

# **PROGRAM AIDE**

**A Workshop for Cadettes earning the  
Program Aide Award**

## **FACILITATOR'S GUIDE**



## CORE TRAINING UPDATE

Girl Scouts of Central Texas has exciting news! All materials for Program Aide Training for Program Aides (PA)s and Volunteers-in-Training (VIT) are now available online! We know our older Girl Scouts have full schedules and we're thrilled to offer girls the opportunity to pursue these leadership opportunities at their own pace. PA and VIT candidates will no longer struggle to fit a council-scheduled training date into their plans. Girl Scouts now have the flexibility to complete the training on their own schedule. If desired, troops or service units may choose to offer this training at a time and location most convenient to you.

All forms are also available online. These developing leaders will be responsible for tracking their progress as PAs and VITs and may coordinate these efforts with their respective troop leaders and service unit leaders.

Girls should complete the PA Completion Sheet and get it signed by their troop leader. The approved form must be provided to the shop upon purchase of the pin.

Pins will be purchased by individuals and girls should be recognized at a troop or service unit recognition event.

This new procedure is designed to promote responsibility and accountability and to make the Girl Scout Leadership Experience even more accessible to every girl.

### **What is a Program Aide (PA)?**

A PA mentors younger girls by sharing skills, testing knowledge, and trying out new leadership roles at troop meetings, day/twilight camp, service unit and/or council events.

### **Program Aide Requirements**

Step One: Complete the Program Aide Core Training

Step Two: Earn on Leader in Action (LiA) Award

Step Three: Work directly with younger girls in a troop, service unit or council setting (Minimum of 6 activity sessions at 1 hour per session)

### **Program Aide Responsibilities**

- Arrange to meet with the leader to plan and discuss how you will work in the troop/group or event
- Attend meetings with assigned troop/group
- Arrange for transportation to and from meetings
- Provide leader with signed permission slip when you travel with the group or are meeting with them
- Create an activity file or notebook for activities
- Maintain a record or log of time spent with the troop/group

### **Key Elements of the Program Aide Workshop**

Program Aides are being prepared to deliver Girl Scout program to younger girls under the supervision of engaged volunteer. Early on, they will be delivering programs that have been designed by adults or more experienced girls.

Program Aides will also be expected to lead appropriate games and songs, using effective teaching methods.

After completing the core workshop, and an internship working with younger girls, Program Aides may begin to plan and design activities for younger girls. Adult volunteers should supervise the planning process to ensure that the activities are safely planned and will include the Girl Scout Leadership Experience for the younger girls participating in the program. Designing high quality activities that meet the standards for Girl Scout programming is not trivial, and most girls will not be able to do this without adult support. Many adults struggle with high quality program design, so it would be unreasonable to expect girls to master this at the age of 12 or 13.

Program Aides will be developing the skills necessary to create and enforce an inclusive, caring environment for the girls they're working with. Special care should be given to keeping an eye out for any exclusionary behavior or favoritism - intentional or unintentional

Topic	Purpose	Suggested	D
Arrival Activity (page 6)	To identify their skills and experiences that will be assets in their PA experience	10 minutes	
Opening (page 6)	Meet the facilitators, set expectations for training	5 minutes	
Warm Up (page 6)	Get acquainted with each other, learn ice-breaker games	15 minutes	
Team Agreement (page 7)	Understand that team agreements can be living documents and that the Girl scout Promise and Law are a kind of team agreement	15 minutes	
Safety Scavenger Hunt (page 8)	Understand PA's responsibility in safety and learn the Safety Activity Checkpoints	20 minutes	
Defining Leadership (page 10)	Create a definition of leadership and demonstrate the qualities of a good leader	30 minutes	
Giving Clear Instructions (page 11)	Identify and practice characteristics of effective instructions	30 minutes	
Girl Scout Processes (page 12)	Review the Girl Scout Leadership Experience and demonstrate examples of the processes	30 minutes	
Age Level Characteristics (page 12)	Gain an understanding of the developmental characteristics of younger girls and identify appropriate techniques to apply to each age-level	30 minutes	
Planning and Leading an Activity (page 13)	Select an appropriate activity for girls. Effectively introduce and lead that activity to the rest of the group	20 minutes	

## Materials

- Name tags
- Post-it notes
- Markers
- Paper/poster to post post-its
- 3 soft things to toss
- Printed Icebreaker instructions from Appendix B
- Poster board
- Copies of Girl Scout Promise and Law (if the girls don't know it)
- Copies of Safety Scavenger Hunt for girls
- *Volunteer Essentials* (either digital or paper copies)
- Safety Checkpoint pages for Outdoor Cooking, Swimming and Climbing (either digital or paper copies)
- Cards with the different leadership types (from Appendix A) on them
- Positive Phrases slips
- Poster with the following listed:  
2 triangles, 4 circles, 3 squares
- Blank paper
- Pencils
- GSLE poster (appendix E)
- 15 outcomes on strips of paper (appendix I)
- 15 outcome examples on strips of paper
- Age Level Characteristics handout for each girl (Appendix F)
- Scenario cards (Appendix G)
- Program Scenarios cards (Appendix H)
- Notecard

Time Required	Activity	Supplies
10 minutes	<p><b>Arrival Activity</b></p> <p>Have a sign posted with arrival/early bird assignment visible from all parts of the room. Post a blank sheet of easel paper on the wall.</p> <p>Have the girls use the post-it notes to write their favorite hobbies or interests.</p> <p>Post these on the easel paper on the wall.</p> <p>Have them also choose what type of leader they are and put a post-it note next to the one (or two) that describes them.</p>	<ul style="list-style-type: none"> <li>• Name tags</li> <li>• Post-it notes</li> <li>• Markers</li> <li>• Paper/poster to post post-its</li> </ul>
5 minutes	<p><b>Opening</b></p> <p>Introduce facilitator(s), perhaps by indicating how you would have answered the “arrival” questions when you were their age.</p> <p>Overview workshop- State: It is assumed all of you are in this workshop to learn how to be an amazing Program Aide ready to work with Daisy, Brownie, and Junior Girl Scouts. Today you’ll be learning about:</p> <ul style="list-style-type: none"> <li>• Making sure everyone feels included</li> <li>• Giving clear instructions</li> <li>• Understanding age-level characteristics</li> <li>• Leading Girl Scout program activities</li> <li>• Managing girl behavior</li> <li>• How to be safe while participating in Girl Scout activities</li> </ul>	
15 minutes	<p><b>Warm Up Icebreakers</b></p> <p>Have the girls go through group juggling and two or three handshakes from the icebreaker activity found in Appendix B.</p> <p>Afterwards, debrief the activity. Ask: Was this fun? Did it help you to get to know each other a little bit? Is it</p>	<ul style="list-style-type: none"> <li>• 3 soft things to toss</li> <li>• Printed Icebreaker instructions from Appendix B</li> </ul>

	<p>important to start with a fun activity to warm up?  Was it easy or difficult? How could you change this game for younger girls? (bigger balls, soft balls, rolling, etc.).  Why do we play icebreaker games?</p>	
15 minutes	<p><b>Team Agreement</b>  Explain the use of the “parking lot:” The workshop has a set amount of time assigned and so you plan to make sure that the agenda is stuck to. Let the girls know that if you feel they are going off on a tangent to the main thrust of the meeting or they have a question not related to the current topic, then they can write the question or idea on a post-it and put it in the parking lot to be addressed later.</p> <p>Ask the girls to think of a group that you’ve been a part of</p> <ul style="list-style-type: none"> <li>• Where everyone helped the team be successful</li> <li>• Where everyone was valued and appreciated</li> <li>• Where everyone had a chance to talk, and the rest of the group listened</li> <li>• Where everyone felt safe, and they could say what was on their mind</li> </ul> <p>How did people act? What did they do to make this team successful? (BRAINSTORM ideas and record on whiteboard or easel pad.)</p> <p><b>Note:</b> It is important to have the girls come up with the majority of the parts of their Team Agreement. However you may want to/need to add to the brainstormed list. Consider the following:</p> <ul style="list-style-type: none"> <li>• We are all responsible for the space – keeping it neat and not damaging anything</li> <li>• Ask questions or write them on sticky notes and put them in the “parking lot”</li> <li>• Treat one another and facilitators with courtesy and respect</li> <li>• We’re here to have FUN</li> <li>• Add any safety rules pertinent to the site as needed</li> </ul> <p>After brainstorming, say: Everyone must be able to agree to the Team</p>	<ul style="list-style-type: none"> <li>• Makers</li> <li>• Poster board</li> <li>• Copies of Girl Scout Promise and Law (if the girls don’t know it)</li> </ul>

	<p>Agreement. If someone can't – and it's o.k. to say so – then more discussion is needed.          Take a thumbs up-down-neutral vote. If a girl votes thumb to the side or down, then take time to praise the girl for voicing her concern and discuss the point/s that she feels unclear about or disagrees with. If a consensus can't be reached, that point should be removed. [Even if this doesn't happen, let them know the process if there had been disagreement.]          Post finalized agreements.</p> <p><b>GIRL SCOUT Promise and Law</b> – Girl Scouts have a set of values that we all share – the GS Promise and Law. Does your troop use the Promise and Law as a behavior guide?</p> <p>Think quietly – which of these laws is the most meaningful or important to you?          Ask for sharing. Why is this law special for you?</p>	
20 minutes	<p><b>Safety Scavenger Hunt</b>  <i>Volunteer Essentials</i> is the basic guide for girls and adults in Girl Scouting. All Girl Scouts are required to follow the information listed in <i>Volunteer Essentials</i>.</p> <p>Program Aide Responsibility in Safety:          Girls who learn about and practice safe and healthy behaviors now are more likely to establish lifelong habits of safety consciousness. Each PA should:</p> <ul style="list-style-type: none"> <li>• Assist the leader in planning for safety</li> <li>• Listen to and follow instructions and suggestions given by the leader</li> <li>• Teach the girls to learn and practice safety skills</li> <li>• Learn to “Think Safety” at all times and to “Be Prepared”</li> <li>• Identify potential safety risks to activities and how to handle them</li> <li>• Know how, when and where to get help when needed</li> <li>• Include <i>Volunteer Essentials</i> as a resource for EVERY planned</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of Safety Scavenger Hunt for girls</li> <li>• Pencils</li> <li>• <i>Volunteer Essentials</i> (either digital or paper copies)</li> <li>• Safety Checkpoint pages for Outdoor Cooking, Swimming and Climbing (either digital or paper copies)</li> </ul>



	<p>activity</p> <p>What is an Activity Checkpoint?  Activity Checkpoints represent the basic minimums to follow in providing a Girl Scout program. There is an Activity Checkpoint guide for each activity a Girl Scout may choose to participate in, including activities such as crafting, fencing, surfing, and visiting a theme park. Activity Checkpoints can be found online at:  <a href="http://www.gsctx.org/adults/volunteers/currentvolunteers/safety-checkpoints">http://www.gsctx.org/adults/volunteers/currentvolunteers/safety-checkpoints</a></p> <p>Volunteer Essentials can be found online at:  <a href="http://www.gsctx.org/adults/volunteers/currentvolunteers/volunteer-essentials">http://www.gsctx.org/adults/volunteers/currentvolunteers/volunteer-essentials</a></p> <p>Review basic safety information: what is <i>Volunteer Essentials</i>? Why is it important to Girl Scouting?  Divide girls into teams to complete the VE scavenger hunt  Go over answers to scavenger hunt. Answer any questions girls may have about the scavenger hunt and where to find information.</p> <p><a href="http://www.gsctx.org/adults/volunteers/currentvolunteers/volunteer-essentials">http://www.gsctx.org/adults/volunteers/currentvolunteers/volunteer-essentials</a>  Have them answer the questions to the Safety Scavenger Hunt, Appendix C</p> <p>Safety Scavenger Hunt Answer Key</p> <ol style="list-style-type: none"> <li>1. C. You always need an adult to be present.</li> <li>2. A. Listen, Understand, Tolerate, Empathize (VE, Chapter 3, Page 44)</li> <li>3. C. Sprinkle the fire with water, then smother it with sand or dirt. (Outdoor Cooking activity checkpoint)</li> <li>4. See VE, Chapter 4, page 56. Answers may include bungee jumping, paintball, trampolining, riding ATVs, etc.</li> <li>5. B. One lifeguard and two adult watchers (Swimming activity checkpoint)</li> </ol>	
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	<p>6. See Outdoor Cooking activity checkpoint. Answers may include: keeping utensils clean; cooking meat thoroughly; refrigerating perishables; using clean water when preparing food; making sure no person with a skin infection, cold, or communicable disease participates in food prep.</p> <p>7. B. Brownies Juniors, Cadettes, Seniors and Ambassadors (Climbing activity checkpoint)</p> <p>Make sure that girls understand what PAs can and cannot do:  Program Aide Dos and Don'ts:  Here are some things a PA can do:</p> <ul style="list-style-type: none"> <li>• Help younger girls</li> <li>• Plan or create activities</li> <li>• Encourage girls to participate and try new things</li> <li>• Teach skills, games, crafts, songs and more</li> </ul> <p>Here are some things a PA cannot do:</p> <ul style="list-style-type: none"> <li>• Provide transportation</li> <li>• Serve as the troop or group First Aider</li> <li>• Sign official forms</li> <li>• Be on the troop checking account</li> <li>• Be counted as the second adult for the troop</li> </ul>	
30 minutes	<p><b>Defining Leadership</b>  Have the girls refer back to their defining what type of leader they are. Remind the girls that each leadership type has its own characteristics and strengths and there is no type that is better than any other.</p> <p>Have the girls split into 6 groups. Each group will get a card with a leadership type on it. Have the girls plan a skit to show the characteristics of their leadership type.</p> <p>Have the girls draw two slips from the Positive Phrases (Appendix D) sheet and integrate them into their skit.</p>	<ul style="list-style-type: none"> <li>• Cards with the different leadership types (from Appendix A) on them</li> <li>• Positive Phrases slips</li> </ul>

	<p>Remind the girls that each type has good characteristics and they should not be negative and rude about the different cards. There may be someone that chose that as their leadership style that would get their feelings hurt.</p>	
<p>30 minutes</p>	<p><b>Giving Clear Instructions</b>  Post the paper that has the shapes listed on it.</p> <p>Ask: When you are in a situation where you do not understand what the instructions are that someone is giving you, how do you feel? Take a few examples.  Say: As you know, giving clear instructions is very important. What are some things you can do to make sure you are giving clear instructions?</p> <p>Let the girls know they will be participating in an activity to practice communicating instructions clearly. Divide the girls into pairs, give them all a piece of paper and a pencil and have them sit back-to-back with their partner. Ask one girl to be the “communicator” and one to be the “listener”. Give the following instructions:  If you are the communicator, then you are to design a picture with the shapes listed, making sure your partner cannot see it. Once you have created your design, try to communicate that design to your partner (the listener) so she can recreate it on her paper. You should not look at what she is doing. She cannot ask questions.  When they have completed this process, they should compare their designs and switch roles.</p> <p>Wrap the activity up with a brief sharing of the successes and frustrations.  Ask: What improvements did you see? What was challenging about this activity?  Discuss methods for handling frustrations. Make sure the following have been mentioned:</p> <ul style="list-style-type: none"> <li>• Calming reassurance that the task IS difficult</li> <li>• Consider changing activities</li> <li>• Offer to help, but don’t do it for them</li> <li>• Offer another method to accomplish the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster with the following listed:  2 triangles, 4 circles, 3 squares</li> <li>• Blank paper</li> <li>• Pencils</li> </ul>

	Remind them that when working with younger girls, they or the girls may experience frustration with an activity or the instructions. Encourage them to use the different methods for handling frustrations.							
30 minutes	<p><b>The Girl Scout Processes</b>  You probably participate in other activities- sports, music, school, church....  What is it that is special about Girl Scouts? What is different about it? (All girls, we plan our activities, girls are in charge, we go camping)  Show the poster of the Girl Scout Leadership Experience. This model is one of the things that makes Girl Scouts unique. Review the model briefly. Explain that we will be focusing on the Girl Scout Processes and how these concepts are used in program planning.</p> <p>All Girl Scout badges, events, trips, programs, etc. are designed around the Girl Scout Leadership Experience (GSLE). The Three Keys to the GSLE are:</p> <ol style="list-style-type: none"> <li>1. Discover- look inward to discover who you are and what you value</li> <li>2. Connect- team up with some of the millions of your worldwide Girl Scout sisters to create a network</li> <li>3. Take Action- get out there and make the world a better place</li> </ol> <p>To make the mentoring process fun for both you and the younger girls, integrate these concepts into the activities you lead:</p> <table border="1" style="width: 100%;"> <tr> <td>Girl Led</td> <td>Girl planning, deciding, leading</td> </tr> <tr> <td>Learning By Doing</td> <td>Active cycle of learning and reflecting; hands-on</td> </tr> <tr> <td>Cooperative Learning</td> <td>Team approach, must rely on others</td> </tr> </table> <p>Ask the girls for examples of when they have used the processes at school or in their Girl Scout troop.  Girl Led is sometimes the trickiest one to identify. How have different girls taken leadership roles today? (came up with ideas, asked questions, encouraged teammates, took notes, included others, thanked others).  Girls will create skits based on the outcome and example they have drawn.</p>	Girl Led	Girl planning, deciding, leading	Learning By Doing	Active cycle of learning and reflecting; hands-on	Cooperative Learning	Team approach, must rely on others	<ul style="list-style-type: none"> <li>• GSLE poster (appendix E)</li> <li>• 15 outcomes on strips of paper (appendix I)</li> <li>• 15 outcome examples on strips of paper</li> </ul>
Girl Led	Girl planning, deciding, leading							
Learning By Doing	Active cycle of learning and reflecting; hands-on							
Cooperative Learning	Team approach, must rely on others							
30 minutes	<b>Age Level Characteristics</b>	<ul style="list-style-type: none"> <li>• Age Level Characteristics</li> </ul>						

	<p>Pass out the Age Level Characteristics sheets to each girl. Have the girls look over the sheet for a couple minutes. Split the girls into groups of 2-3 and pass out the scenario cards. Each group will follow the prompt on the scenario card. Give them 7-8 minutes to brainstorm, then spend the rest of the time presenting each scenario to the whole group.</p>	<p>handout for each girl(Appendix F)</p> <ul style="list-style-type: none"> <li>• Scenario cards (Appendix G)</li> </ul>
20 minutes	<p><b>Plan and Lead an Activity</b>  Remind the girls that they were asked to come prepared to teach a song or a game. Divide the girls into groups again, this time into 3-4. Every girl must take part in the teaching. Explain to them that they will work in their groups to prepare a song or game to present to the rest of the group, based on the program scenario they are given. They'll need to decide on a game/song/activity that best fulfills the request of the scenario. Give the girls 10 minutes to prepare and practice, then have them teach the rest of the group their game or activity. Have the girls write the instructions for the activity or the lyrics for the song on a notecard so that when they go out and work with younger girls, they have some ideas of activities to do.</p>	<ul style="list-style-type: none"> <li>• Program Scenarios cards (Appendix H)</li> <li>• Notecards</li> <li>• Pencils</li> </ul>

## Appendix A: What Type of Leader Are You?

Leaders are people who inspire others to bring about change or to get something accomplished. Leadership isn't confined to elected officers. At different times and in a variety of situations, everybody has the opportunity to be a leader. Leaders possess a variety of talents, skills, and traits that are not the same for each leader. Everybody has leadership potential in one situation or another.

Leadership often depends on several things- what must be done, the situation, and what people expect. Each of us, at one time or another, is likely to be in the position of leading a group.

Leaders often take on various roles. The roles they assume may change with time and circumstances and the people with whom they work. Some of these roles are:

**Director**- Tells others what to do

**Mediator**- Calm, objective, sensible

**Dreamer**- Uses vision and ideas to inspire others to act

**Producer**- Produces ideas and solutions

**Negotiator**- Works out agreements and partnerships

**Motivator**- Excites, encourages others to act.

## Appendix B: Ice Breaker 1- GSCTX Handshakes

Find someone you don't know .Demonstrate one of the following handshakes with them and introduce yourself. Trade partners and choose another handshake.

<p><b>Girl Scout/Girl Guide Handshake-</b> Shake left hands while making the Girl Scout sign with your right hand. This handshake is used by Girl Scouts and Girl Guides around the world.</p>	<p><b>Cow Handshake-</b> One person interlaces her own fingers with thumbs up and flips her hands over so her thumbs are pointed down. The other person "milks the cow" by holding the first girl's thumbs.</p>
<p><b>Lumberjack Handshake-</b> Stick your thumb up and have your partner grip your thumb in her palm and stick her thumb up. .Now you grab her them and stick your thumb up. This creates a "thumb stack". Move your hands back and forth like a saw cutting down a tree.</p>	<p><b>Mistake Handshake-</b> Begin to give each other a high five, but miss hands and reach beyond hands towards your partner's shoulder. Reach over their shoulder and pat her on the back.</p>
<p><b>Salmon Handshake-</b>Face your partner and motion like you are casting a fishing rod. Have your right hand clasp the forearm of your partner, which sounds like a fish flapping out of water.</p>	<p><b>Crab Handshake-</b> Stand in front of your partner, but just to your partner's left. Step forward with your left foot and reach with your right hand under your leg to shake hands with your partner.</p>

## Ice Breaker 2- Group Juggling

Stand in a circle with one ball. Pass the ball to someone across the circle, saying her name. That person should pass it to someone who has not gotten the ball yet, and so on. Eventually the ball will come back to you. Have each girl remember who she got the

ball from and who she threw it to. Throw the ball again, in the same order, but faster. Add a second ball, and then a third. Usually three balls are enough to get everyone laughing.



## Appendix C: Safety Scavenger Hunt

Circle your answer choice

Use *Volunteer Essentials* and the Activity Checkpoints to find your answers!

1. What activities can a Program Aide do without adult supervision?
    - a. Crafts and Games
    - b. Songs
    - c. Nothing, you always need an adult to be present
    - d. Taking the girls on a hike
  2. The acronym LUTE stands for:
    - a. Listen, Understand, Tolerate, Empathize
    - b. Leaders Using Teen Experts
    - c. Learn, Understand, Talk it out, Engage
    - d. Looking Underneath Teenagers' Expressions
  3. How do you put out a fire?
    - a. Dump a bucket of water on the fire
    - b. Spread the wood out into a thin layer rather than pile
    - c. Sprinkle the fire with water or smother it with sand or dirt
    - d. Nothing. The fire will naturally die down after a few hours
  4. What are two activities that Girl Scouts are not allowed to participate in?  
\_\_\_\_\_ and \_\_\_\_\_
  5. How many adult "watchers" and lifeguards are needed to take a group of 15 Brownies swimming?
    - a. 1 adult "watcher" and 1 lifeguard
    - b. 2 adult "watchers" and 1 lifeguard
    - c. 1 adult "watcher" and 2 lifeguards
    - d. 2 adult "watchers" and 2 lifeguards
  6. What is one health consideration that must be practiced when preparing food?
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7. What age groups of girls can go rock climbing?
    - a. Cadettes, Seniors, Ambassadors
    - b. Brownies, Juniors, Cadettes, Seniors, Ambassadors
    - c. Juniors, Cadettes, Seniors, Ambassadors

d. All Girl Scout levels

## Appendix D: Positive Phrases

You're a good thinker  
You're making progress  
You are so responsible  
It's OK to try new things  
It's OK to disagree  
I'm glad you're here  
You make me happy  
That's good work  
You are very sincere  
I enjoy your company  
That's sweet of you  
You did a great job  
That shows though  
That was done well  
That's an excellent idea  
That's interesting  
Show us how  
That's very good  
You're doing fine  
I like that  
You catch on quickly  
Well thought out

You're doing better  
You do it very well  
I'm proud of you  
That's very imaginative

That's clear thinking  
What a great idea  
Let's what her do it  
It was nice of you to help  
I knew you could do it  
You're getting better  
Let's do it this way  
Here's another way  
Let's be quiet  
Please sit down  
Quiet please  
Listen up  
Time out  
She's also right  
You're doing great  
Super  
Good work  
Let's talk  
How nice  
Thank you

## Appendix E: GSLE Poster



## Appendix F: Characteristics of Girls at Different Ages

	5 to 6 Year Olds (Daisies)	6-8 Year Olds (Brownies)	9-10 Year Olds (Juniors)
Physical	<ul style="list-style-type: none"> <li>• Good appetite</li> <li>• Learns by using senses: touch, smell, taste, hear and see</li> <li>• Developing eye-hand coordination</li> <li>• Toilet trained, but may have accidents</li> <li>• Fine muscle coordination not fully developed</li> </ul>	<ul style="list-style-type: none"> <li>• Big appetite</li> <li>• Better muscle coordination</li> <li>• Able to work longer</li> <li>• Detailed small motor, eye-hand coordination activities</li> <li>• Ready for more complex physical activities</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning stages of puberty</li> <li>• Changes in muscles, organs, appearance</li> <li>• Hand-eye coordination developed skilled in manual activities</li> <li>• Differences in individual abilities appear</li> </ul>
Intellectual	<ul style="list-style-type: none"> <li>• Short attention span</li> <li>• Some abstract thought beginning</li> <li>• Can print some letters/numbers</li> <li>• Center their ideas around themselves</li> <li>• Ask why a lot</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing attention span</li> <li>• Developing language; heard, spoken, written</li> <li>• Differentiate between fact and fantasy</li> <li>• More able to see another's viewpoint</li> <li>• Learn by experience</li> <li>• Very imaginative</li> </ul>	<ul style="list-style-type: none"> <li>• Increased ability to use ideas, imagine, plan, solve problems</li> <li>• Difficult to teach</li> <li>• Follow through to complete tasks</li> <li>• Seeks more challenging projects</li> </ul>
Social	<ul style="list-style-type: none"> <li>• Mainly concerned with self</li> <li>• Seeks adult approval</li> <li>• Enjoys the family</li> <li>• Needs adults to help make friends</li> <li>• Slowly learns to play with one or two others</li> </ul>	<ul style="list-style-type: none"> <li>• Group participation</li> <li>• Seeks approval of other children</li> <li>• Wants to assume responsibility</li> <li>• Becomes independent of adult with other children</li> <li>• Learns to get along without always demanding own desires</li> </ul>	<ul style="list-style-type: none"> <li>• Independent</li> <li>• More interested in approval of peers than of adults</li> <li>• Follows fads</li> <li>• Thinks about how other people will react to what they do</li> </ul>
Emotional	<ul style="list-style-type: none"> <li>• Easily hurt by criticism</li> <li>• Cooperative</li> <li>• Friendly and helpful</li> <li>• Have occasional tantrums</li> <li>• Serious</li> </ul>	<ul style="list-style-type: none"> <li>• Needs lots of praise and encouragement</li> <li>• Sometimes silly, sometimes serious</li> <li>• Shows emotions freely</li> </ul>	<ul style="list-style-type: none"> <li>• Changes moods restrain their emotions</li> <li>• Consider the feelings of others</li> </ul>

## Appendix G: Program Scenarios

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Programs offered through Girl Scouts of Central Texas are typically about two hours long. Each program usually consists of two activities, a craft and a snack.

You are planning an "Under the Sea" program for Girl Scouts. As a group, decide on some appropriate activities for each Girl Scout age level to coordinate with this theme.

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Programs offered through Girl Scouts of Central Texas are typically about two hours long. Each program usually consists of two activities, a craft and a snack.

You are planning a "Spring Fling" for Girl Scouts. As a group, decide on some appropriate activities for each Girl Scout age level to coordinate with this theme.

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Programs offered through Girl Scouts of Central Texas are typically about two hours long. Each program usually consists of two activities, a craft and a snack.

You are planning a "Beach Party" for Girl Scouts. As a group, decide on some appropriate activities for each Girl Scout age level to coordinate with this theme.

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Programs offered through Girl Scouts of Central Texas are typically about two hours long. Each program usually consists of two activities, a craft and a snack.

You are planning an "Circus Day" program for Girl Scouts. As a group, decide on some appropriate activities for each Girl Scout age level to coordinate with this theme.

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## Appendix H: Program Themes

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You are volunteering as a Program Aide during a program. You are in charge of the craft activity. You have already explained the directions and you notice two Brownies arguing over craft supplies that they should be sharing. Their Girl Scout leader is busy helping another Brownie and does not see what is happening. What would you do?

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You are volunteering as a Program Aide during a program. You are in charge of the dance activity. You have explained the dance steps and the music is playing, but nobody is participating in the dance. What would you do?



You are volunteering as a Program Aide during a program. You are placed at the game station, along with another staff member who is an adult. The staff member is helping a Girl Scout leader with another issue and 25 girls are waiting to get started with the game. What would you do?

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You are volunteering as a Program Aide during a program at camp. You are in charge of the game activity. While the group is outside the lodge playing the game, it begins to rain. What do you do?

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## Appendix I: GSLE Strips

Girls develop a strong sense of self	I feel comfortable expressing my opinions
Girls develop positive values	I know the difference between right and wrong
Girls gain practical life skills	I learned how to tie knots at camp
Girls seek challenges in the world	I am brave enough to go on the high ropes course
Girls develop critical thinking	I can help figure out what a group is missing
Girls develop healthy relationships	I work with my school and parents equally
Girls promote cooperation and team building	I can lead a group in an activity
Girls can resolve conflicts	I know how to be a mediator between people
Girls advance diversity in a multicultural world	I encourage people of all different types to get involved
Girls feel connected to their communities, locally, and globally	I participate in service projects with my community
Girls can identify community needs	I meet with my community leaders to give ideas
Girls are resourceful problem solvers	I reuse objects to help fix a problem
Girls advocate for themselves and others, locally and globally	I organize a group to find a solution for a problem in my community
Girls educate and inspire others to act	I stand up for no bullying in my school
Girls feel empowered to make a difference in the world	