \_\_\_\_\_

If you have any questions that you would like to be answered via email, list your question and email address here: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Email: \_\_\_\_\_