Inquiries regarding this manual should be addressed to:
Volunteer Learning Department
Girl Scouts of Western Washington
601 Valley St, Seattle, WA 98109-4229
or (206-826-2182)

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GIRL SCOUTS OF WESTERN WASHINGTON
# Table of Contents

**Using This Manual and Other Resources** ..........................  Page 1-2
  - The Manual
  - Symbols
  - Support Materials

**Overview Program Aide 1** .............................................  Page 3
  - Purpose
  - Goals

**After Your Workshop is Complete** ..................................  Page 4

**Modules, Steps & Instructional Strategies** ...........................  Page 5-27
  - Module One: Getting Ready ........................................  pages 6-14
  - Module Two: Girl Scout Fundamentals ............................  pages 15-16
  - Module Three: Communications ....................................  pages 17-21
  - Module Four: Teaching Strategies .................................  pages 22-24
  - Module Five: Closing ..............................................  pages 25-27

**Appendix** ........................................................................  pages 28-29
**USING THIS MANUAL AND OTHER RESOURCES**

**SYMBOLS**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
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<tbody>
<tr>
<td>⏰</td>
<td>Timed activity</td>
</tr>
<tr>
<td>🕒</td>
<td>Recommended number of people in a small group activity (number changes)</td>
</tr>
<tr>
<td>📝</td>
<td>Handout separate from workbook</td>
</tr>
<tr>
<td>📚</td>
<td>Refers to a specific page in the workbook</td>
</tr>
<tr>
<td>📇</td>
<td>Post chart or information on easel.</td>
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<tr>
<td>🎧</td>
<td>Music used or singing is involved</td>
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</tbody>
</table>

**SUPPORT MATERIALS**

★ **Supply Kits** - Each regional office has been provided with a kit which includes supplies needed to conduct this workshop. In order to keep the supply kits maintained, after conducting a course, the facilitator is asked to turn in a checklist (to their local regional office) which indicates supplies that need to be replaced.

★ **Workbook** - Most of the pages included are used during the workshop. Once you know the number of participants registered for your class, you should call your regional office to insure that the workbooks and supply kit will be available.

★ **Equipment** - We attempt to schedule courses at sites that have all the equipment required to conduct the course. Often, however, a site does not have everything.
necessary. If that is the case, check with your Regional Office and/or the Volunteer Learning Department to obtain the equipment you may need.

**MATERIAL AND EQUIPMENT CHECK-LIST**

**Contents of Supply Kit (Non-consumable)**
- 3 items to juggle
- Promise, Law and Mission envelopes
- Foam shapes & Question Cards
- Scenario Cards
- Deck of cards
- Characteristics & Teaching Tips Cards
- Copy of Workbook and Facilitator Manual

**Content of Supply Kit (Consumable)**
- Markers
- Pens
- Masking tape
- Name tags
- Sticky notes (Post-Its)
- Box of crayons

**Preprinted Charts** (made by Facilitator)
- Early Bird/Arrival Assignment
- Plan for the Workshop

**PA-Cadette Workbooks**

**Equipment**
- Easel stand and easel pad
- (Optional) Portable Stereo if you want background music prior to the start, and/or during work sessions.
- Teen friendly music

**Note:** It is important that you notify your regional office when consumable materials in the supply box are getting low or outdated.

**End - Using this Manual and other Resources**
OVERVIEW OF PROGRAM AIDE FOR CADETTES

Participation in *Program Aide Workshop for Girl Scout Cadettes.*

**PURPOSE**

The purpose of this workshop is to provide participants with the skills they will need to be successful Program Aides at the Cadette level.

*We want each girl to leave this session feeling confident about working with Daisies and Brownies.*

**GOALS**

We want the participants to:

★ Perfect their Welcoming Attitude
★ Use the Girl Scout Fundamentals
★ Communicate Clearly
★ Understand Age Level Characteristics
★ Teach an Activity
★ Evaluate and Celebrate

End – Overview of Program Aide Workshop for Girl Scout Cadettes
AFTER YOUR WORKSHOP IS COMPLETE

1. Send the Volunteer Learning Registrar:
   ★ A list of those who attended the session. Use the printed roster if this session has been coordinated through the council office. Otherwise, a local roster with complete girl contact information should be included. Sending a roster insures girls get credit for completing the workshop.
   ★ Participant evaluations
   ★ Facilitator evaluation - One from each facilitator
   ★ Reimbursement request (if applicable)

2. Be sure all the materials are returned to the supply kit including activity cards (in correct envelopes and baggies) and other materials used during the workshop. Return the supply kit, materials and equipment to the place where you picked them up. Let the Regional or Council office know if anything needs replacing or repair.

   End – After Your Workshop is Complete
## INSTRUCTIONAL STRATEGIES

### MODULE ONE: GETTING READY (30 MIN)

- **Step One:** Set Up .................................................. Page 6
- **Step Two:** Greeting and Early Bird ....................... Page 7
- **Step Three:** Welcome .............................................. Page 8-9
- **Step Four:** Getting Acquainted .......................... Page 10-11
- **Step Five:** Safety .................................................. Page 12-14

### MODULE TWO: GIRL SCOUT FUNDAMENTALS (22 MIN)

- **Step One:** The Promise and Law Activity .... Page 15-16

### MODULE THREE: COMMUNICATIONS (43 MIN)

- **Step One:** Giving Clear Instructions ........ Page 17-18
- **Step Two:** Powerful Communications ........ Page 19-21

### MODULE FOUR: TEACHING STRATEGIES (65 MIN)

- **Step One:** Understanding The Girls ........ Page 22
- **Step Two:** Teaching Activity .......................... Page 23-24

### MODULE FIVE: CLOSING (20 MIN)

- **Step One:** Evaluation .......................................... Page 25-26
- **Step Two:** Celebrate! .......................................... Page 27

### APPENDIX
**MODULE ONE: GETTING READY - 30 MINUTES**

**Primary Purpose:** To set a Welcoming and Friendly Tone for the course.

**STEP ONE: SET UP**

Objectives:
- Establish a welcoming atmosphere.
- Be fully prepared for the workshop prior to the arrival of the girls.

1. **Room Set-up** - It is extremely important to set a welcoming tone by making the environment as teen-friendly as possible.
   - Set the chairs in a circle if at all possible. Set a Program Aide Workbook and post-it notes on each chair.
   - Make the easel visible with arrival/early bird assignment from all parts of the room.
   - Have a portable stereo and teen friendly music available.
   - Post a blank sheet of easel paper on the wall.

**Preprinting**

**Early Bird / Arrival Assignment**

On post-it notes write:
1. Your prior experience working with younger children (babysitting, church, Girl Scouts).
2. Your favorite hobby or interest.

Post these on the easel paper on the wall.

**Workshop Overview**

- Welcoming Attitudes
- Girl Scout Fundamentals
- Communicating Clearly
- Characteristics of Daisy and Brownie age girls
- Teach an Activity
- Evaluate and Celebrate

End Step One of Module One: Set Up
STEP TWO: GREETING

Objectives - Girls will:
- Feel welcome.
- Begin identifying the knowledge and skills they bring to being a Program Aide.

NOTE: If this workshop is being conducted as part of a Day Camp then your Welcome and Greeting might be different. Contact the girls in your unit before camp and introduce yourself and let them know what to expect.

1. Arrival of Girls
   - Have teen friendly music playing as the girls arrive.
   - Greet girls as they arrive by saying, “Hello,” and introducing yourself.
   - Ask girls to check-off their name on the sign-in sheet. Indicate where the girls should sit.

2. Arrival (Early Bird) Activity
   - Point out the assignment on the easel and suggest they get started.

Note: If you do not have a co-facilitator, then try to have one other person available at the start who can either be the greeter, or available to help the girls get started on the early bird activity.

End Step Two of Module One: Greeting
STEP THREE: WELCOME

Objectives - Girls will:
- Meet the facilitators
- Clarify logistics
- Demonstrate interest in the workshop by asking questions

Note: Always start on time. Have your co-facilitator or assistant continue to greet late comers and help them to get seated without too much attention being drawn to them. Turn off the music before beginning.

1. Facilitator Introductions (1 Min)
   ★ Introduce selves - perhaps by indicating how you would have answered the “arrival” question when you were their age.

2. Logistics (1 Min)
   ★ Review meeting space layout, location of bathrooms.
   ★ Remind girls that cell phones should be off for the duration of the workshop - it’s only three hours and they can check for messages during the break.
   ★ Make sure everyone has a Program Aide Workbook. Have the girls put their names on the front cover.

3. Workshop Overview (3 Min)
   ★ Overview - State: It is assumed all of you are in the workshop to learn how to be an amazing Program Aide ready to work with Daisy and Brownie Girl Scouts. We are here to learn & to have fun!
   ★ Point out the posted easel paper with their experience and interests Post-It notes they put up during the Early Bird Activity. Read a few of the Post-Its out loud. Then write the word “SKILLS” at the top.
   Make the point that they have come to this workshop with many skills already and that they will be expanding on those skills today.

Continued on next page
★ Reveal the preprinted “plan for the workshop”:
  {Note to Facilitators: “workshop objectives” is not a term that will resonate with girls.}
  o Welcoming Attitudes and why they are important
  o Girl Scout Values - the basics of who we are
  o Communicating Clearly with young girls, peers and adults
  o Characteristics of Daisy and Brownie age girls
  o Teach an Activity - we will explore good techniques and practice a little.
  o Evaluate and Celebrate at the end of a program or activity.

★ Ask if there are any questions.

End Step Three of Module One: Welcome
15 Minutes

**STEP FOUR: GETTING ACQUAINTED**

<table>
<thead>
<tr>
<th>Objectives - Girls will:</th>
</tr>
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<tbody>
<tr>
<td>o Experience a &quot;check-in&quot;.</td>
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<tr>
<td>o Get to know each other.</td>
</tr>
<tr>
<td>o Discuss how a getting acquainted game can be adjusted for different ages and different abilities.</td>
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1. **Check In (5 Min)**

   A Check-In gives everyone in the workshop a chance to speak so that every voice is heard at the beginning. This is also the first time everyone’s name is heard. Everyone listens respectfully and without comment as each person speaks. A question relevant to the theme of the workshop can be posed, or each person can say one or two words to describe how she is feeling, or what she is expecting or what she wants to learn. Let the girls know that it is O.K. to pass and speak later but encourage all girls to take part at some point. This is one step in helping the girls feel comfortable today and to become friends. Usually a Check-In is conducted in a circle. A circle can be thought of as a container that symbolizes a safe space, and helps promote listening, respect and openness.

   A Check-Out at the end of the workshop completes the process that was begun with the Check-In. It again allows everyone to be heard and connects the girls one more time. The Check-Out and the Closing Ceremony should take place in a circle if possible.

   ★ Have the girls stand in their circle. For the “check-in” ask girls to: Give their Name and one or two words about how they are feeling about coming to this workshop or the day in general.

   Keep this part short and peppy!

2. **Group Juggling Game (10 Min)**

   ★ Stay in the circle to play this game.

   **Supplies** - Three or Four balls, soft toys, bean bags (a variety of objects makes the game more fun). Keep all but one of the balls hidden or in a bag behind you.

   o Stand in a Circle. Explain that they are going to play a “Getting-To-Know-You” Game. Everyone should have already introduced herself during the Check-In.

   **Note:** If someone has difficulty standing, then adjust the game by sitting, making the circle smaller, rolling the ball/s, etc.

   Continued on next page
Demonstration/Directions:

- Explain that you want to see if the girls can develop a pattern and remember the pattern.
- Demonstrate by naming someone across the circle and throwing the ball to her. Say, “Jane!” & throw the ball.
- Explain that ‘Jane’ should pick someone to throw to, say her name and throw the ball.
- Each person must throw the ball to someone who has not already received it. Have girls who haven’t received the ball hold up their hands until they have gotten the ball.
- The game continues until the ball reaches the first person to throw the ball - which is you.

Now ask the girls to remember who they got the ball from and who they threw it to. Tell them - “Let’s do this again, only faster. Be sure to say the names clearly and try not to throw the ball until you have the attention of the person to whom you are going to throw the ball.”

Note: This should be a Positive experience so keep things light and not competitive.

After the girls have the pattern, start by adding a second ball, then a third. Usually three balls are enough to get everyone laughing.

Stop the game by catching the balls during the last round.

Debrief the Activity

Ask: Was this fun? Did it help you to get to know each other a little bit? Was it easy or difficult?

How would you change this game for younger girls? (bigger ball, soft balls, rolling etc.) How would you adapt the game for all abilities? (rolling, passing a soft ball from girl to girl, play sitting down, etc.)

End Step Four of Module One: Getting Acquainted – Module One
STEP FIVE: SAFETY

Objectives - Girls will:
  o Establish a group/community agreement.
  o Identify the value of a community agreement
  o Brainstorm the importance of creating a sense of safety/comfort for the girls they will be supporting.

1. Community Agreements (7 Min)

All successful groups start out by creating an agreement about how they will treat one another during the existence of the group. [The title 'Community Agreement' implies a positive message of community. The term Behavior Agreement implies more of a school type relationship which we want to avoid.] In Girl Scouts the Promise and Law are the values upon which we base our actions. Having the girls in the workshop restate these values in a Community Agreement can be exceptionally useful in gaining their cooperation. And, this tool helps you if the girls get excited and boisterous and need a reminder to talk one at a time (for example) or to raise hands before blurting out their comment. Girls will almost always have great ideas for making a Community Agreement. Consequences are not discussed here. We have asked for their cooperation and are working on a more adult level.

★ Ask: What kind of guidelines do you have in your troop that relate to behavior? Do you use the Promise and Law as a Behavior Guide?

Note: Don’t be surprised if they don’t know OR if some girls are not in troops.

★ Brainstorm some ideas that will help the whole group work effectively together today. Write them on the easel.

Continued on next page
Note: It is important to have the girls come up with the majority of the parts of their Community Agreement. However you may want to/need to add to the Brainstormed List. Consider the following:

- We are all responsible for the space - Girl Scouts leave a space better than they found it
- Ask questions/or write them on sticky notes
- Treat one another and facilitators with common courtesy and respect
- We're here to have FUN
- Add any safety rules pertinent to the site as needed

★ After brainstorming say: Everyone must be able to agree to live by the Community 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.

★ Post finalized agreements.

2. Creating a Safe Space (3 Min)

★ Briefly discuss by asking the following questions. Have you ever felt uncomfortable or shy walking into a room of other kids you don’t know? How did it feel to come into this workshop today? What did you notice? Did you feel welcome? (Girls were greeted and welcomed at the door. Instructions were given and introductions were made. If music was playing, point out how this helped set a friendly and comfortable feeling) How might Community Agreements help us to feel more comfortable here?

★ After briefly discussing the above questions, make the following points:

Continued on next page
As a Program Aide you will be part of the leadership team that sets the tone and helps make girls feel welcomed and safe to participate.

- Everyone participates more readily and happily if they feel safe and welcomed.
- A Program Aide’s attitude makes a real difference to the girls she works with.

★ Note: Additional Activity if there is time: Ask the girls to model behavior (frown, arms crossed, etc) that says, 'Go Away,' and behavior (smile, calm friendly) that says, “Hi, I’m glad you’re here.”

End Step Five of Module One: Safety
End: Module One – Getting Started
MODULE TWO: GIRL SCOUT FUNDAMENTALS - 15 MINUTES

Primary Purpose: To familiarize the girls with the fundamentals of Girl Scouts and begin to see how these can be incorporated into their work as Program Aides.

12 Minutes

STEP ONE: THE GIRL SCOUT MISSION, PROMISE AND LAW

Objectives - Girls will:

- Girls will review the major elements of the promise and Law.

1. Small Group Formation (3 Min)

★ Divide the girls into 4 groups. Use the following method or one of your own choosing. (See more ideas in Appendix)

Birthday Groups - Ask girls to form groups by their birthday months. Dividing by Jan-Feb-Mar, Apr-May-June, July-Aug-Sept, and Oct-Nov-Dec. If groups aren’t even you can adjust by asking someone to move into another group. If you have a small group, divide girls into 3 groups (Jan-Feb-Mar-Apr, etc.)

2. Directions (2 Min)

★ Hand each group three envelopes – one with the Promise parts, one with the Law parts and one with the Mission parts. Tell them they are going to assemble the parts in each envelope.

3. Activity (8 Min)

★ Ask the girls to work as a group to first put together the Promise, then the Law, and then the Mission.

Note: Try to encourage the girls to work together on each puzzle rather than splitting up to solve the puzzles separately.

★ Have the group that finishes first stand up and signal that they are through - then go and check to see if they have assembled the pieces correctly.

Note: You may wish to make this a race or a challenge. If you decide to have a winner make sure that everyone is acknowledged.

★ Let the group that finishes first lead the whole workshop in saying the Promise and then have others volunteer to lead the Law and the Mission.

Continued on next page

4. Wrap Up (2 Min)
★ Remind the girls that the Promise and Law are the heart of our Girl Scout program and the elements of the Mission are what we want all girls to achieve. Let them know these are the Girl Scout Values.

★ Have them briefly review the “Three Keys to Leadership” and the “Three Processes” on Page 3 of their workbook. Let them know this is the Girl Scout Program.

★ Tell them this may be the first time they have seen the Mission, the Keys and the Processes; now that they are joining the Leadership Team they get to learn the “secret stuff” that adults know. Girl Scouts is of course fun, but it is also important that girls develop strong values such as courage, confidence and character. As Program Aides they will be helping younger girls get the very best from being a Girl Scout.

★ Briefly point out the Girl Scout Leadership diagram in their workbook.

NOTE: This workshop depends on many game pieces! Please ask the girls to help you be sure all pieces are returned to the proper envelopes and baggies before moving on to the next module!

End Step One: The Mission, Promise and Law – Module Two

End Module Two: Girl Scout Fundamentals
STEP ONE: GIVING CLEAR INSTRUCTIONS

Objective - Girls will:
- Practice giving clear instructions.

1. Brainstorm (2 Min)

Note: This is a communication activity, and is NOT the same activity used in the former Program Aide Workshop! The girls will be paired and will do the same communication activity twice. Each girl (unless there is an uneven number) will have a chance to be a Communicator and a Listener. The activity involves designing a pattern with shapes, and communicating that pattern to a partner.

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.

Ask: As you know, giving clear instructions is very important. What are some things you can do to make sure you are giving clear instructions? List there ideas on the easel.

1. Giving Instructions Activity (13 Min)

Let the girls know they will be participating in an activity to practice communicating instructions clearly.

Divide the girls into pairs.

Note: If there is an uneven number, have one facilitator participate. If that is not possible, then have one of the girls act as an observer, and take notes about what she sees happening. You can have her report as part of the debrief.

Ask the girls to spread out as far as possible, and sit on the floor, back to back. Give each girl a baggie of shapes, and each pair a Question Card. (There are 2 big circles, 2 medium squares & 2 small triangles in each shape baggie).

Ask the pairs to choose one girl to be the “communicator” and one girl to be the “listener”.

Continued on next page
★ Give the following instructions:

- If you are the communicator, then you are to design a picture with your shapes on the floor in front of you, 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 in front of her. You should not look at what she is doing.
- Compare your designs and discuss your results.
- Discuss the questions on the Question Card together.
- Switch roles and try again.
- Discuss what worked well the second time.

2. Wrap Up (5 Min)

★ End this activity with a brief sharing of the successes and frustrations. Ask: What improvements did you see? Add these to the ideas already written on the easel.

★ Discuss methods for handling frustrations. Make sure the following have been mentioned:

- Calming reassurance that the task IS difficult
- Consider changing activities
- Offer to help but don’t do it for them
- Offer another method to accomplish the task.

End Step One of Module Three: Giving Clear Instructions
STEP TWO: POWERFUL WORDS

Objective - Girls will:
- Practice giving positive feedback.

1. Helping Girls Feel Good and Learn (20 Min)

Background information for facilitators only: move directly to first star bullet:
Positive Words come from Lifelong Guidelines - a method of Building Community used at Girl Scouts of Western Washington camps. (From: Tools for Citizenship & Life by Sue Pearson, Susan Kovalik and Assoc.)

Girls at camp are asked to live by five guidelines - Trustworthiness, Truthfulness, Active Listening, Give only Put-Ups and try to do one's Personal Best. The Powerful Words are from the Personal Best guideline. There are 16 Personal Best Words or Powerful Words that have been found to stick with a child and to be useful when the child is in a stressful situation later in the teen years. We will work with only five of the words that are appropriate for Daisy and Brownie level girls. The words are:
- **Patience** - To wait calmly for someone or something
- **Friendship** - To make and keep a friend through mutual trust and caring
- **Caring** - To feel and show concern for others
- **Cooperation** - To work together toward a common goal or purpose
- **Effort** - To do your best

“Powerful Words” are useful because they clearly communicate information about behavior: they leave a child with more information than just 'Good Job'; and the information the words communicate help a child feel good about herself and her abilities. Try using the words yourself to describe behavior among the Program Aides. Whatever you share needs to be REAL. (e.g. "I noticed that you are great at cooperating with one another." - "I really appreciate your waiting calmly when the _____ happened!")

★ Say: Look in your workbook on Page 4 at the "Communicating Clearly" section. There are five powerful words that can help you to be successful when you communicate with others. Read each one out loud, and then say, Let’s experiment with how you can use these five powerful words to communicate.

★ Suppose you wanted to acknowledge a girl for being patient. What powerful words might you say? Solicit an example. Give an example(s) if you need to depending on what they say. (I really appreciated your waiting so quietly for the others to finish.) Do similar questions for the other four words, helping them use the powerful word or a synonym that works for them. (You cooperated well OR you worked well together.)
Small Group Formation (3 or 4 groups)

Count-off - count-off 1,2,3...; 1,2,3... (depending on size of group); until everyone has been assigned one of the group #s. Then all the 1’s form a group, all the 2’s form a group, etc.

Handout a set of Scenario Cards to each group. Ask the group members to work together to use powerful words to acknowledge the girl in each situation for their behavior in ways that help them to learn and strengthen how the girls might feel about themselves. The scenarios are:

- **Caring** – A Brownie slips and skins her knee during a game. Another Brownie leaves the game, grabs her hand, and asks permission to go with her to get it cleaned up.
- **Cooperation** – Two Daisies who have the clean-up kaper, decide together who will pick up scissors and tape and who will wipe the tables.
- **Effort** – A Brownie has had trouble tying a square knot, but she keeps on trying after the other girls have gone on to a new project.
- **Friendship** – A Brownie is uneasy about trying a new skill. Another Brownie joins her and says, "Let’s try it together."
- **Patience** – A Daisy is waiting in line for her turn to get a snack. She is waiting quietly and trying her best not to fidget.

Get the groups started by giving an example. Say, *If your scenario was:*

- **Caring** – A Daisy in a wheelchair is not included in a game of tag. A Brownie suggests a new game that they can all play.

  *how would you acknowledge the Brownie? Would you say, “The other girls are going to be mad that you changed the game.”? Or would you say “That was very caring of you to choose a game that included everyone.” This rather obvious example should help the groups with their discussions.*

Allow five minutes. Then have each group read one of their scenarios out loud and report what they have come up with. Help them adjust their scenario if necessary. Encourage the remaining groups to choose different scenarios. Acknowledge each group for their work using one of the 5 powerful words to acknowledge. *i.e. I saw how well you worked together to come up with your answer. Congratulations!*
Tell the girls that powerful words can also be used to guide others towards good behavior. Give the following scenarios one at a time and ask for volunteers to give you powerful words that would help in the following cases:

- **Friendship** - A Brownie snatches a book away from another Brownie before she is finished reading it.
- **Effort** - A Daisy is unhappy with her leaf rubbing that she has spent very little time on, and throws away her paper.
- **Cooperation** - You are setting out art equipment for the next activity, but the other PA is not helping at all.

**Wrap Up (2 Min)** Ask the girls: *What did you learn from this powerful words activity?*

2. **Resources (3 Min)**

Let the girls know that as Cadette Program Aides they will always be working closely with adults and should never be left completely alone to deliver program. If they need help with this or solving other problems that might come up, there are many places they can get help.

Briefly brainstorm a list of resources on the easel. Remind the girls that these will be useful to know as they continue in their new role as a Program Aide.

Possible answers = Troop Leader, Day Camp Director, Program Aide Director, Library, Girl Scout Resources on the Internet, Teachers, Parents, older Program Aides, camp counselors, etc.)

End Step Two of Module Three: Powerful Words

End Module Three: Communications
MODULE FOUR: TEACHING STRATEGIES - 1 HOUR 5 MINUTES

Primary Purpose: Identify strategies to help girls work with Daisies and Brownies.

20 Minutes

<table>
<thead>
<tr>
<th>STEP ONE: UNDERSTANDING THE GIRLS</th>
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<tbody>
<tr>
<td><strong>Objective</strong> - Girls will:</td>
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<tr>
<td>o Match girl characteristics to appropriate teaching tips.</td>
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4 to 5

1. **Characteristics and Teaching Tips** (5 Min)
   - Form new small groups using the following method or one of your own choice. (form 3 or 4 groups)

   **Deck of Cards** (forming small groups) Decide how many groups you want and what size. For example, if you would like to have 4 groups of 4 and you wanted to randomly put them into groups then get 4 Aces, 4 Kings, 4 Queens and 4 Jacks and shuffle them up. Pass them out and match up the 4 who get the Kings, Queens, etc.

   - Pass out two sets of cards - Age Level Characteristics and Teaching Tips - to each group. Ask the girls to match the teaching tip to the characteristic.

   - Debrief by asking for a few volunteers to share one thing new they learned from this activity.

2. **Inventing an Activity** (10 Min)
   - Have all of them imagine that the adult they are working with has asked them to fill 10 minutes of down time for the Daisies and Brownies.

   - Each group can pick a pair of the Age Level Characteristics/Teaching Tips cards they would like to work with, and decide on an activity based on them.

3. **Wrap Up** (5 Min)
   - Take some sharing and answer any questions.

**End Step One of Module Four: Understanding the Girls**
**STEP TWO: TEACHING ACTIVITY**

**Note:** Girls were asked to come to the course prepared to teach a song or game. Assure girls who forgot that it is O.K., and that other girls will have ideas to share.

1. **How To’s (5 Minutes)**
   - **Say:** In a moment you are going to get a chance to actually teach something. Remember you were asked to come prepared to teach a song or a game. Well that is our next step. Before we do that, though, let’s take a look at some teaching tips.
   - Refer the girls to the How-To’s for Games and Songs in the Program Aide Workbook Page 6, and briefly review them with the group.
   - Ask the girls if they have used any of these How-To’s in the past. Ask if they have any questions.

2. **Instructions (5 Min)**
   - Divide the girls into new groups of 2 to 4.
   - **Note:** Groups should be small enough that every girl must/gets to take part in the teaching.
   - Explain that they will work in their groups to prepare a song or game to present to the rest of the group.
   - **Write the following instructions (words in bold) on the easel and explain:**
     - Decide whose song or game to use – suggest methods for deciding (discussion, voting, flip a coin, etc) – this is a time to practice good communication skills.
     - Plan a part for every girl in the group. Use planning sheet on page 7.
     - Write instructions, words, etc on chart paper. Use available props and be creative – this should be fun!
     - You will have 10 minutes to prepare and practice.

Continued on next page
3. **Group Planning** (10 Minutes)
   - Check on the groups to see if they need help with the planning sheet, and make sure they are writing out song words and game rules.

4. **Presentations** (20 Min)
   - After 10 minutes gather the girls and explain that the groups will take turns presenting their game or a song just as if they were the Program Aides in charge of group of Daisies or Brownies.
   - Each group will have the opportunity to take the role of Program Aides and the rest of the groups will be the participants (Daisies or Brownies).
   - Explain that courtesy and cooperation from everyone is the key here. Each group will want to be treated with respect so everyone should model this behavior.
   - Have the groups present their games and songs.
     
     **Note:** If time is short, try to shorten the groups’ presentation times by singing songs only once and playing only one or two rounds of a game.

   - At the end of each presentation the group will evaluate the methods used to teach the song or game by offering constructive ideas. Applause is good!
     **Note:** Facilitators might model by offering a constructive and positive comment for improvement or as praise. DO NOT BELABOR THIS PART! It is more important for the girls to collaborate and get a taste of how to present songs and games than for them to be absolutely correct – they are just beginners.

5. **Wrap Up** (5 Min)
   - Do this by asking the girls to share about how they felt before, during and after their presentations.
   - Answer questions.

**End Step Two of Module Four: Teaching Activity**

**End: Module Four- Teaching Strategies**
Primary Purpose: To introduce the importance of evaluating an experience and to demonstrate one way to celebrate. Also, the next steps in the Program Aide class progression will be discussed. Girls will know how to track their progress and what learning opportunities are available.

STEP ONE: EVALUATION

1. The Purpose of Evaluation (1 min)
   - Ask: Why is it important to evaluate what we do? Stress the reason we evaluate all activities and experiences. (Can learn to do things differently, or the same, next time; learning tool)
   - Point out that we used an evaluation method earlier when we commented on each others teaching methods.

2. Leadership Adventure Trail (5 Min)
   - Have the girls turn to the Leadership Adventure trail in their workbook.
   - Ask the girls to color the stars on the trail to represent the activities they have completed. They might choose a different color for areas they still want to work on.
   - Point out that they have accomplished quite a lot!

2. Your Next Steps (5 Min)
   - Have them turn to the next page in their workbook: Your Next Steps Along Your Trail to Adventure.
   - Explain that they can use this page to plan their 25 hours and decide on their next steps. Point out the next steps can include the Program Aide Specialty Workshops.
   - Have the girls note these and underline or highlight what they would most like to do.

Continued on next page
Remind the girls that they will receive a Cadette PA Pin today, and can purchase a Cadette PA Patch after they complete their 25 hours of volunteering as a Program Aide. They will receive a Senior/Ambassador PA Pin after the Program Aide Workshop for Senior/Ambassador Girl Scouts and can purchase a Senior/Ambassador PA Patch after completing another 25 hours of volunteering as a Program Aide.

3. Workshop Evaluation (4 Min)

Refer the girls to the last page in their workbook - the Workshop Evaluation. Ask the girls to complete this form and let them know that Girl Scouts is always working on making workshops better and that you will appreciate their honest and constructive evaluation.

End Step One of Module Five: Evaluation
### STEP TWO: CELEBRATE!

1. **Closing Ceremony (5 Min)**

    Note: Try to make this a real celebration of the girls’ accomplishments. This can be quick! The Ceremony should include standing in a circle, a quick Check-Out (Girls could share one word about how they feel about being a Program Aide OR if there is time, girls could share more. You could ask, “What was the most interesting thing you learned in the workshop?”)

    Hand out pins and certificates. End by having a Round of Applause (clap hands while making a circular motion with hands). Or do any other quick celebration such as a Friendship Circle Closing (passing squeeze).

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**End Step 2 of Module Five: Celebrate!**

**End: Module Five – Evaluations**
APPENDIX MATERIAL

APPENDIX 1. Additional methods of forming pairs and groups.

Birthday Groups (forming small groups)
Have students form groups by their birthdays. If you were born in January go to the teacher designated area, February goes here, etc. To form larger teams you can ask them to get into groups if you born from January to March, April to July, etc. Or use season’s to group girls – everyone born in spring, fall, summer, winter – if groups aren’t even, then you can adjust by asking someone to move into another group.

Just Like Me – everyone with red socks, blue jacket, etc. here

Rock, Paper, Scissors – Have girls play Rock, Paper, Scissors all at the same time. Break groups up by all who chose Rock, all who chose Paper and all who chose Scissors. Be prepared to adjust and/or subdivide group sizes as needed if this game tends to go on too long.

Line Up Silently By:
Birth Month - Tell the girls that you would like them to line up by Birth Month. They are to use actions, not number of fingers, to indicate their birth month (ex. July - arm motions for fireworks, October – Jack-o-lantern face). Indicate where the beginning of the line (January) and the end of the line (December) to get the girls started.
Foot Size, Height and Hair Color can also be used for lining up.
After line has been formed then use a method of Counting-off to form groups.

Number Callout/Mumble, Mumble – Girls walk around randomly – they can say some nonsense rhyme or say Mumble, Mumble, Mumble until the facilitator calls out a grouping number (4, 5, 8, etc). The girls rush to form a group with the same number of girls as the number the facilitator indicated. Continue this for a few rounds until you call out the last grouping number – which should be the number of girls you want in a work group. This last group stays together for the activity.

Group Face (forming small groups)
Have the kids move around in general space doing whatever you want them to do (skipping, jogging, etc.). When you call out a number, that is the size of the group the students they have to get into (i.e., "4" is called, so the teacher should see groups of 4). (Use math equations if you want i.e., 4-2+7=??). Call out several numbers or equations until you are happy with the groups that are formed. Have groups that are unable to form that numbered group come to you. Typically on there way to see you they find other groups having the same problem and they make the correct numbered group.

Take a Number (forming small groups)
Ask the girls to quickly get into groups of 3 or 4. Break up the groups by having the girls take a number from 1 to (3 or 4) depending on the number of girls in the group. Ones form a group, Twos form a group, etc.

Odd/Even – use birthdays, fingers or …

Stickers - Place 3 or 4 different stickers on nametags before workshop begins.
APPENDIX 2. Age-Level Characteristic Cards and related Teaching Tips Cards

The characteristics highlighted in bold are found in both Daisy and Brownie age groups.

The pairs will be:

ALC = Large muscle control is developing at this age.
TT = Avoid detailed, complex, small muscle activities.

ALC = It is difficult for this age girl to sit still and they have Short Attention spans.
TT = Keep directions short. Play active, games without too many rules.

ALC = Watch for the girls to Tire Easily.
TT = End games before the girls get too tired.

ALC = Daisies are Sensitive to Criticism and do not lose gracefully.
TT = Give lots of encouragement. Play “win-win” games.

ALC = Daisies are Factual and Literal.
TT = Avoid confusing phrases like “keep you eyes peeled.” Use concrete words and explanations.

ALC = These girls are Curious and Experimental and love to learn new things.
TT = Help the girls explore their world and express themselves. Be ready to explain “Why?”

ALC = Are learning to work in small groups.
TT = Help Brownies Cooperate with their friends working in groups.

ALC = Are beginning to understand others points of view and they want to help others.
TT = Find opportunities for girls to do things for themselves and assist others.

ALC = Understand jokes and love guessing games.
TT = Play more complicated games and guessing games.