



Program Aide Manual for Girl Scout Cadettes

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Introduction

If you are reading this right now, you are probably a Girl Scout Cadette interested in earning the Program Aide Award by mentoring younger Girl Scouts in program activities. The following pages should help you prepare to earn this award.

A Girl Scout Cadette can earn the Program Aide Award one time. If you have already received Program Aide training and/or your Program Aide pin, there is no need to retake a Program Aide training.

Girl Scout Cadettes earning the award for the first time, should follow these guidelines beginning October 1, 2013. You can purchase your pin once you and the Program Aide Mentor agree you have completed your requirements.

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

In this first section, we will review the steps you need to take to earn the Program Aide Award. Then we will review the roles and responsibilities for you, the Program Aide and the Girl Scout adults supporting you.

- What is the Program Aide Award?
- Roles and Responsibilities
- What is Included in a Program Aide Training?
- Sample Program Outline Chart
- Leadership Style Mash-Up Quiz Just for Fun

In the next section, we include the resources you need to read to meet the first part of your training. This section begins with a quiz you will take. You will need to print the quiz pages and answer as you read. Then share the results with your Program Aide Mentor and/or the Program Aide Support team.

- The Girl Scout Leadership Experience
- Basic Safety Info
- Healthy Development in Girls

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 award 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.

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 in this 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.

Roles and Responsibilities

Before a girl can begin Step 3, she will need to reach out to her Girl Scout Community to find a Troop Leader interested in becoming a Program Aide Mentor. The roles and responsibilities of the girl and her mentor 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.

Please contact your Membership Associate or the Program Department at 1-800-692-7816 if you have questions about finding someone in your Girl Scout Community to serve as a

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.

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Program Aide Mentor. Cadettes can use the letter on this page to help them find a Program Aide Mentor.

Dear Girl Scout Adult,

I am a Girl Scout Cadette interested in earning the Program Aide Award. I am hoping to find an interested Daisy, Brownie, or Junior troop leader who will mentor me through this experience. I'm excited about mentoring younger girls through the Girl Scout program!

I have a number of steps I must complete to earn the Program Aide award. I need to:

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

As my Program Aide Mentor, you will help me lead at least six activity sessions with your group of Daisy, Brownie, and Junior Girl Scouts. You must be a registered Girl Scout adult and trained volunteer who meets regularly with a group of younger Girl Scouts.

Your responsibilities and mine are outlined in more detail on the following page. Plus, there is a Program Aide Manual for Girl Scout Adults. I can tell you where to find it on our council website www.gshpa.org.

Please contact the Program Department at GSHPA at 1-800-692-7816 if you have questions about your potential role as a Program Aide Mentor.

Sincerely,

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?

Part I

Every girl interested in completing the Program Aide award should begin by taking the Program Aide Self-Study Quiz included in this manual. This quiz will offer Girl Scout Cadettes some basic information about safety, working with younger girls, and leadership style. Once a girl has taken this quiz, she should share the results with her Program Aide Mentor or Support Team and they can discuss the quiz responses in preparation for the role of Program Aide.

Part II

Once she has taken the self-study quiz, a 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 (if possible) hands-on experience. A Cadette may also develop her own activities as long her Program Aide Mentor agrees she will be able to try the activities with her troop of younger girls.

Below is an example of an outline that may be given to a Girl Scout Cadette. 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.

The Leadership Style Mash-Up (a warm-up quiz just for fun)

What kind of leader are you? As a Program Aide, you will be in charge of leading other girls through various experiences. Take the quiz and see what kind of leadership style you use most often. Use this as an opportunity to grow your skills and think about how your leadership style is seen by others. You can improve your leadership skills by learning how to use all of these styles in different situations.

- 1. I feel certain that I can be a leader.**
a) always b) often c) sometimes d) seldom e) never
- 2. I use experience to make plans!**
a) always b) often c) sometimes d) seldom e) never
- 3. I agree with the majority all the time.**
a) always b) often c) sometimes d) seldom e) never
- 4. When I try something new, I'm bubbling over with excitement.**
a) always b) often c) sometimes d) seldom e) never
- 5. I make good decisions!**
a) always b) often c) sometimes d) seldom e) never
- 6. I try out new ideas together with the group!**
a) always b) often c) sometimes d) seldom e) never
- 7. I am relaxed about changing plans in the moment.**
a) always b) often c) sometimes d) seldom e) never
- 8. I make funny comments during group work!**
a) always b) often c) sometimes d) seldom e) never
- 9. I like to talk in front of groups.**
a) always b) often c) sometimes d) seldom e) never

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10. **I'm impatient when the group stops paying attention.**
a) always b) often c) sometimes d) seldom e) never
11. **I come prepared for meetings or events.**
a) always b) often c) sometimes d) seldom e) never
12. **I need the group to understand that I'm in charge.**
a) always b) often c) sometimes d) seldom e) never
13. **I like to feel like I'm part of the group!**
a) always b) often c) sometimes d) seldom e) never
14. **I try to reduce chitchat and gossip in my group!**
a) always b) often c) sometimes d) seldom e) never
15. **I give reasons for any criticisms I need to make!**
a) always b) often c) sometimes d) seldom e) never
16. **I ask the group when decisions are to be made!**
a) always b) often c) sometimes d) seldom e) never
17. **I encourage team work.**
a) always b) often c) sometimes d) seldom e) never
18. **I take the time to explain myself clearly.**
a) always b) often c) sometimes d) seldom e) never
19. **I show up and let the group lead activities.**
a) always b) often c) sometimes d) seldom e) never
20. **I lead because somebody has to do it.**
a) always b) often c) sometimes d) seldom e) never

Score Your Results

Research on leadership styles has evolved over the years. Lewin, Lippitt, and White identified three main styles in 1938 (Autocratic, Democratic, and Laissez-Faire), but throughout the 1900s other theorists have added a few more. The terms for common leadership styles come from psychology, government, and business. We're not using the common terms; for your purposes as a Program Aide, we've created our own terms – think of it as a Leadership Style Mash-up.

A. The Control Freak

The **control freak** typically wants to make all the decisions and does not tend to ask other people for their opinions. Generally, the control freak just wants the meeting or the event to run smoothly. She is often genuinely concerned that everyone is safe and/or having a good time. She may try to take the pressure off of other people by doing most of the jobs herself. However, most people agree this is not a great way to lead others. Other people tend to get frustrated with this kind of leader and they give up. You may be a control freak if you invite other girls to make a craft, but you want them to paint it and cut it exactly like your sample.

B. The Charismatic Leader

The **charismatic leader** is usually energetic and typically believes she can make anything happen with a positive attitude. The charismatic leader is persuasive. She generally thinks she can just share her enthusiasm with others and they too will be enthusiastic. People like being around charismatic leaders because they are confident in their own ability to cheer people up and get people excited. There is nothing wrong with being positive and believing in you! However, a good leader has to believe in the group and provide some guidance. You might find that you need to ask your group questions about what they like in order to get them excited. Start your meetings with a plan, but be ready to include the girls' opinions in your plan. Be flexible, and develop a plan together. Then, once that plan is in place and everyone likes it, you can super charge the group with your enthusiasm and go on to do great things.

C. The Team Lead

The **team lead** likes working with groups of people and appreciates others' opinions. This style, widely known as the democratic form of leadership, is accepted as the ideal leadership style. People who build and lead teams tend to make other people feel valuable. The team lead will stop and ask the group for an opinion pretty regularly;

however, the team leader understands she is still in charge and the final decision is one she will have to make. Girl Scouts of every age appreciate being involved in the decision-making process. By role-modeling team leadership, you are demonstrating the “cooperative” aspects of the Girl Scout program. Note that asking other’s opinions takes some practice. When you are working with Daisy and Brownie Girl Scouts, you can give them limited choices. You might say, “would you like to use the red stickers or the blue ones?”

D. **The Freedom Fighter**

The **freedom fighter** likes to let others make their own decisions. She will give her group a task and then let them decide how to do that task. This leadership style works best when the goal of the task is clear and the people doing it don’t need a lot of supervision. If you were asking a group of teens to make a video with clear guidelines in place, you could explain the task and let them have the freedom to complete it without leading them every step of the way. However, if you’re working with Daisy and Brownie Girl Scouts, supervision is necessary and you will probably need to be involved in any task you assign. In other words, don’t give them a craft or a game to play and then walk away. They will not stay on task. Juniors can have more freedom. They like to make decisions! Just make sure you give some clear guidelines about what you want them to do before you turn them loose. If you are naturally inclined to let others make decisions, carefully consider what you want to get out of an activity and force yourself to give good directions as you introduce the activity.

E. **The Service Leader**

The **service leader** generally believes she is there for the good of the group. She might be like the charismatic leader, positive in her approach and excited by the idea of providing a service to others. However, the service leader still needs to take charge and actively guide others. If a service leader is working with Juniors, she might see herself as more of a big sister. It’s very possible to be an effective service leader when the group you’re leading already has a game plan. For example, if you’re an officer for a school service club and the club has an established agenda (running the same events each year), then you might lead by helping the club stay on track. However, if you are doing something new and you need to establish a new task, you will need to actively lead. This is especially true when a service leader is working with Daisy and Brownie Girl Scouts. You will need to take charge, but remember to include others in the decision-making process.

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Quiz Results:

The Control Freak - mostly A's and some B's

The Charismatic Leader - mostly B's and C's

The Team Lead – mostly A's and C's

The Freedom Fighter – mostly C's and some A's

The Service Leader – mostly B's and some D's

The quiz results are merely an estimate. Like most people, you probably change your leadership style depending on the situation. Just keep in mind there will be times when you need to give more guidance and times when you need to give less. Groups of people respond best when you ask them for opinions and when you are enthusiastic about the project. Consider the strengths and weaknesses of every leadership style and use whichever style meets the needs of the group you're leading.

The Program Aide Self-Study Quiz

Print these Program Aide Self-Study Quiz pages. Then, read the material in this manual and take the quiz, choosing the responses you feel best reflect the right answers to the questions. Share your answers with the Girl Scout adult acting as either the Program Aide Mentor or a member of the Program Aide Support Team and discuss them.

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.
 - d) All of the above.
- 2. The Girl Scout adult or Program Aide Mentor is responsible for:**
 - a) Supervising the PA at all times.

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- 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

1. 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

2. 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

3. It's age-appropriate to ask Brownie Girl Scouts to work in small groups and act out their original ideas?

- a) True
- b) False

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4. **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

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

6. **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.

Please share the results of this quiz with a Girl Scout adult acting as your Program Aide Mentor. Ask her to sign this form and keep this document with your other Program Aide materials.

Your Name (please print): _____

Your Signature: _____ Date: _____

Name of Program Aide Mentor (please print): _____

Signature: _____ Date: _____

- Yes, by signing this form, I verify that _____, has completed her Program Aide Self-Study Quiz. She will begin working with me to meet the remaining requirements for her Program Aide award.

The Girl Scout Leadership Experience

All Girl Scout programs should help girls develop their leadership potential. When planning an activity for girls, keep the Girl Scout Leadership Experience (GSLE) in mind. The GSLE encourages girls to explore the world by engaging them in *three keys* to leadership: discovering who they are and what they value, connecting with others, and taking action to make the world a better place - or simply “Discover, Connect, Take Action.”

In keeping with the *three processes* of leadership, all activities should be girl-led, hands-on, and collaborative. Even younger girls should take an active role in determining what, where, when, why, and how they will structure their activities. Girls should complete hands-on activities to deepen their understanding of a subject, and should share their knowledge, skills, and experiences with one another to contribute to a better environment for everyone in the group.

Basic Safety Information

A Program Aide must always be supervised by a registered, trained, Adult Volunteer serving as a Program Aide Mentor who is familiar with *Volunteer Essentials* and the *Safety Activity Checkpoints*. These comprehensive resources provide information about the Girl Scout organization and detailed safety guidelines. All Girl Scouts are required to follow the information listed in *Volunteer Essentials* and *Safety Activity Checkpoints* located at <http://www.gshpa.org/volunteers.html>.

PROGRAM AIDE “PA” RESPONSIBILITY IN SAFETY:

Girls who learn about and practice safe and healthy behaviors are more likely to establish lifelong habits of safety consciousness. Each PA should:

- Complete a Health History Form (with caregiver’s help) and give it to the Program Aide Mentor.
- Check with the Program Aide Mentor to make sure the activities planned are age-appropriate and safe.
- Identify potential safety risks to activities and decide how to handle them with the Program Aide Mentor (e.g., does your activity require the use of scissors or can you pre-cut the materials?)
- Plan how, when, and where to get help during an activity with the Program Aide Mentor.
- Listen to and follow instructions and suggestions given by the Program Aide Mentor.

WHAT IS A SAFETY ACTIVITY CHECKPOINT?

Safety Activity Checkpoints represent the basic minimums to follow in providing Girl Scout program. There is a *Safety Activity Checkpoint* for each activity a Girl Scout may choose, including Arts and Crafts and visits to Playgrounds. The complete list of *Safety Activity Checkpoints* can be found online at <http://www.gshpa.org/volunteers.html>. A few common examples have been included in this manual for quick reference.

References

The links below will take you to documents stored at www.gshpa.org. Please read these documents to find answers to the remaining quiz questions.

Arts & Crafts: Safety Activity Checkpoints

http://www.gshpa.org/images/sac_arts_crafts.pdf

Playgrounds: Safety Activity Checkpoints

http://www.gshpa.org/images/sac_playgrounds.pdf

Healthy Development in Girls

http://www.gshpa.org/images/healthy_development.pdf

Please provide a completed Healthy History Form to your Program Aide Mentor.

Health History Form

http://www.gshpa.org/images/health_history_girl.pdf

http://www.gshpa.org/images/health_history_girl_eform.doc