



**teens lead**

**Volunteer-in-  
Training  
Leadership  
Journal**

**What is a Volunteer-In-Training (VIT)?**

The Volunteer-in-Training (VIT) award is for Girl Scout Seniors and Ambassadors who would like to mentor a Girl Scout Daisy, Brownie, Junior or Cadette group outside of the camp experience. If a girl has completed 9th grade, she is eligible to earn this award.

**Requirements**

1. Find a mentor volunteer, e.g., a Troop Leader or other current Adult Volunteer, for the age group you'd like to work with.
2. Complete today's Leadership Course.
3. Create and implement a thoughtful program based on a Journey or badge. You'll be responsible for designing, planning, and evaluating the activities.

**Responsibilities:**

- Mentor Daisies, Brownies, Juniors or Cadettes outside of the camp experience.
- Work with the program/event director in developing program activities/workshops based on a Journey or badge that lasts four or more sessions.
- Be responsible for designing, planning, delivering, and evaluating the activities/workshops.
- Attend today's training.
- Arrive promptly to your assigned work area.
- Carry out duties as assigned by the lead advisor/program manager.
- Present a neat appearance in accordance with dress code.
- Be prepared for unexpected situations.
- Assist staff in greeting and placing girls in groups as needed.
- Complete all other duties as assigned.

**Before Meeting your girls for the first time**

Girl Scout Slogan: Be prepared! By completing this course, you've already off to a great start. You can also:

Make copies of the materials you want the girls to see.

Decide ahead of time which decisions you want to include the girls with.

Practice your introduction and presentation a few times, to work out the kinks.

**At the meeting:**

- Introduce yourself and the activities you'd like to lead. Tell them why you're excited about working with them, and why you chose these activities.
- Pass out any materials / copies you brought, and present the information to them. Remember that your enthusiasm is a major selling point to get the girls excited too.
- Be sure to include the girls in the discussion as much as possible, and let them make choices. If you have a couple of badges you want them to choose from, lead them in a discussion, then let them decide from the options you've offered. (it's perfectly fine to set limits on the choices).
- Once the important decisions are made, thank the girls for their participation, and tell them you're excited to get started. Set a date for the next meeting, and tell them what you'd like them to do before then, e.g., read the badge requirements.

## Next Steps

What age girls would you like to work with?

Are there specific activities you are interested in leading? If so, what kinds of things would you like to do?

You can work with girls in several ways. You can find information on the Girl Scout website ([www.gsctx.org](http://www.gsctx.org)) or from your adult volunteers about some of the ways you can connect with younger girls.

Day Camps

Troop meetings with younger troops

Badge or other activity workshops

Community Camps

Service Unit special events

### Meeting the Girls

Now that you have a list of the levels and activities you'd like to lead, you're ready to approach the girls and Troop Leaders.

"Where can I find a group to work with?" Network! This is the foundation of the Girl Scouts concept of "Connect". Remember, you can work with the following four Girl Scout levels: Daisies, Brownies, Juniors, or Cadettes.

#### ***A couple of places to begin your search:***

- Girls in your troop may have sisters in a younger troop. Check to see if they're interested.
- Call some of your past Troop Leaders (they'll be thrilled to hear from you). Thank them for their support when you were younger, and ask if they still work with younger girls. If so, then explain your new VIT role.
- Serve as a Program Aide for a big event, and meet some of the Troops in your area, e.g. Mall Madness, Haunted Stroll, Ready Set Jet, etc.
- Ask the Council office in your area to connect you with the Troops in your area.
- And...what are some of YOUR ideas for finding a group to work with?

## Girl Scout Values

### Girl Scout Promise

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

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

### Girl Scout Law

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

## Key Concepts

### The Girl Scout Leadership Experience

All Girl Scout badges, events, trips, programs, etc. are designed around the Girl Scout Leadership Experience (GSLE). The Three Keys to the GSLE are:

**Discover** – look inward to discover who you are and what you value.

**Connect** – team up with some of the millions of your worldwide Girl Scout sisters to create a network.

**Take Action** – get out there and make the world a better place!

**Good News!!** The Journey Guide Books and Girl Guide to Girl Scouting handbooks have already integrated these Three Keys into the activities and badge requirements, so you simply need to follow the explanations & directions provided in the books.

### Make it Fun!!

As one big group, brainstorm the following:

- Give some examples of some fun & exciting classes, events, projects, etc. that you've been involved with.
- What made these events fun?
- Did the teachers / adults also seem to have more fun?
- You'll probably notice that the events included some of the characteristics listed below. To make the Mentoring process fun for both you and the younger girls, integrate these concepts into the activities you lead:
  - **Girl Scouts is Girl-led** – when possible, let the girls discuss the options and make decisions, For example, each badge offers choices about how you'll earn it. Explain the pros & cons of each option with your group, then make a decision together.
  - **Girl Scouts is Cooperative** – make sure everyone is involved. It's common for one or one or two confident girls to control the discussion. Watch out for that, and be sure to pull the shy girls into the conversation.
  - **Girl Scouts Learn by Doing** – just sitting and listening is boring! Like yourself, the girls prefer to be an active part of the process, and it will be a lot easier and more fun for YOU if you let the girls share the work. Then, once you've completed an activity, reflect on what you've learned with the girls, and how you'll apply the lessons in the rest of your life.

## Activity Planning Chart

<b>Who</b> (Target Audience)	
<b>What</b>	
<b>Where</b>	
<b>When</b>	
<b>Timeline to Prepare</b>	
<b>Safety considerations</b>	
<b>What supplies are needed?</b>	
<b>Steps of the activity</b>	
<b>Who will lead each part</b>	
<b>Debrief of participants</b>	
<b>Feedback by partners</b>	

## Leadership Characteristics

Sometimes you hear people say that someone is a “born leader” but anyone can learn leadership skills and improve their natural leadership gifts.

What are some of the things that good activity leaders do?

### Planning Ahead

- Think ahead to what your next activity might be
- Keep the pace moving—don’t give the kids a chance to get bored
- Have more activities ready than you have time for
- Be ready to switch the activity if it’s not going well

### Be a Team Player

- Work as a team with other leaders and share responsibilities
- Notice what needs to be done and offer to help before being asked
- Offer suggestions or corrections in a tactful way
- Accept suggestions and ideas from others
- Wait to speak until others are finished

### Model Positive Behavior

- Help the group control put-downs, ridicule, gossip and other demeaning behavior
- Acknowledge ideas and efforts by thanking people in front of the group
- Explain the reasons for rules so girls understand why these are in place.
- Model enthusiasm and interest in the activities

### Leading Activities

- Project your voice so all can hear, speak distinctly
- Make eye contact when talking to someone or a group—bend knees when talking to smaller girls
- Break instructions into steps
- Demonstrate skills in addition to describing them
- Ask questions of girls make sure they understand
- Encourage girls to keep trying, recognize their efforts

## The Girl Scout Processes

What are some ways to make an activity **Girl-Led**?

What are some ways to make an activity **Learning-by-Doing**?

How do you know when an activity involved is **Cooperative-Learning**?

### Include Everyone

- Know who the kids are in your group and use their names
- Ask girls to share their ideas
- Ask shy girls easy questions with no wrong answer like “what’s your favorite animal?” “what did you think was the best part?”
- Notice when some girls are not involved and invite them to join in
- Give attention to all the girls – doesn’t play favorites
- Chat or play with girls between activities
- Assign kids be partners with someone

What other leadership qualities or practices can you think of?

Which ones do you think are most important?

# Characteristics of Daisies

Grades K & 1 / ages 4 & 5 years old

Overall, Daisies are a lot of fun to work with, but require a lot of energy and patience. Beware of choosing Daisies simply because “they’re so cute!”

When working with Daisies, plan on having more meetings, of shorter durations, with a lot of activities within each meeting.

## Teaching tips for Daisies

- Change activities often, and include a lot of group games & activities.
- Include plenty of opportunities to move around
- Give tons of encouragement.
- Give very specific directions for every step, with periods of rest.

Daisies are just learning how to read, you’ll have to do a lot of explaining, and repeating.

Emotional	Social	Physical	Intellectual
<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> </ul> <p>Serious</p>	<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> </ul> <p>Slowly learns to play with one or two others</p>	<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> </ul> <p>Fine muscle coordination not fully developed</p>	<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> </ul> <p>Ask why a lot</p>

## If you prefer a combination of a specific badge within one of the wider Journey themes:

Look at the chart of badges from the GG to GS. Under the “Skill building” group in the middle of the page.

Each of the Journey themes offers the opportunity to earn 5 badges, for a total of 15 choices!

Each of these badges also requires 5 steps, with 3 choices to each step.

The “Skill building” badge requirements must be purchased separately (\$4 for all 5 badge requirements within a set). The badge requirements for the Skill building badges are NOT in the GG to GS, nor in the Journey books.

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Girl Scout level I’d like to work with:	Name of Journey series or badge I’d like to lead

## About Me– What am I Passionate About?

### As a VIT, I would like to (check one):

Lead discussions and activities with one of these themes: Community Service, Self-Esteem, or Environment & Ecology.

Help the girls earn a specific badge in a wider variety of topics.

A combination of both.

**Which of these activities do you enjoy?** Don't worry about whether or not you're an expert – your enthusiasm is more important than your expertise

Circle all that apply:

**Once you've completed questions 1 and 2, look at the next page to see where to focus your attention.**

Science, Tech, Engineering, and Math	Girl Scout Activities and traditions	Citizenship & Government
First Aid	Sports & athletics	Cookie Sales
Financial Literacy	Building Skills	Arts & Crafts

### If you prefer to lead discussions & activities with a wider theme:.

You may want to focus on the Journeys series:

***It's Your World – Change It!*** focuses on Community Service

***It's Your Story – Tell It!*** focuses on Self-esteem

***It's Your Planet*** – Love It! focuses on the Environment and Ecology.

You'll only need to work from one book and the accompanying Guide Book (\$15 for the combo). Check to make sure that the Troop you'll work with is using the same series.

### If you prefer to help the girls earn a specific badge:

Look at the chart of badges from the GG to GS – you have plenty of choices!

Each Girl Scout level offers 7 Legacy Badges (top of the page), 1 or 2 Cookie Business badges, and 2 or 3 Financial Literacy badges (bottom of the page).

Each badge has 5 steps, and each step offers 3 choices for completion.

The requirements for these badges are included in the GG to GS for each level.

You may want to purchase the GG to GS for the level you're mentoring, which costs \$22.50 from the Council Shop.

## Characteristics of Brownies

Grades 2 & 3 / ages 7 & 8 years old

Brownies, like Daisies, have short attention spans and need a lot of social interaction. However, Brownies have been in school long enough to understand how to follow directions, and how to get along with the other girls in social situations, e.g., Troop meetings.

Keep in mind that the first graders - second graders are just learning how to read, so expect a lot of variation in reading and writing skills.

### Teaching Tips for Brownies

- Change activities often, and include a lot of group games & activities.
- Include plenty of opportunities to move around
- Give tons of encouragement.

Although some of the girls may be good readers continue to give verbal instructions to the group as a whole, so no one is left out or embarrassed.

Emotional	Social	Physical	Intellectual
<ul style="list-style-type: none"> <li>• Needs lots of praise and encouragement</li> <li>• Sometimes silly, sometimes serious</li> </ul> <p>Shows emotions freely</p>	<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> </ul> <p>Learns to get along without always demanding own desires</p>	<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> </ul> <p>Ready for more complex physical activities</p>	<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> </ul> <p>Very imaginative</p>

# Characteristics of Juniors

Grades 4 & 5 / ages 9 & 10 years old

Juniors are often experienced students, solid readers, and well-socialized, i.e., often times much easier to work with than Daisies or Brownies. At this age, you begin to see glimpses of the adults they'll become.

They're also old enough now to recognize the difference between a Teen Mentor and the other authority figures in their life, e.g., teachers, parents, etc. They may alternate between seeing you as the coolest person in the world, and challenging your directions.

### Teaching Tips for Juniors

Juniors are old enough to know their likes and dislikes, and want to have a voice in decision making.

Remember the "Girl-led" process, and include the Juniors in discussions, brain-storming sessions, and making choices.

The girls are still very social, so be sure to integrate "Cooperative Learning" into the activities.

Maintain your poise, and don't let the girls make you feel frustrated.

Feel free to ask for the Troop Leader to help in keeping the girls focused. In return, be open to their advice for working with the group.

Emotional	Social	Physical	Intellectual
<ul style="list-style-type: none"> <li>Changes moods re-strain their emotions</li> </ul> <p>Consider the feelings of others</p>	<ul style="list-style-type: none"> <li>Independent</li> <li>More interested in approval of peers than of adults</li> <li>Follows fads</li> </ul> <p>Thinks about how other people will react to what they do</p>	<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> </ul> <p>Differences in individual abilities appear</p>	<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> </ul> <p>Seeks more challenging projects</p>

# Characteristics of Cadettes

Grades 6 to 8 / ages 11 & 12

Cadettes are closer in age to you than the other Girl Scout levels, and may have sisters your age (or older!). As a result, their behavior may tend towards extremes, e.g., blatant disrespect or complete cooperation. Don't take it personal.

Cadettes are also undergoing major changes physically, emotionally, and socially – it's a very tough, confusing time for them. Some of these changes include:

- Thinking through adult issues although they are not fully matured.
- Experiencing physical changes that can be very confusing
- Experiencing personality and character formation
- Dealing with increasing academic and moral pressure
- Forming values

Very impressionable and still accept adults as models for lifestyle and values – though they may be embarrassed to admit this.

### Teaching Tips for Cadettes

Stay poised and friendly, YOU set the tone, i.e., don't react to their goading, rather, lead the group towards respectful, cooperative behavior.

Emotional	Social	Physical	Intellectual
<ul style="list-style-type: none"> <li>Curious about relationships and other adult topics</li> </ul> <p>May feel more comfortable approaching you instead of their parents</p>	<ul style="list-style-type: none"> <li>Enormously sensitive to peer opinions &amp; pressure</li> </ul> <p>May resist being seen as a "teacher's pet" and be purposefully disrespectful</p>	<ul style="list-style-type: none"> <li>Bullying</li> </ul> <p>Physical changes that may be confusing</p>	<ul style="list-style-type: none"> <li>Dealing with increasing academic and moral pressure</li> <li>Forming values</li> <li>Very impressionable</li> </ul> <p>Get drawn into drama</p>