



Program Aide Manual for Girl Scout Adults

Introduction

Thank you for supporting Girl Scout Cadettes interested in earning the Program Aide award. The information contained in this document will provide guidance to Girl Scout adults who wish to support Girl Scout Cadettes.

In this first section, we will review the steps a Girl Scout Cadette must take to earn the Program Aide Award. We will follow this with the roles and responsibilities of the Girl Cadette and the Adults Volunteers who will support this process.

A Girl Scout Cadette can earn the Program Aide Award one time. She can purchase her pin once she and the Program Aide Mentor agree she completed her requirements.

If a Cadette has already received Program Aide training and/or her pin, she does not need to retrain. Girl Scout Cadettes earning the award for the first time, should follow these guidelines beginning October 1, 2013.

The Program Aide Manual for Cadette Girl Scouts is the companion piece to this brief document for Girl Scout Adults.

What is the Program Aide Award?

The Program Aide award is a program opportunity for registered Girl Scout Cadettes in 6th thru 8th grades. This experience is designed to give girls the experience of working directly with Girl Scout adults to learn what it's like to lead a group of younger girls through various activities. This is a National Mentoring award and the requirements are outlined in the Girl's Guide to Girl Scouting for Cadettes.

Girl Scouts in the Heart of Pennsylvania has developed this information to provide Cadette Girl Scouts and Adult Volunteers with details on how to meet the 2nd requirement, the council-designed leadership course training.

How to earn the Program Aide Award

To earn this award, the girl must complete three steps:

1. Earn one LiA award.
2. Complete a council-designed leadership course training.
3. Work directly with younger girls over six activity sessions.

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At Girl Scouts in the Heart of Pennsylvania, a girl may start her Program Aide requirements whenever she is ready.

1. To complete Step 1, earning an LiA award, the girl will need to establish a partnership with an Adult Volunteer leading a Brownie troop.
 - a. She will follow the directions for earning the LiA found in the Adult Volunteer's "How To Guide Girl Scout Brownies through..." Journey book.
 - b. There are currently three Journeys and three different LiA awards for Cadettes. A Girl Scout Cadette can earn all three, but she only needs to complete one LiA award to start working on her Program Aide award.
 - c. Council approval is not required to work on the LiA award.
2. To complete Step 2, the girl should complete the Program Aide Self-Study Quiz found in her manual. Next, she will need training, lasting 1-2 hours, in a program specialty. She will have two options:
 - a. She can attend a training offered by the council's program department. Check for a schedule online.
 - b. She can work closely with Girl Scout adults in her Girl Scout Community to learn specific skills she will need to work on a local project or at a local event.
3. Finally, a girl can complete Step 3, by meeting with a group of younger girls and completing planned activities during a time that is convenient for the Cadette, the Program Aide Mentor, and the girls in the troop.

Role and Responsibilities

There are a number of ways Girl Scout adults can assist Cadettes; the roles and responsibilities are defined below.

Leader of Girl Scout Cadettes

A registered Girl Scout adult and trained volunteer who meets regularly with girls in grades 6-8 to help them achieve the purposes of Girl Scouting. Can help a Cadette, interested in earning her Program Aide Award, find a troop of younger Girl Scouts to mentor.

Program Aide Mentors

A registered Girl Scout adult and trained volunteer who meets regularly with a group of Daisy, Brownie, or Junior Girl Scouts. The Program Aide Mentor will assist the Cadette Girl Scout in planning and implementing activities with her troop of younger girls so the Cadette may fulfill the requirements of the Program Aide award.

Program Aide Support Team

Any registered Girl Scout adult volunteer or committee of volunteers with a vested interest in helping a girl or groups of girls earn the Program Aide Award through a specialty training that takes place in the Girl Scout Community.

Adult Volunteer

A registered adult who contributes her or his time to a local Girl Scout council or Girl Scouts of the USA without the expectation of compensation (other than reasonable reimbursement or allowance for expenses) or any other thing of value in lieu of compensation. Volunteers typically give their time as troop/group leaders/advisors, coaches, mentors, board members, delegates, or assist girls in special projects in their area of expertise.

Please contact the Program Department at 1-800-692-7816 if you have questions about your role in the Program Aide process.

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THE PROGRAM AIDE (PA) IS RESPONSIBLE FOR:

- Agreeing upon a time when the Program Aide Mentor and she can meet to plan *before* troop activities begin.
- Being on time to the meeting or event with which she has agreed to assist.
- Having a signed parent permission slip when traveling to the troop/group.
- Providing the Program Aide Mentor with a completed Healthy History Form.
- Arranging for transportation to and from the meeting/event.
- Asking the Program Aide Mentor to provide money or materials for the program.
- Completing tasks she agreed to do.
- Asking the Program Aide Mentor for more information when she does not understand what to do.
- Being a leader and a role model for the girls with whom she is working.
- Making sure every girl in the troop/group is being included in all activities.

THE PROGRAM AIDE MENTOR IS RESPONSIBLE FOR:

- Supervising the PA at all times.
- Arranging the meeting time and place.
- Securing leadership for the troop according to established adult-to-girl ratios in *Volunteer Essentials*.
- Introducing the girl to the troop/group and preparing the troop/group for the PA's participation.
- Maintaining order and being there for the girl when she is conducting an activity.
- Consulting *Volunteer Essentials* and the *Safety Activity Checkpoints*, as needed.
- Making sure every girl in the troop/group is being included in all activities.
- Providing money or materials as agreed upon with the PA for her activities.
- Providing timely feedback and guidance to assist the PA.

THE GSHPA PROGRAM CONTACT OR

THE PROGRAM AIDE SUPPORT TEAM IS RESPONSIBLE FOR:

- Providing a 1-2 hour specialty training to prepare the Girl Scout Cadette(s) to offer six activity sessions to younger Girl Scouts.
- Providing directions and/or materials as agreed upon with the PA for her activities.
- Communicating responsibilities related to the specific activity the PA will complete.
- Reviewing any safety guidelines related to the specific activity the PA will complete.

What is Included in a Program Aide Training

Every girl interested in completing the Program Aide award should begin by taking the Program Aide Self-Study Quiz which will offer Girl Scout Cadettes some basic information about leadership, safety and working with younger girls. The quiz is included in the Program Aide Manual for Girl Scout Cadettes. The Answer Key is included in the Program Aide Manual for Girl Scout Adults. A girl should bring her quiz results to her Program Aide Mentor or the Program Aide Support Team and they can discuss them in preparation for her role as the Program Aide.

Once she has taken the self-study quiz, the Girl Scout Cadette will participate in a 1-2 hour Program Aide training. The purpose of the Program Aide training is to prepare the girl to facilitate specific activities with younger girls. If the Cadette will play a game or provide a craft, she should be given written instructions and/or receive hands-on experience with the activity, if possible. A Cadette may also develop her own activities as long as everyone agrees she will be able to try the activities with her troop of younger girls.

Below is an example of the outline a Girl Scout Cadette may follow. Every Girl Scout Cadette earning her Program Aide should have a plan for the kinds of activities she will lead. She should develop a schedule of where and when she will be leading the activities with the help of the Program Aide Mentor.

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Pages	Title	Activity	Preparation	Adjusting for Age
4-5	Petal Power!	Girl Scouts live by the Girl Scout Law. Talk about the careers and the parts of the law. What kinds of professionals are “honest and fair or friendly and helpful?” <i>As a Bonus Activity invite a professional to speak at your meeting.</i>	Review the GS Law. Be ready to give examples. Bring markers so girls can match the careers and petals.	Daisy – Go slowly through the petals until girls’ know what they mean. Brownie – Review the petals more briefly.
6-7	Follow the Honeybee’s Trail	Talk about some of the careers on the Honeybee’s Trail and color the map. Is your career on the map? Ask girls to think about what they want to be when they grow up and draw it. For example, a girl who wants to be a chef, might draw a picture of the chef cooking in a kitchen.	Bring paper and crayons for girls’ drawings. Ask girls to bring something to the next meeting to use for show and tell (e.g., bring a chef’s hat).	Daisy - Invite girls to explain what they drew. Brownie – Challenge Brownies to imagine a town map. Where would they all work in their pretend town?
8-9	Brownie Badge Fun	Discuss all the badges Brownies can earn. Ask each girl to select a badge and talk about the kinds of careers she could do after completing that badge. For example, a girl who is interested in the “Fair Play” badge might want to be a coach, a teacher, or a program director.	Bring props to play dress up and ask girls to show you what a chef, police officer or teacher might do in her job.	Daisy – Briefly describe what it means to be a Brownie and describe the many badges a Brownie can earn. Brownie – Review badges briefly. Which have you earned? Want to earn? Why?
10-11	You Can Be Anything	Learn about the female leaders described in this section. Encourage girls to draw in the sections provided.	Do some research and come ready to tell girls more about these professionals. Ask a grown-up to stay and tell the girls about her job.	
Bonus	Read a Story	Read a story that gives examples of professionals at work. Ask each girl to tell her own story. In the books <i>Doctor Ted</i> , <i>Firefighter Ted</i> , and <i>Artist Ted</i> by Andrea Beatty, Ted explores what his life would be like if he chose one of these careers. These are fictional titles. There are also non-fiction books or biographies of famous women. Visit your local library for more ideas.	Paper and pencils, markers, etc.	Daisy – Ask girls to tell stories of who they would be and what they would do if they were like Ted. Brownie – Ask girls to write their own stories... <i>Firefighter Emily</i> , <i>Teacher Kelly</i> .

This chart is a sample which refers to the information shared with girls for use during the *Barbie Be Anything, Do Everything* program. A Girl Scout Community could develop a similar chart for the specific program opportunity they will offer to Girl Scout Cadettes in their community.

Cadette Awards

With the release of the new Girls Guide to Girl Scouting in 2011, the Program Aide award was re-designed to become a more robust mentoring experience for girls.

Building a solid mentoring relationship between a Girl Scout Adult and a Girl Scout Cadette as well as between the Cadette and her group of younger Girl Scouts is the spirit of this award. This is why the award encourages the Cadette to build a relationship that lasts at least six sessions with the girls she is mentoring.

There is no longer a number of required hours girls must serve in their capacity as Program Aide in order to qualify for the award. However, the substantial time Cadettes will spend with younger girls while completing both the LiA and six activity sessions will provide sufficient hands-on experience to girls looking to strengthen their mentoring skills.

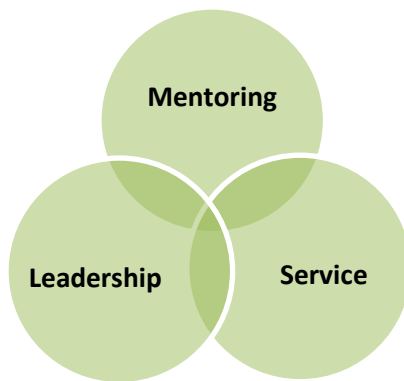
Likewise, there is no suggested length of time for the six sessions Cadettes must work with younger girls. The emphasis should be on quality. A Cadette should be in the presence of a younger group of girls at least six times and should act as the group leader. She should know the group of younger girls well enough that they look up to her as a role model. That is the goal of the Program Aide experience.

Girls who will serve as helpers at short-term events may be better served by earning the Service to Girl Scouting bar, which requires no formal training procedure and just 20 hours of service in any capacity. With the Service to Girl Scouting Bar, the girl has the freedom to decide what she will do and how she will prepare.

For your reference as a Girl Scout adult, the below chart of Cadette Awards has been organized by the three main types of skills girls earn while completing these awards: mentoring, leadership, and service. A girl will get exposure to all three of these skill types in her experience as a Girl Scout Cadette; however, each award is designed to emphasize one skill in particular.

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Skills Focus	Awards	Requirements
Mentoring	Leader in Action (LiA)	<ol style="list-style-type: none"> 1. Assist a Brownie Troop on a Journey
	Program Aide (PA)	<ol style="list-style-type: none"> 1. Earn one LiA award. 2. Complete training. 3. Work directly with a PA Mentor and younger girls over 6 activity sessions.
Leadership	Silver Torch	<ol style="list-style-type: none"> 1. Complete 1 Leadership Journey. 2. Serve one full term in a Leadership Position.
	Silver Award	<ol style="list-style-type: none"> 1. Plan and implement a large project, with a plan for sustainability, and make a community impact.
Service	Community Service Bar	<ol style="list-style-type: none"> 1. Partner with an organization. 2. Complete 20 hours of service.
	Service to Girl Scouting Bar	<ol style="list-style-type: none"> 1. Complete 20 hours of service to Girl Scouts



Answer Key for Program Aide Self-Study Quiz

The self-study quiz questions can be found in the Program Aide Manual for Girl Scout Cadettes. Cadettes are instructed to read the material in their manual and take the quiz, choosing the responses they feel best reflect the right answers to the questions. The correct answers appear in this answer key in **bold**. The Girl Scout adult acting as either the Program Aide Mentor or a member of the Program Aide Support Team should be prepared to discuss the answers with the Girl Scout Cadette and explain the reasons why the answers are correct. These questions come directly from information in *Volunteer Essentials* and the *Safety Activity Checkpoints* available to all Girl Scouts at www.gshpa.org.

The Girl Scout Leadership Experience

- 1. According to the Girl Scout Leadership Experience, _____ is the main objective for all Girl Scout programs:**
 - a) Health
 - b) Teamwork
 - c) Leadership**
 - d) Sharing
- 2. The three keys to leadership are:**
 - a) Design, Discover, Do
 - b) Live, Laugh, Love
 - c) Courage, Confidence, and Character
 - d) Discover, Connect, Take Action**
- 3. Every good leadership experience includes the three processes which means the program is:**
 - a) Fun, Hands-on, and Goofy
 - b) Girl-Led, Cooperative, and Hands-on**
 - c) For girls, For leaders, For fun
 - d) All of the above

Safety Scavenger Hunt

- 1. A Program Aide should be responsible for:**
 - a) Preparing activities and meeting with the Program Aide Mentor to discuss them.
 - b) Asking the Program Aide Mentor questions when she needs information.
 - c) Being a role-model for younger girls.

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d) **All of the above.**

2. The Girl Scout adult or Program Aide Mentor is responsible for:

- a) Supervising the PA at all times.
- b) Making sure there are enough adults (18 or older) to supervise the younger girls.
- c) Consulting *Volunteer Essentials* and the *Safety Activity Checkpoints*, as needed.
- d) **All of the above.**

3. According to the *Arts & Crafts: Safety Activity Checkpoints* information:

- a) Choose powders and paints that are safe for the eyes and skin.
- b) Use scissors with blunt-ends when working with younger girls.
- c) Choose an area that has plenty of space for the project; go outside if needed.
- d) **All of the above.**

4. According to the *Playgrounds: Safety Activity Checkpoints* information:

- a) Inspect the general safety of the area including what is on the ground and whether the equipment seems properly anchored.
- b) Tell girls to dress for playground play; comfortable clothes and sneakers.
- c) Get a weather report and have a backup plan for rain.
- d) **All of the above**

Healthy Development Quiz

4. If I want to talk to Daisy Girl Scouts about the future, the most age-appropriate way(s) I could suggest would be:

- a) **Ask them to draw a picture**
- b) Tell them to create and direct a play
- c) Ask them to write a book
- d) Tell them to create an original song

5. If I want to talk to Brownie Girl Scouts about the future, the most age-appropriate way(s) I could suggest would be:

- a) Ask them to draw a picture
- b) Tell them to create and direct a play
- c) Ask them to write a book
- d) Tell them to create an original song
- e) **All of the above**

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6. **It's age-appropriate to ask Brownie Girl Scouts to work in small groups and act out their original ideas?**
 - a) True
 - b) False

7. **It's most age-appropriate to have Daisy Girl Scouts move like a caterpillar by following my lead in one big group?**
 - a) True
 - b) False

8. **Brownies are at the age when they are becoming comfortable learning about distance and money and time.**
 - a) True
 - b) False

9. **Which best describes Daisy Girl Scouts?**
 - a) They have loads of energy, and need to play outside. They also love to act in plays and create music.
 - b) They love to dance and want to help others.
 - c) **They are great builders and may need assistance holding scissors when making crafts.**