



Basic Program Aide Training Facilitator Guide

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Letter to Learning Facilitators

Thank you for taking the time to review the Program Aide Training Facilitator Guide.

Our goal is to create a comprehensive Training that can be customized according to the needs of each troop, SU, region, etc. This training includes a “basic” section that we consider the core of being a Program Aide. This section is the foundation for the rest of the optional training components. *It is also the only piece that we expect every Program Aide to have an understanding of.* The basic training includes: An introduction to leading a group, songs & games, Girl Scouts safety, the basics for creating a program, & a few other key leadership skills. These are the essential skills for our girls to lead & act as role models in the Girl Scouting community.

In addition to the basic training we are building an abundance of optional resources that can be taught alongside this core training. These topics include Outdoor Skills, Outdoor Cooking, Leading Arts & Crafts, Campfire & Ceremonies, Advanced Songs & Games, among others. These additional components are highly recommended if you have the time & resources to teach them, but are not mandatory. Some Service Units offer separate Advanced PA Trainings that cover these categories in more detail.

This is a work in progress so if you have ideas of more topics that we should include please email esutliff@gsnorcal.org.

Basic Program Aide Training Agenda

This is the agenda and a *rough idea* of the time schedule based on a group of 10-12 girls. The training will take approximately 6 hours to complete. Additional time may be needed for more girls. Note: Breaks and meals are not included and need to be considered when planning this event.

1. Introduction (15 min)
2. What is a Program Aide? (20 min)
3. The Leader in You (20 min)
4. Giving Clear Instructions (20 min)
5. Becoming a Leader (20 min)
6. Girl Development (30 min)
7. How to Lead a Group (25 min)
8. Safety (30 min)
9. Song Leading (15 min)
10. Game Leading (30 min)
11. Creating a Program (30 min)
12. Girl Scouts Flag Ceremonies (30 min)
13. Wrap Up and Evaluation (10 min)

Supplies

1. Nametags
2. Flip charts/butcher paper
3. Copies of Cadette Program Aide Activity book
4. Diversity Bingo Cards
5. Magazines or something similar with inspirational photos & words for the girls to create a collage
6. Glue Sticks
7. Scissors
8. Pencils
9. Markers
10. One sheet of Origami style paper for each girl
11. Role play cards (conflict resolution and girl development)
12. Tape
13. Mindset Cards
14. 2-3 Blank sheets of per girl
15. Snacks &/or Campfire Meal (optional)
16. Song List
17. Game List

Introduction

1. Provide nametags for each girl and adult attending. Ask the girls to use their Girl Scout Camp Names & if they are not familiar with what a camp name is let them know it is a playful name that Girl Scouts use to identify themselves while at camp. For example: Mickey, Flower, Twix, Spunky, etc. Make sure that they write their name large enough to be read from a small distance. Also, if they are decorating their name tags that the decorations should be minimal so that the name is still legible.
2. Introduce yourself and anyone helping you lead the training.
3. Go through the logistics:
 - Bathrooms
 - Water fountains
 - Emergency procedures, etc.
 - Cell phones on vibrate and away
4. Have the girls play an ice breaker to get to know one another, particularly if they haven't worked together before.

A fun ice breaker to play is diversity bingo. Give everyone a 5x5 Bingo Card with characteristics of different people & personalities written inside. Give everyone 5-10 minutes and ask them to go around and have someone sign their name in a box that applies to them until all of the boxes are full. Ask them to have each person complete 2-3 boxes (or less if possible) to encourage them to mingle & learn things about each other. (If there are some that no one has done that's ok- you can discuss at the end) This is one example:

I have a sister	I have a pet	I enjoy reading	I like to play board games	I have been to a National Park
I love camping	I have a large family	I love math	I have 2 or more siblings	I have been to another state
I like watching musicals	I love watching Netflix	FREE	I like cats	I enjoy going to the beach
I enjoy swimming	I love science	I like the Harry Potter Series	I play a sport	I have never been to another country
I love listening to music	I have been to another continent	I do not have any pets	I enjoy hiking	I enjoy watching sports

What is a Program Aide?

Objective: At the end of the session girls will be able to describe what their job is as a Program Aide, list what they cannot do as a Program Aide, describe how to work with adult guides and explain why it is important for them to be a role model to the girls they are working with.

1. Familiarize the girls with the *Program Aide Volunteer Position Description* and *Bill of Rights*.
2. Facilitate a discussion on what girls can and cannot do as a Program Aide. Ask them why some of these rules might be in place.
3. Review *Tips for Working with Adult Guides*. Ask girls to describe about previous experiences working with adults. Provide opportunities for other girls to suggest how situations might have been handled differently.
4. Review *I'm a Role Model?* Pages in their book. Discuss why it is important to be a role model for the girls you are working with.

What is a Program Aide?

Volunteer Position Description:

Purpose of Volunteer Position

The Program Aide is a girl whose responsibilities and role fall somewhere between being a girl and an adult. Through the Program Aide experience girls will participate in leadership training (P.A. training) and then implement what they have learned with a group of girls. Girls who are interested in earning their Program Aide award are choosing to take a position of leadership and want to share her Girl Scout knowledge with others.

Accountability

Adult Guide

General Responsibilities

Working under the guidance of an adult guide, the Program Aide is responsible for teaching specific skills determined by the needs of the group and her personal strengths.

Requirements

A Program Aide must

- Register as a member of Girl Scouts of the USA.
- Complete the LIA award prior to taking a Council-approved Program Aide training.
- Take a Council-approved Program Aide training prior to assuming their responsibilities.
- Work directly with younger girls over six activity sessions. This might be assisting girls on Journey activities (in addition to work she did toward her LIA award), badge activities, or general Girl Scout activities. She might work with a group at their meeting, day camps, or during a special council event.

Qualifications

A Program Aide

- Lives by the Girl Scout Promise and Law.
- Understands the importance of accepting and understanding kids of all needs, interests, races/ethnicities, and religions.
- Is able to put the needs of her group before her own personal needs.
- Is confident in her abilities.
- Is interested in working with younger girls and within the setting for which she applied.

Tips for Working with Adult Guides

- If you want to take on responsibility for part of an activity, ask. If you don't ask, your adult guide may not realize you want to do it.
- You may be asked to do things you don't want to do, remember that being a leader means doing the fun stuff and sometimes the not so fun stuff.
- Remember that this is a learning experience. If your adult guide gives you a suggestion to improve, receive her comments with a positive attitude and consider how you might implement them.
- You can ask for help! Your adult guide is a great source of information on how to work with younger girls.
- Some adults can be hesitant to accept ideas or suggestions from girls. It is more likely that your idea or suggestion will be heard if you start your sentence with one of the following:
 - Would it be all right if I...?
 - How about if we...? ◦
 - Would it help if I...?

I'm a Role Model?

Yes you are! As a Cadette Program Aide you have the opportunity to be a role model to younger girls. A role model is someone who serves as an example and whose behavior is emulated (copied) by others. This means that you must be aware of how you act at all times because you never know who is watching.

Things to Keep in Mind: Behavior

- The way you work with others, handle problems, and solve differences of opinions is very important. The things you say and the way you speak will be listened to, copied and quoted at home. If you wouldn't say it in front of your parents or teachers, then don't say it around the girls you are working with.
- Girl Scouts always make sure that everyone feels welcome. This means that you shouldn't make any racial, ethnic, or sexual jokes that may make someone feel uncomfortable. You may think that they are harmless, but you never know whose feelings you might hurt. This also includes any songs you may sing.

Program Aide Bill of Rights

The Program Aide will:

1. Be assigned a qualified adult guide to whom they will be accountable to and to whom they can go to if they are in need of assistance.
2. Work with her adult guide to create an assignment that allows her to teach/share the knowledge and skills she has.
3. Receive assignments that are challenging, yet appropriate to her knowledge, skills, and abilities.
4. Be consulted regularly regarding her viewpoint of the experience and responsibility. She will be given the opportunity to determine if the scope of her assignment should be broadened or changed to meet her or the adult guide's expectations.
5. Be kept informed of developments, plans, and changes throughout her assignment.
6. Be given the opportunity to help evaluate the program, both from the perspective of her experiences as a Cadette Program Aide and a participant.
7. Receive an evaluation of her work during her assignment. This evaluation will include the hours worked and suggestions for improvement.
8. Not be:
 - The only person asked to perform errands; she will be willing to take her turn.
 - Solely responsible for supervising a group of kids at any type of activity.
 - Act as a first aider, troop camp certified adult, lifeguard, or other solely adult activities.
 - Responsible for discipline, but will serve as a role model of appropriate Girl Scout behavior, modeling the Girl Scout Promise and Law.

- Have you ever noticed that girls seem to be everywhere all the time? This means that even when you think you are alone with friends, girls may be around. Remember that subjects of boyfriends/girlfriends, parties, etc. are not for girls to hear.
- It's okay to get involved, get excited, and be enthusiastic, but make sure you are still in control of yourself and the group. If you get too crazy, so will the girls, and then someone might get hurt.
- Never argue or criticize anyone in front of the kids. If you are feeling emotional, angry, or upset, ask someone to fill in for you while you go to calm down.

Things to Keep in Mind: Dress

- At Girl Scout events you should dress modestly and appropriately for the occasion. This means appropriate length shorts (too-short shorts are never appropriate), short or tight dress, halter or crop tops, bikini bathing suits, low-cut shorts, underwear showing, or anything that is see-through or too revealing.
- Remember basic safety rules. Always wear closed-toe shoes and the appropriate clothing for the event. If the girls are required to wear special clothing for the event (long pants, boots, helmets, etc.) then you are expected to wear it too!
- Look at what your clothes might say or look like. You may find some slogans humorous or funny, but the parents of the girls may not. Never wear anything that promotes alcohol, tobacco, or illegal substances.
- Be careful about symbols or attire that promotes a certain lifestyle or anything personal in nature, like politics or religion. Small religious symbols (like a cross or Star of David) are acceptable.

The Leader in You

Objective: At the end of this session girls will be able to describe themselves as leaders in their lives and in the world. **Note*** This activity should be fun & uplifting to break up some of the heavy content that they are learning. We suggest you insert other activities/games throughout the facilitator guide to make the PA training more enjoyable for everyone.

1. Review page in the girl book. This is the girl's opportunity to show what being a leader means to them. Have them choose one of the activities below to visually or verbally depict what being a leader means to them.

- Have girls create a **Me as a Leader** collage by making a picture that represents them using cut outs from magazines, drawing, journaling, etc. to illustrate their leadership qualities. There is a page in the Girl Workbook for them to create their collage:

The Leader In You

One of the greatest gifts you have as a leader is your ability to inspire others – your family, your friends, your community, the media, even the world. To inspire others is to influence them in positive ways!

Your strengths and talents are the boxes which wrap those gifts. They're what give character to your voice. They are directly tied to your passion, and your passion is what propels you to create change.

What is inside you that makes you a good leader? What strengths and talents do you have that allow you to inspire others? Create an image that represents you as a leader with your leadership qualities using images, empowering words, a poem, or story that paints a picture of the qualities that you have as a leader.



2. Facilitate a discussion about leadership allowing time for each girl to describe her leadership qualities.

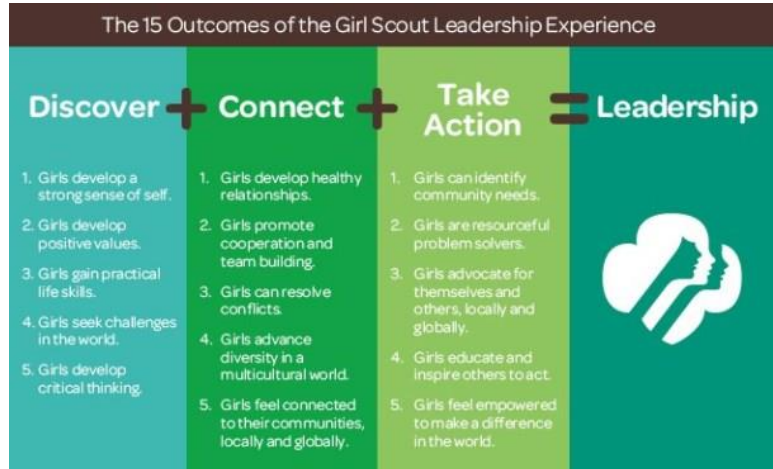
Some questions to consider asking:

- Are leaders all the same?
- What are some of the characteristics that leaders have?

Becoming a Leader

Objective: At the end of this session girls will know what it means when we say Girl Scouting is about helping girls be leaders in their daily lives and in the world.

- Split the girls into small groups. Give each group a piece of paper. Review the 15 Girl Scout Leadership Outcomes for the three keys of leadership – discover, connect, and take action.
- Using the *Girl Scout Leadership Outcomes* as a model, have the girls list as many activities as they can think of in each key category on Cadettes would gain the experience, giving only 3 minutes to finish. Then do the same for the Daisy level.
- Choose a group to tell their answers and any groups that have the same answer should cross them out. Go through the answers of each group until all answers have been said.
- Wrap up with discussion about how all activities can be modified to reach an outcome.



Becoming a Leader

The Girl Scout Leadership Experience is a model that engages girls in discovering themselves, connecting with others, and taking action to make the world a better place. A leader is defined not only by the qualities and skills one has, but also by how those qualities and skills are used to make a difference in the world.



What the three keys of the GSLE look like:

Discover – Girls understand themselves and their values and use their knowledge and skills to explore the world.

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

Take Action – Girls act to make the world a better place.

What the three keys of the GSLE gives girls:

Discover

- Girls develop a strong sense of self.
- Girls develop positive values.
- Girls gain practical life skills.
- Girls seek challenges in the world.
- Girls develop critical thinking.

Connect

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

Take Action

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

Discover + Connect + Take Action = Leadership

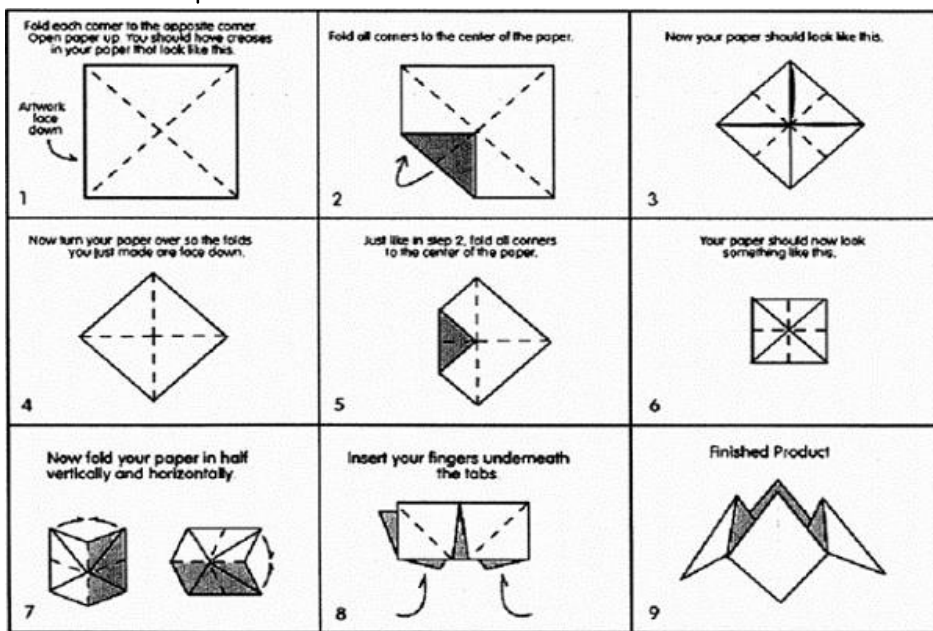
Girl Scout Leadership Experience	How do you get this in Girl Scouts as a Cadette?	How do you get this in Girl Scouts as a Daisy/Brownie?
Discover	Discover	Discover
1. Develop a strong sense of self.	1.	1.
2. Develop positive values.	2.	2.
3. Gain practical life skills.	3.	3.
4. Seek challenges in the world.	4.	4.
5. Develop critical thinking.	5.	5.
Connect	Connect	Connect
1. Develop healthy relationships.	1.	1.
2. Promote cooperation and team building.	2.	2.
3. Can resolve conflicts.	3.	3.
4. Advance diversity in a multicultural world.	4.	4.
5. Feel connected to their communities, locally and globally.	5.	5.
Take Action	Take Action	Take Action
1. Can identify community needs.	1.	1.
2. Are resourceful problem solvers.	2.	2.
3. Advocate for themselves and others, locally and globally.	3.	3.
4. Educate and inspire others to act.	4.	4.
5. Feel empowered to make a difference in the world.	5.	5.

Giving Clear Instructions

Objective: At the end of this session girls will know the importance of giving clear instructions when leading. **Note*** This section is not in the Girl Workbook

1. Discuss how it feels to be in a situation where you do not understand the instructions that someone is giving you. Ask for a few examples.
2. Start the origami folding activity (it is making a cootie catcher BUT DO NOT TELL THE GIRLS)

- Give all of the girls a piece of paper.
- Begin reading instructions but do not show diagrams or examples or give tips. Once they are thoroughly confused, stop and brainstorm ways you could have been more clear instructions. Do it again with their ideas in place and discuss the difference.



Girl Development

Objective: At the end of this session girls will know what to expect from younger girls as they develop physically and emotionally. They will understand younger girls' needs, interests, and capabilities based on their level.

1. Have the girls split into groups and review one of the **Girl Development** pages in their book. Have each group (Daisy, Brownie, Junior) report back on the characteristics of their grade level.
2. Form new groups. Handout role play cards (included in back of this packet) to new groups and allow them 3 minutes to figure out how they would role play their scenario. Give each group 1 minute to share their role play with the whole group. Have girls discuss how their interactions with younger girls will change with different age groups.
3. Review **Communicating with Girls** page in their books.

4. Explain that when girls are giving praise to younger girls (and their peers) they should focus on praising girls for three things: effort, strategies, and seeking help (known as growth mindset praise). By using praise you will help girls learn to take on more challenges, be more interested in learning, and want to work hard to succeed. The next activity will allow girls to practice deciding whether an activity is growth mindset praise or not.

- Have girls get into groups of 2-3. Hand each group a package of Mindset cards. Have the girls split the cards into 2 piles. One that is growth mindset praise and one that is not.
- Debrief the activities with the girls. Were any of the cards harder to place than others? Why?
- What are some of the troop or camp examples you could use?
- Have girls write examples on the praise page of their booklet

Communicating with Girls

- Give clear directions (be specific).
- Give directions one step at a time, with demonstration.
- Be enthusiastic.
- Act confident and let the girls know that you know what you are doing.
- Speak directly to the girls.
- Bend or stoop so that you are near their eye level.
- Maintain eye contact.
- Listen.
- Ask questions to make sure that they understand your directions.
- Let them learn by doing.
- Be positive, instead of saying no running, tell them what you want them to do instead (walk).

Giving Praise

When giving girls praise you should focus on:

Effort

Strategies

Seeking Help

Examples:

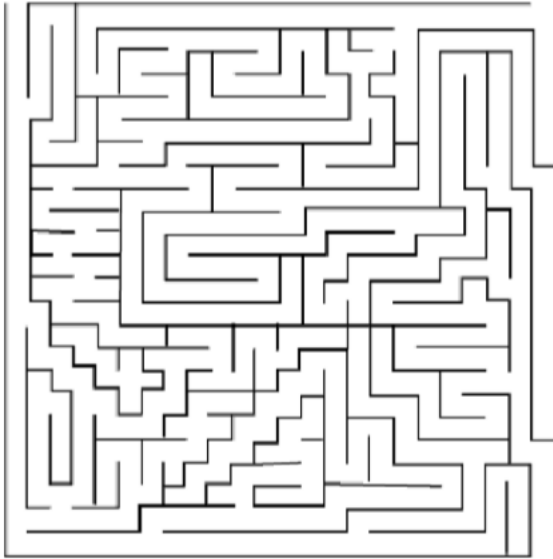
How to Lead a Group

Objective: *At the end of this session girls will have an increased ability to manage groups effectively. Program Aides will begin to think about how they can be leaders in the world as they spend time with groups of younger girls.*

1. Have the girls think about the twists and turns of relationships with other people.
2. Discuss friendship obstacles. Ask girls: How might these obstacles affect how you behave in a group? What obstacles might the younger girls face?
 - Create a graffiti sheet of obstacles. On one side have the girls describe obstacles that they might face at their age and then on the other side have them describe obstacles younger girls might face.
 - How do they compare?
3. Discuss conflict resolution strategies. Have the girls break into small groups and give each group several Conflict Resolution Role Play Cards (included at end of this manual) . Have them role play using I Statements to resolve conflicts.
4. Using the **Group Dynamics** pages in the girls' books introduce group management techniques for a variety of situations. Give girls an opportunity to practice those techniques.

Leading a Group

Your life is your own! Show all its twists and turns below – regular everyday ones and special ones. Maybe you can think of times when you tried really hard to work something out with others – resolved a conflict with a sibling, said —sorry! to a friend, reached out to someone beyond your usual circle. How does it feel to interact at your very best?



Girl Scout Ways:

Quiet Sign:

- When your hand goes up your mouth goes shut
- Traditionally the Quiet sign is the open hand when you raised your five fingers and were quiet, you were being courteous to the speaker

Talking Sign:

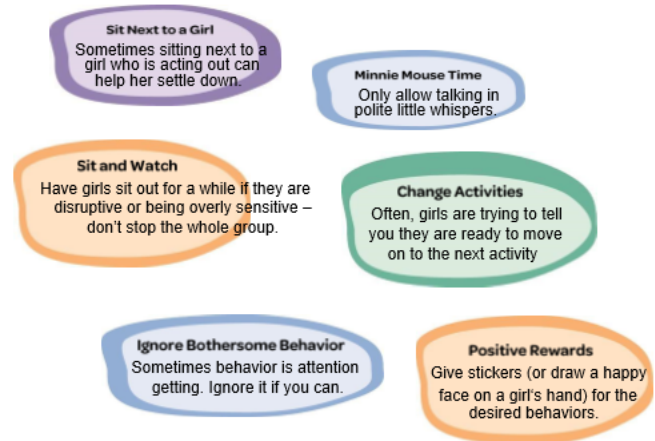
- If someone wishes to talk, they tap two fingers in front of them. Tradition refers to the old Brownie sign, made with two fingers instead of three.

Talking Stick (Or another object):

- No one may talk unless they are holding the talking stick (object).

What other Girl Scout Ways or traditions does your troop use?

Other Ideas to Handle Group Dynamics



Safety

Objective: *At the end of this session girls will be aware of the Safety activity checkpoints & understand other basic Girl Scout Safety rules for the girls & their environment.*

1. Have an open group discussion about the GS Safety **Activity** Checkpoints:
Safety Activity Checkpoints (SAC) are the safety rules of GSUSA. The guidelines are general and every Girl Scout leader and Program Aide must follow them regardless of the activity their girls are participating in- these includes rules around physical & emotional safety. Both are important to the girls we work with. Safety rules are followed because we need to return the girls that we work with to their families whole and enriched without injury to them in any way.
2. After discussing the safety guidelines with the girls this is a great time to discuss other common Girl Scout safety policies. Some of these include:
 - Always having a whistle while at a remote outdoor location
 - No running! (Walking feet are happy feet...)
 - Use caution with supplies, i.e. scissors, pocket knives, wood burning tools, etc.
 - Have girls name others (standing on chairs, throwing things, etc)
3. Fire Safety- prompt the girls to share what they think of as fire safety until they have covered all of these:
 - a. No dangling lanyards, necklace, etc.
 - b. Hair must be tied back with hair band, bandana, or head scarf,
 - c. No poking the fire with sticks/ other items
 - d. You must always have a source of water (at least 4-5 gallons)
 - e. Check to make sure the fire is completely out before leaving, if it's too hot to touch it's too hot to leave alone

4. Introduce the topic of Leave no Trace- this is an important topic to cover that we often forget as it does not often show immediate safety concerns.

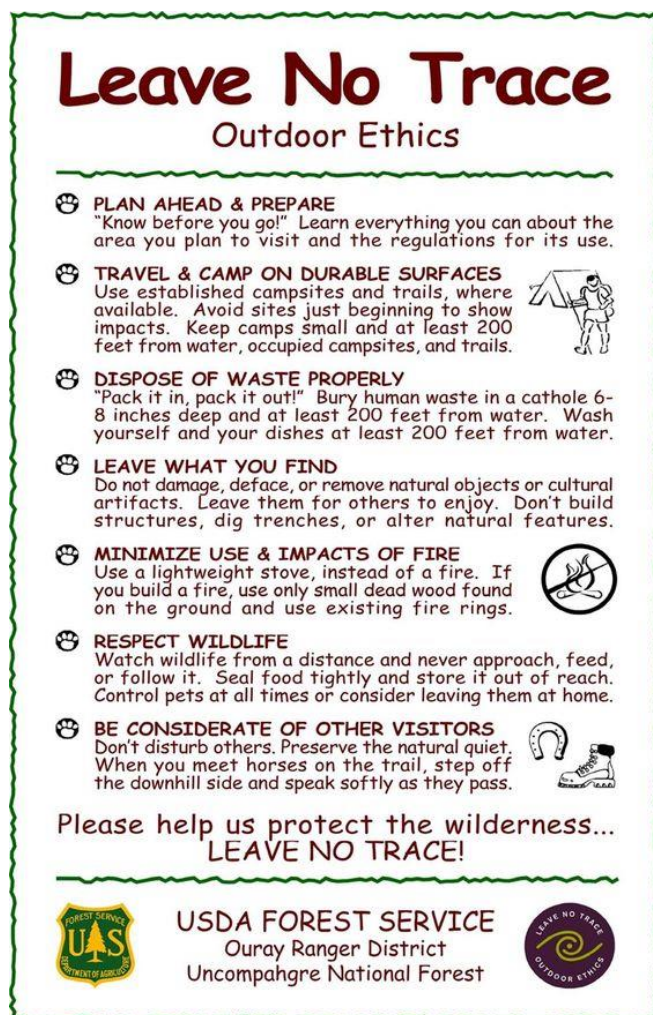
Talking about Impacts Exercise:

Time: 10-15 minutes











Start a discussion of the seven Leave No Trace principles:

You might begin by asking, Can you name something people do that impact the ability for others to enjoy nature?



Build on the girls' responses to the Leave No Trace principles by asking some discussion questions. For example, if the girls mention loud music, you might ask: If you hear loud music outside, what might you not be able to notice? (Birds singing, ducks quacking, chirps that chipmunks make) If they mention picking flowers, you might ask: What creatures use flowers for food? What would happen if every hiker or camper picked a flower? Guide the conversation to things the girls can do when camping or hiking, or spending any time outdoors without taking away from the experience of other visitors & wildlife.



Leave No Trace
Outdoor Ethics

-  **PLAN AHEAD & PREPARE**
"Know before you go!" Learn everything you can about the area you plan to visit and the regulations for its use.
-  **TRAVEL & CAMP ON DURABLE SURFACES**
Use established campsites and trails, where available. Avoid sites just beginning to show impacts. Keep camps small and at least 200 feet from water, occupied campsites, and trails. 
-  **DISPOSE OF WASTE PROPERLY**
"Pack it in, pack it out!" Bury human waste in a cathole 6-8 inches deep and at least 200 feet from water. Wash yourself and your dishes at least 200 feet from water.
-  **LEAVE WHAT YOU FIND**
Do not damage, deface, or remove natural objects or cultural artifacts. Leave them for others to enjoy. Don't build structures, dig trenches, or alter natural features.
-  **MINIMIZE USE & IMPACTS OF FIRE**
Use a lightweight stove, instead of a fire. If you build a fire, use only small dead wood found on the ground and use existing fire rings. 
-  **RESPECT WILDLIFE**
Watch wildlife from a distance and never approach, feed, or follow it. Seal food tightly and store it out of reach. Control pets at all times or consider leaving them at home.
-  **BE CONSIDERATE OF OTHER VISITORS**
Don't disturb others. Preserve the natural quiet. When you meet horses on the trail, step off the downhill side and speak softly as they pass. 

Please help us protect the wilderness...
LEAVE NO TRACE!

 **USDA FOREST SERVICE**
Ouray Ranger District
Uncompahgre National Forest 

Creating a Program

In this activity girls will begin to learn the basics of building a Program. First have the group decide on the theme for your event: i.e. Circus, Fairytales, Space, etc. Then, girls will get into small groups of 3 or 4.

Tell the girls:

Work with your group & imagine you are running a workshop for a group of 10 Brownies at a public park. During this workshop you will be running 2 activities- 1 activity will be Arts/Crafts & the other will be a Physical Activity. Each activity will run for 30 minutes. You will also need to provide a snack.

Briefly have the group discuss things they will need to keep in mind: cost/ availability of supplies, time, clean-up, weather, space/resources, & alternatives in case things don't go as planned (as this often happens!)

Their goal is to raise money for their group to build a service project for their school so they are trying to spend as little as possible while also running a quality program that is fun & memorable for the younger girls.

First give each group 5-10 minutes to brainstorm ideas & discuss ways they can achieve their goals while keeping in mind the factors above. They should fill in the form in their workbook:

Activity	Description	Supplies	Preparation
Physical Activity/ Game (30 minutes)			
Art/ Table Activity (30 minutes)			

Snack			
-------	--	--	--

Things to keep in mind:

- cost/ availability of supplies
- time
- clean-up
- weather
- space/resources
- alternatives in case things don't go as planned/ finish too early

Your goal is to raise money for your group to build a service project for school. You are trying to spend as little as possible while also running a quality program that is fun & memorable for the younger girls.

Leading Songs

Objective: At the end of this session, girls will know the basics of leading songs with younger girls.

Walk the girls through the song leading basics below and then have them lead a few songs as if they are teaching you for practice.

In song leading, you do not need to have a fabulous singing voice that is ready for the stage. Girls love singing and they really do not care if you are good or not. They just want to sing along. That being said, it is important to know the words of a song before you begin teaching it. Practice, practice, practice!

Choose the song carefully as you are a role model and it should be appropriate for the age group you are working with as well as the setting.

Basic Song Leading:

- Sing the song first, without any actions if they are part of the song, while the girls are listening.
- Then sing the song one line at a time, and have the girls sing that line back to you like an echo. Be sure to sing it clearly and maybe even slow it down a little.
 - If the song has actions to it as well, teach the actions line by line.
- Then sing the song through as a group (with actions if they are part of the song).

Tips for Song Leaders:

- If you ask girls what song they want to sing, they may come up with ones you have never heard of and cannot lead. Start out with you choosing the songs. You can give more girl choice if you give them a few to choose from that you intend to lead. As you get really into singing and have sung a bunch of songs, you can let girls come up to lead ones that they know.
- Girls who have been to programs and camps may know songs in a different version than you are used to. That is okay. There are many versions of the same song being sung all over the world.

Examples of traditional Girl Scout Songs:

- Princess Pat
- G for Generosity

Leading Games

Choosing Games- Be sure the games you select are tight for the age; experience and physical condition of the girls.

- Start with familiar games that are quickly teamed, and then move on to more complex games.
- Avoid games that offend other people's beliefs or customs. Also avoid games that waste food or other resources.
- Provide opportunities for girls to participate in a variety of games—such as get-acquainted games, nature games, action games, international games, relay games, singing games, and wide games (games where groups complete activities as they rotate between stations).
- Use various games resource books for additional ideas on creating, teaching and organizing games.

Getting Ready- Be interested and enthusiastic about the game yourself.

- Know the game well before trying to teach it. Identify the safety hazards, anticipate the difficulties, and adapt the game to the group and situation.
- Devise a method(s) for organizing teams or formations quickly. Be careful that organizing does not include a "choosing" process that will leave someone until they are last.
- Know your playing area. Make sure to have a safe area and easily recognized boundaries.
- Have the equipment together beforehand.

Get Set, Go!

- When starting a game, gather the group together so they can see and hear you well.
- Give the name of the game and some interesting facts about it to help motivate interest.
- Explain the game briefly, giving the basic rules. If needed, demonstrate the game with a small group of girls.
- After explanations, allow the group to get into the desired formation or team positions to start the activity.
- Ask for questions before you start to play.
- Decide on a starting signal, such as "Ready, set, (pause) go!" or "On your mark, get set, Go!"
- If you decide to change rules during the game, try only one change at a time. Allow the group to help suggest rules as well. You might say to the group, "Let's try playing the game this way."
- Stop the game when the enthusiasm is still high. Don't let it drag on.
- Arrange for total participation. Devise a plan for rotation.
- Minimize waiting and maximize playing time.

A Few Pointers for Game Leaders

- Establish a warm, positive atmosphere that's fun for everyone.
- Encourage everyone to participate and do her best.
- Be patient.
- Be fair in your judgments.
- Show respect for each girl.
- Encourage fair play and safety at all times.
- Be flexible and prepared to vary or change the game.
- Emphasize cooperation and playing for fun rather than winning.

Girl Scout Flag Ceremonies

Girl Scouts of the USA Flag Ceremony

A flag ceremony is a way of showing love and respect for one's country. Flag ceremonies may be used for:

- Opening or closing meeting
- Opening or closing special events
- Beginning or closing a day
- Honoring a special occasion or special person
- Retiring a worn flag

Flag ceremonies may take place in meeting rooms, in outdoor settings, in large auditoriums, on stage, even on horseback. All flag ceremonies share one thing in common - respect for the flag.

The Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God*, indivisible, with liberty and justice for all."

There is absolute silence from the time the flag ceremony starts until dismissed. The Color guard remains silent from the time they start to walk in until they walk out. They do not speak or sing with the group but stay at attention.

Color guards and the Girl Scout-in-charge may wear white gloves. Red sashes can be worn by color guards around waist, right to left, tied on left. Red sashes worn by flag bearers are worn over shoulder, right to left, tie on left at waist.

* Members may substitute for the word God in accordance with their own spiritual beliefs.

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."*

* Members may substitute for the word God in accordance with their own spiritual beliefs.

TAPS

"Day is done, gone the sun,
From the lake, from the hills, from the sky;
All is well, safely rest, God* is nigh."

* Members may substitute for the word God in accordance with their own spiritual beliefs.

Terms Used in a Flag Ceremony

Color Bearer (or flag bearer) is the person who carries the flag. There is one color bearer for each flag used in the ceremony.

Color guard is a team that guards the flags. Any even number of guards may be used, but usually four or six girls are sufficient.

Girl Scout in-charge (or caller) is designated Girl Scout who announces or calls each part of the ceremony.

Basic Commands of a Girl Scout Flag Ceremony

Opening Flag Ceremony

To get audience attention:

Caller: "Girl Scouts, attention!"

Caller: "Color guard, attention."

(Girl Scout color guard stands straight, ready to advance. Flag-bearer(s) is even with or slightly in front of guards.)

Caller: "Color guard, advance."

(Color guard moves to front of room or to open end of horseshoe-style seating facing the flag stand, or the audience if there is no stand.)

Caller: "Color guard, present the colors."

(Flag bearer then takes one step toward the audience to present the American flag.)

Caller: "Please join me in the Pledge of Allegiance."

Caller: "Please join me in singing the Girl Scout Promise."

Caller: "Color guard, post the colors."

(Flag bearer steps forward and places the flag in stand. If there is more than one flag, the American flag is placed in flag stand last. If bearer has trouble, a guard member assists. If there is no flag stand to post colors, then move on to the next command.)

Caller: "Color guard, honor your colors."

(The color guard salutes the American flag or can take one step back, put hand on their heart, then return to "Attention" stance.)

Now that the flag has been given proper honor, the color guard can leave. The caller states:

Caller: "Color guard dismissed."

(The color guard return to starting place.)

Caller: "Girl Scouts, dismissed."

Closing Flag Ceremony

Caller: "Please stand for the retrieval of the flag."

(If you have an audience, i.e., at an investiture/rededication ceremony or a bridging ceremony with parents and invited guests, this is the signal that the flag ceremony is about to start.)

Caller: "Girl Scouts, attention!"

Caller: "Color guard, attention."

(Girl Scouts stand straight, ready to advance. Flag bearer is even with or slightly in front of color guard.)

Caller: "Color guard, advance."

(Color guard goes to the front of room and faces the flag stand or audience, if there is no stand.)

(Can sing TAPS prior to flag lowering or during flag lowering.)

(Caller: "Please join me in singing TAPS")

Caller: "Color guard, retrieve the colors."

(At an indoor ceremony, the color guard removes the flag(s) from the stand(s), taking the American flag first. At an outdoor ceremony, the flag bearer lowers the flag slowly, showing respect and dignity for the American flag. The color guard then folds the flag.)

Caller: "Color guard, dismissed."

(The color guard return to starting place.)

Caller: "Girl Scouts, dismissed."

Conflict Resolution Role Play Cards

<p>You have a morning class with one friend and then meet up with everyone in your group for lunch. Lately, when you and your friend are together in class she always agrees with what you say. But when you're in your full group she says things to put you down.</p>	<p>You are working on a team building activity and you give an idea on what might work. A girl in your groups says the idea is dumb and tells everyone to ignore you.</p>
<p>Your soccer buddy teases you in front of the team about missing a goal.</p>	<p>The girl sitting next to you during the troop meeting keeps poking you.</p>
<p>Another girl in your camp group takes something out of your backpack without asking.</p>	<p>Your older sister or brother keeps tell you that you are a baby for sleeping with your teddy bear.</p>
<p>Nearly every day your friend mentions how expensive her clothes are and tells you that yours are cheap.</p>	<p>A girl in your troop stares at you and makes faces.</p>

Girl Development Role Play Cards

<p>1. You have been trying to explain directions to a group of Daisies who have just finished eating a snack and they are starting to squirm around and asking questions before you can finish instructions.</p>	<p>2. You want the group of Daisies you are working with to learn and understand one of the Girl Scout laws that you have been working on. You instruct them to write out the law on a poster that they will take home to post on their wall to see every day. The girls all need help spelling words and many have only written out part of it and then started coloring on the paper.</p>
<p>3. You instructed a group of Daisies to clean up the messes around their seat after an activity, and then pick up the trash around the room and separate the recycling into the recycle bin and the trash into the trash bin, and then put their chairs away and sweep the floor, and then gather all of their stuff and bring their adult to you to check out before they can leave. The girls pick up everything around their chairs and throw it all in the trash can leaving the stuff on the table for you to clean up and start to walk out with their parents and leaders.</p>	<p>4. You gave out instructions on an art project to a group of Brownies and said that they only had 20 minutes to finish the project before they had to wrap it up and clean up to move on to the next thing. You gave warnings as the time was getting close to ending. When the 20 minutes were up, you had a number of girls that were not complete in their project as they took much longer than you anticipated to work on it. They are upset because they are not done and you are saying you need to move forward.</p>

<p>5. You are working with a group of Brownies for the first time and you start out the group instructions with a fun game to get to know them. Some of the girls ask when you are going to do the flag ceremony and other girls ask when they are going to eat snack. You had not prepared a flag ceremony or snack and look to their troop leader for help and guidance. She says that they always do the flag ceremony first and say the promise and law and then have snack before they start activities since it is right after school and they are always hungry. You did not know that because you were so busy planning the activity that you did not think to ask how the normal meeting works.</p>	<p>6. You are working with a group of Brownies and have them sitting at tables coloring a picture of a parrot for a pirate theme. They finish and then you start them into another activity that they must design their own pirate ship drawing. By the third activity of making their own eye-patches, a bunch of the Brownies are looking bored and some are starting sword fights out of rolled up paper drawings.</p>
<p>7. You have instructed a group of Juniors to draw a picture of a water bottle that you have brought along as an example as they make recycling posters for a service project they are about to do. A few of the girls say that they cannot draw and take a lot of coaxing to get started. One keeps crumpling up her paper and starting over. You are running out of paper and out of time.</p>	<p>8. You have brought a badge workshop to a group of Juniors you are working with. You have all of the materials and all of the instructions and get started with them right away so that you can work on it over a few meetings with work in between for them to finish it by the end of the month. Girls are not completing the in between work and falling behind on the badge work and you realize they will not finish in the timeline you put together and you may have to continue working with them into the next month. You call them up and ask them why they have not been working on the badge homework and they tell you that they don't want to and don't really care about earning the badge.</p>

Girl Development Role Play Cards Solutions

<p>1. Daisies have loads of energy and need to run, walk, and play outside. If you had a do-over and could start again, what would you do right after snack with the Daisies? Act out both scenarios to demonstrate the difference in how the instruction will go.</p>	<p>2. Daisies don't always have the words for what they want to say. Having them draw a picture of something they are trying to communicate is frequently easier for them and more meaningful. If you had a do-over and could get girls to demonstrate what the portion of the law means to them in a different way, what would you do? Act out both scenarios to demonstrate the difference in how the instruction will go.</p>
<p>3. Daisies know how to follow simple directions and respond well to recognition for doing so. Being specific and offering only one direction at a time is important. Acknowledging when the girls have followed directions well also increases their motivation for listening and following again. If you could have a do-over and could start again, how would you instruct the clean up for the Daisy activity? Act out both scenarios to demonstrate the difference in how the instructions will go.</p>	<p>4. Brownies want to be able to finish things they start. You need to be patient if things take longer than you would have thought. You need to be flexible in your schedule to allow the completion of tasks and potentially cut activities that can be cut. If you could have a do-over and start again with this group of Brownies, what would you do when you could see that many girls are not close to being finished when the time started to run out? Act out both scenarios to demonstrate the difference in how the instructions will go.</p>

<p>5. Brownies need routine, structure, and predictability. Try keeping certain elements of meetings consistent – such as always having openings and closings. You can create your own elements that are particular to when they meet with you as well and this will help with the consistency when working with you, a special guest. If you had a do-over and could start again, how would you prepare for this first meeting? What would you implement of your own? Act out both scenarios to demonstrate the difference in how the meeting will go.</p>	<p>6. Brownies like doing things in groups and like to run, walk and play in groups. Be sure to give them lots of chances to team up in activities and give them active games. If you had a do-over and could start again, how would you plan differently for a pirate themed event for Brownies? Act out both scenarios to demonstrate the difference in how the program will go.</p>
<p>7. Juniors are sensitive to the expectations and judgments of others. Creating an atmosphere that is comfortable and accepting of all abilities will allow girls to express themselves without fear of judgment. Allowing for different ways of expression rather than one way every girl must follow will create comfort in the group. If you had a do-over and could set up the project up in a different way, how would you set it up? Act out both scenarios to demonstrate the difference in how the poster making would go.</p>	<p>8. Juniors want to make decisions and express their opinions. Allow them to do so frequently through guided discussions and active reflection activities. They need to choose their own things to work on in scouting. If you had a do-over and could set up the project up in a different way, how would you set it up? Act out both scenarios to demonstrate the difference in how the poster making would go.</p>

Mindset Cards

Wow, you make it look easy!	Your practice is paying off.
I really like how you learned from your mistakes.	You keep making mistakes.
I like how you kept trying new ways to get there.	Would you make up your mind and get this done.
You tried hard. Then you asked a friend for help with starting the fire. Great!	You need to learn to do this by yourself.
I like that you put so much effort into your figuring out how to solve that problem.	You are so smart!
Wow! How did you learn to draw so well?	You are such a gifted artist, you must not have to work that hard at it.
You'll never learn to swim.	It might take you a little while, but if you put in the time and effort I bet you can learn to swim.
It is challenging to be a leader. It takes a lot of practice to get it right. So after this project, you'll be even better at it.	Maybe you're right—we should pick something easier for you to do.

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