

# Girl Scout Senior and Ambassador

## Volunteer-In-Training Workbook



**girl scouts**   
of silver sage

## Welcome!

The V.I.T. training is designed to help Senior and Ambassador Girl Scouts discover their talents in mentoring and leading younger girls, gain the confidence, knowledge and expertise needed to guide girls, and prepares them to hold future leadership positions within and outside of Girl Scouting. This is ideal for teens who would like to mentor a Girl Scout Daisy, Brownie, Junior or Cadette group outside of the camp experience.

The objectives of this training are for you to be able to:

- Exhibit an understanding of basic Girl Scout values as stated in the Promise and Law, Mission and Leadership Experience.
- Demonstrate knowledge of the basics of child development and how children learn.
- Demonstrate appropriate ways of working with younger Girl Scouts.
- Define your role as a VIT.

To earn the Volunteer-in-Training award, a girl:

1. Completes the council-designed Volunteer-in-Training leadership course booklet.
2. Finds an adult volunteer mentor who is currently the leader/volunteer for a troop/group of girls at the level she'd like to work with. This volunteer will help her through her training and internship, and she'll help the volunteer with her group of girls for 4 or more sessions or a 3 to 6-month period.
3. Creates and implements a thoughtful program that lasts over 4 or more sessions. Volunteers-in-Training might also help younger girls with a Take Action project. The Volunteer-in-Training is responsible for designing, planning, and evaluating the activities. If a girl's passionate about a topic such as art or technology she could design the activities around this topic.

# Girl Scout Basics

The Promise, Law and Mission of Girl Scouting are important concepts for girls and leaders to understand.

## The 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 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.

## Mission Statement

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

Pick out one or more words of the Girl Scout Promise, Law or Mission that you most identify with. What do you feel is important about the word or words you selected, how you think the word (s) you chose could help younger children, and how your words (s) relate to being a good leader. Write your answer below.

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## Girl Scout Ways and Days Quiz

1. Girl Scout Sign
2. Girl Scout Handshake
3. Girl Scout Quiet Sign
4. Friendship Circle
5. Friendship Squeeze
6. Girl Scout Motto
7. Girl Scout Slogan
8. Trefoil
9. "Daisy"
10. October 31
11. Investiture Ceremony
12. Membership Dues
13. February 22
14. Court of Awards
15. Kaper Chart
16. Fly-Up Ceremony
17. Bridging Ceremony
18. Troop Government
19. World Centers
20. March 12
21. Scout's Own
22. Savannah, Georgia
23. Rededication Ceremony
24. Thinking Day
25. Troop Dues
26. Suzy Safety

- \_\_\_\_\_ a. Juliette Low's nickname
- \_\_\_\_\_ b. A day to celebrate and learn about Girl Scouts and Girl Guides around the world (name not date)
- \_\_\_\_\_ c. Welcoming ceremony for someone coming into Scouting for the first time
- \_\_\_\_\_ d. A light squeeze of your neighbor's hand while standing in the Friendship Circle
- \_\_\_\_\_ e. A quiet type of ceremony with a theme
- \_\_\_\_\_ f. Made with 3 fingers, which stand for the 3 parts of the Promise
- \_\_\_\_\_ g. Special ceremony held when Girl Scouts want to renew their Promise & Law
- \_\_\_\_\_ h. Birthday of both Lord and Lady Baden-Powell; World Chief Guide
- \_\_\_\_\_ i. Money collected from girls on a regular basis to pay for troop activities/supplies.
- \_\_\_\_\_ j. Juliette Low's Birthplace
- \_\_\_\_\_ k. Ceremony where Brownie Girl Scouts become Junior Girl Scouts
- \_\_\_\_\_ l. 3 leaves
- \_\_\_\_\_ m. Brownie Ring; Patrol System; Town Meeting; Steering Committee
- \_\_\_\_\_ n. Be Prepared
- \_\_\_\_\_ o. Birthday of Girl Scouting in the United States
- \_\_\_\_\_ p. Formal way of greeting other Girl Scouts and Guides
- \_\_\_\_\_ q. Ceremony where girls receive badges and insignia they have earned
- \_\_\_\_\_ r. Juliette Low's birthday
- \_\_\_\_\_ s. Celebration for girls who have completed requirements to bridge to the next level
- \_\_\_\_\_ t. Special sign for quiet
- \_\_\_\_\_ u. Money to register with the National Girl Scout Organization
- \_\_\_\_\_ v. Cross right arm over left, and clasp hands with your neighbor
- \_\_\_\_\_ w. A list of jobs and who does them
- \_\_\_\_\_ x. Do a good turn daily
- \_\_\_\_\_ y. A character reminding you to do something in a safe way
- \_\_\_\_\_ z. Pax Lodge, Our Cabana, Our Chalet and Sangam

# Characteristics of a Good Leader

**Describe characteristics of great leaders** — they can be historical figures, world leaders, leaders in the community, teachers, Girl Scout leaders, etc.


**Describe your leadership qualities**


**Are there any similarities?**

**Defining You –**

<b>Defining Me</b>	<b>Totally me</b>	<b>Maybe more of my friends' influences</b>
<b>Clothes</b>		
<b>Music</b>		
<b>Food</b>		
<b>Girl Scouts</b>		
<b>Weekend Adventures</b>		

## What Makes a Good Leader/Volunteer?

- A good leader is sensitive to the girls and their needs. There may be girls in the troop you are working with who may have difficulty reading or speaking, who may have disabilities, or who are experiencing crises at home. You can help meet the needs of these girls by recognizing the issues, and showing that you care about each girl as an individual. You should be non-judgmental and tolerant of differences.
- Leaders share their skills and talents with others. Adult leaders may benefit from the knowledge and skills you have to offer.
- A leader needs to be aware of health and safety factors in activities. A leader can allow the girls freedom to explore and try new interests, but should consult Safety-Wise and Safety Activity Checkpoints to make sure the safety standards are followed. When planning with girls, a leader needs to discuss necessary safety precautions before agreeing to an activity.
- Good leaders are flexible.
- Most importantly, a leader needs a sense of humor! A leader should encourage fun, spontaneity, and creativity. She should show a positive attitude, relax and enjoy the girls.
- Other great attributes:
  - Gives clear work instructions
  - Praises others when they deserve it
  - Is willing to take time to listen to others
  - Is cool and calm most of the time
  - Has confidence and self-assurance
  - Gains the group's respect
  - Is fair to everyone
  - Goes to bat for the group
  - Is not "stuck up"
  - Is easy to talk to

What do you think makes a good Girl Scout Leader/Volunteer?

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## Types of Leaders

<b>Director</b> Tells others what to do	<b>Mediator</b> Calm, objective, sensible
<b>Problem-Solver</b> Focuses on solving the problem, not the problem itself to accomplish goals	<b>Motivator</b> Excites, encourages others to act
<b>Facilitator</b> Makes things possible, makes process easy	<b>Guide</b> Leads others into accomplishing a goal
<b>Confronter</b> Deals with issues directly	<b>Dreamer</b> Uses ideas and vision to inspire others to act
<b>Initiator</b> Makes the first move	<b>Producer</b> Produces ideas and solutions
<b>Coach</b> Prepares others to act	<b>Timekeeper</b> Keeps everyone on track
<b>Clarifier</b> Simplifies what needs to be done to accomplish goals	<b>Networker</b> Connects with others for resources and ideas
<b>Negotiator</b> Works out agreements and partnerships	<b>Peacekeeper</b> Finds peaceful solutions to solve problems
<b>Listener</b> Pays attention	<b>Explorer</b> Examines all the options
<b>Delegator</b> Assigns tasks	<b>Nurturer</b> Caring, fosters open thinking

Which type or types of leader are you and why?

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# Working with Adults

## Strategies for Working with Adults in Leadership Projects

- DO recognize that adults are committed to developing girl leadership, sharing knowledge, and giving girls a special experience.
- DO understand that the leader has a busy schedule.
- DO be on time and keep your commitments. They are counting on you.
- DO listen to what adults have to say. They have lots to share.
- DON'T be afraid to share your knowledge.
- DO allow adults to make mistakes. Learn from them.
- DON'T fail to evaluate with adults. This is an important part of learning.
- DO spend time in planning. Planning is a partnership between yourselves and the girls.
- DON'T settle for a role of "go-fer." You are there to learn in a leadership capacity.
- DO set a good example in personal habits, language, and attention to safety.
- DO go over times and dates more than once. You are responsible for your own calendar.
- DON'T let problems or misunderstandings between the adult and yourself go. Address problems openly and honestly.
- DON'T be afraid to consult with the project director if you have problems at any stage of the project. She is there to help you.
- DO outline your expectations and give the adult an opportunity to voice her own.
- DO treat adults and girls with respect.
- DO back up the leader in front of younger girls in matters of supervision.
- DON'T correct or criticize a leader in front of her group.
- DO be non-judgmental and constructive in your criticism.
- DO remember that you are a minor. You cannot take the place of an adult.
- DO be flexible. Activities do not always go according to schedule.
- DO remember your sense of humor. It's probably your most important tool for working with others.

*ALWAYS* follow safety guidelines.

# Working with Younger Girls

General Characteristics of Younger Girl Scouts –

**Daisies:**

Have loads of energy and need to run, walk and play outside.	So they will enjoy going on nature walks and outdoor scavenger hunts.
Love to move and dance.	So they might especially enjoy marching like a penguin, dancing like a dolphin, or acting out how they might care for animals in the jungle!
Don't always have the words for what they want to say.	So have them draw a picture of something they are trying to communicate is frequently easier for them and more meaningful.
Are concrete thinkers and focused on the "here and now".	So show them firsthand how animals are cared for – at shelters, farms, or zoos, and by practicing ways they can care for animals.

**Brownies:**

Enjoy doing things in groups	So allow them to team up for art projects and performances.
Need clear direction and structure.	So offer only one direction at a time and, when you can, let the girls know what's coming up next in the get-together or in future gatherings.
Are developing fine-motor skills and can use basic tools.	So encourage them to express themselves and their creativity by making things with their hands.
Know how to follow rules, listen, and appreciate recognition.	So acknowledge when the girls have listened or followed the directions well. It will increase their motivation for listening and following again!

**Juniors:**

Want to make decisions and express their opinions.	So allow them to do so frequently through guided discussions and active reflection activities.
Are concerned about equity and fairness.	So don't shy away from discussing why rules are made and laws are passed, and have them develop their own for their group.
Are increasingly capable of critical thinking and can consider the perspectives of others.	So assist them in developing these skills by asking them to explain their decisions, share their visions for their roles in the future, and appropriately challenges their own and others' perspectives.
Are social and enjoy doing things in groups.	So allow them to team up in small or large groups for art projects, performances, and written activities.

How would you change your interaction with girls at different age levels?

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## Tips for working with younger Girls:

- Build on the girl's strengths and skills
- Divide your time equally among girls.
- Let girls find out things for themselves. Offer help in small doses, asking girls the best way to do something.
- Show you are interested in the girl's ideas.
- Enforce rules fairly. Girls need and want clear and fair limits.
- Encourage girls to solve their own problems. Intervene only if you are needed or if a girl's safety is at risk.
- Encourage respect for differing religious, racial, ethnic, and cultural backgrounds.
- Use girl's first name when addressing her.
- Keep directions clear and simple.
- Talk to the girls at eye level.
- Speak softly and calmly.
- Keep activities short and vary the pace. A sitting activity followed by an active one.
- Allow a girl to sit out of an activity.
- Offer Clear choices. "Would you like to sing or play a game?" vs. "Would you like to clean?"
- Rejoice with a girl when she achieves something, no matter how small.
- Don't compare girls. Remember differences and abilities.

**Using characteristics of younger girls, circle each grade level for which the activity would be appropriate. (D = Daisy, B = Brownie, J = Junior)**

<b>1. Make bread dough ornaments</b>	<b>D</b>	<b>B</b>	<b>J</b>
<b>2. Make a collage</b>	<b>D</b>	<b>B</b>	<b>J</b>
<b>3. Visit a nursing home</b>	<b>D</b>	<b>B</b>	<b>J</b>
<b>4. Learn CPR</b>	<b>D</b>	<b>B</b>	<b>J</b>
<b>5. Have a hotdog roast</b>	<b>D</b>	<b>B</b>	<b>J</b>
<b>6. Sell Girl Scout Cookies</b>	<b>D</b>	<b>B</b>	<b>J</b>

## Roles and Behaviors

Following is a partial list of some of the self-centered and disruptive behaviors that happen in most groups.

Self-Centered Roles and Behaviors	Some Ideas for Coping
<p><b>The Blocker</b> – Goes off on tangents, consistently argues on points the group has resolved, and rejects ideas without consideration.</p>	<ul style="list-style-type: none"> <li>• Try to focus away from the person exhibiting the behavior</li> <li>• Politely point out that the person has strayed away from the topic and refocus on the task at hand</li> <li>• Summarize conclusions to conflicts to avoid further argument on the same topic</li> </ul>
<p><b>The Fighter</b> – Attacks the motives of others, shows hostility toward the group or some individual without relation to the group’s task, and criticizes and blames others.</p>	<ul style="list-style-type: none"> <li>• Put a stop to it as gently as possible by getting the person to direct her anger toward a topic, not a person</li> <li>• Point out where the person has been critical and why the criticism is unwarranted</li> <li>• Point out that you all share ideas as you work and everyone should be recognized for what they have contributed</li> </ul>
<p><b>The Pleader</b> – Proposes own pet concerns beyond reason; attempts to speak for “the girl”, “the leader”, etc.</p>	<ul style="list-style-type: none"> <li>• Give the person some attention, then focus on the priorities of the group</li> <li>• Gently ask the person to speak only for herself</li> </ul>
<p><b>The Withdrawer</b> – Acts passive or indifferent, doodles, whispers to others and passes notes.</p>	<ul style="list-style-type: none"> <li>• Direct questions to the person that you know can be answered</li> <li>• Ask the person to lead a discussion</li> <li>• Find ways to get the person involved with others in the group</li> </ul>
<p><b>The Talker</b> – Seeks recognition by extreme ideas, boisterous attitudes, and boasts.</p>	<ul style="list-style-type: none"> <li>• Use tact to interrupt the flow of talking and ask specifically for others to comment</li> <li>• Indicate that you are happy that the person has so much to share, and ask for others to have a change to contribute</li> <li>• Have a private conversation with the person to point out she is monopolizing the discussion</li> </ul>
<p><b>The Nitpicker</b> – Criticizes, finds fault with everything, such as: the room set-up, they typing, and the materials.</p>	<ul style="list-style-type: none"> <li>• Try to get the person to see that these things do not affect the rest of the group that much.</li> <li>• Ask the person to help with the next session</li> <li>• Give assurances that you will discuss it later, but need to move on now</li> </ul>
<p><b>The Dependent One</b> – Overeager to please the leader by doing whatever is expected or desired, waits to be directed, demonstrates little initiative.</p>	<ul style="list-style-type: none"> <li>• Ask the person to initiate ideas and give reactions</li> <li>• Watch for chances to praise for initiative</li> <li>• Give an assignment to present</li> </ul>
<p><b>The Dominator</b> – Interrupts the contributions of others, uses authority in manipulating the group or certain members by pulling rank.</p>	<ul style="list-style-type: none"> <li>• Give the person a special project</li> <li>• Send the person on an errand</li> <li>• Add a strong person to the group and encourage more group participation</li> </ul>

## **How to Work With Younger Girls**

### **DAISY (5-6 year olds)**

- Build on unique strengths of each child.
- Establish appropriate rules. Involve girls so they see themselves as responsible decision-makers.
- Daisies learn by doing!!
- Try to be at the girl's eye level (kneel, sit, etc.)
- Daisies like responsibility - to be grown up!!

### **BROWNIES (7-8-9 year olds)**

- Focus on talents/skills of each girl.
- Offer help in small doses.
- Encourage respect for differing religious, racial, ethnic and cultural backgrounds. Help them feel pride and to value diversity.
- Encourage them to discover and try new things on their own. Girls need to feel positive about themselves. You must accept each girl as she is, with her strengths and weaknesses.
- Involve each girl's family members as much as possible.

### **JUNIORS (10-11-12 year olds)**

- Focus on the girls' individual talents/skills.
- Encourage girls to solve problems without interference.
- Allow them to "demonstrate" their skills.
- Encourage "buddies," not "cliques."
- Encourage respect among peers. Girls are more self-conscious. Help them build a positive self-image.
- Allow to learn by experience.
- Allow girls to work on projects in groups or in pairs.
- Allow doing things with friends.
- Keep activities at age-level appropriateness.
- Allow Juniors to help younger girls.

### **For All Ages**

- Build on the girl's strengths and skills.
- Enforce rules fairly. Girls need and want clear and fair limits.
- Let girls find out things for themselves. Offer help in small doses, asking girls the best way to do something.
- Encourage girls to solve their own problems. Intervene only if you are needed or if a girl's safety is at risk.
- Show you are interested in the girl's ideas.
- Divide your time equally among girls.
- Encourage respect for differing religious, racial, ethnic, and cultural backgrounds.
- Use girl's first name when addressing her.
- Praise often. Use positive comments instead of criticizing.
- Keep directions clear and simple.
- Speak softly and calmly.
- Offer clear choices. Example, "Would you like to wash the dishes or sweep the floor?" Not "Would you like to clean?"
- Keep activities short and vary the pace. Example: a sitting activity followed by an active one.
- Give girls time to adjust from one activity to the next, by giving advanced warning.
- Allow a girl to sit out of an activity.

## How To Teach Something You Know to People Who Don't

### Preparing to do it ...

1. Practice it yourself to refresh your memory – consider the age group you're teaching – is it too hard? Too easy? How about the size of the group – will you need to ask a friend to help?
2. Gather all the equipment you'll need – make a list. Don't forget to think about any special safety precautions – First Aid Kit? Rubber bands to keep long hair out of the fire? Etc.

### Actually doing it ...

1. Get the attention of the group. Smile and act like you're excited about what you will teach!
2. Explain what it is you are going to do – the name, history, why they're learning it, etc.
3. Ask how many people already know how to do it – it makes people feel important to raise their hands and say yes!
4. Demonstrate – go all the way through it while others watch and listen.
5. Step by step, take the whole group through it – a song, line by line, a craft, a game, a skill, etc., step by step.

Let the group practice the whole thing. Watch the interest of the group. If they're tired or have taken longer than you thought to learn it, maybe you should stop and finish learning it later.

**It's best to STOP while people are still having fun!** Let the group review and practice what they've learned later. Evaluate how the group responded to the activity.

## Teaching Methods

**Lecture** -Individual speaks to the group

**Role Playing** -Participants act out and learn from doing

**Hands On** -Participants actually work with their hands or do an activity or project

**Discussion** -Person to person, group to group, or person to group, talking and giving feedback

**Demonstration** -Showing how, with participants not actually doing

Fill in the blanks in the following statements from the list above.

1. The leader stood in front of her junior troop and \_\_\_\_\_ them on fire safety.
2. The two patrols had a \_\_\_\_\_ on how to spend their cookie money.
3. The Cadette Girl Scouts had enough paper bags to use the \_\_\_\_\_ method to teach the Brownie Girl Scouts how to make puppets.
4. The Junior Girl Scouts \_\_\_\_\_ the proper handling of a knife.
5. The Cadette Program Aide \_\_\_\_\_ how to roll and tie a sleeping bag to the Brownie Girl Scouts.

## Respect the Individual

Indicate your reaction by a thumb up sign for a positive reaction or a thumb down sign for a negative reaction to each statement. In some cases, you may want to do both because you see both positive and negative possibilities.

\_\_\_\_\_ It's all in the book. Just read it.

\_\_\_\_\_ What is your opinion, Mrs. Pinetree?

\_\_\_\_\_ These are the rules for awarding badges.

\_\_\_\_\_ It's all organized.

\_\_\_\_\_ That's very interesting.

\_\_\_\_\_ Let's take a moment to discuss it.

\_\_\_\_\_ What did the girls think about it?

\_\_\_\_\_ Now let me tell you.

\_\_\_\_\_ What a good idea.

\_\_\_\_\_ If you call Mrs. Ghost, she might have the key.

\_\_\_\_\_ Why don't you try it and see what happens?

\_\_\_\_\_ Just listen a minute.....

\_\_\_\_\_ Who can tell Mrs. Jones what her mistake was?

## 5 Steps to Conflict Resolution

### Identify the Problem.

What is the underlying situation that is creating the conflict?

### Listen to Each Side of the Conflict.

Discuss how each member of the group thinks about the conflict, and how she views its importance.

### Identify Possible solutions.

Each side offers suggestions on how the conflict can be resolved. Facilitator writes down all suggestions.

### Respond to Suggestions.

Each side reacts to the suggestions of the other side. Identify any similarities in the suggested solutions.

### Reach a compromise.

The goal is to reach a decision that all parties can accept.

## Brainstorm & role play typical scenarios younger Girl Scouts might experience in their troop

- **Over Bearing Leader** – Troop Leader Ms. Jean already has the girl’s year planed out and tells the girls there will be no changes.
- **A Girl Lead Troop** – Troop Leader Ms. Sally comes in to the meeting and announces to the girls they will be planning all their upcoming events and programs for the Girl Scout year

What problems might arise from either situation?

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What support could you as the VIT lend?

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- **Girl Conflict** – Two girls in the troop, Jenny and Lisa, are fighting over a boy at school. They are constantly arguing and disrupting the troop meeting.

As a VIT, how could you handle the situation?

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## GIRL SCOUTS WITH SPECIAL NEEDS

Today, one in ten American children has a disability that may limit his or her ability to walk, talk, see, hear, learn, etc. Girl Scouts welcomes girls with special needs. Here are some ideas about how you can meet the needs of girls with disabilities. Since these ideas focus on treating girls as individuals, many of them apply to all Girl Scouts.

- Remember that girls with disabilities are much like everyone else, except for their disabilities.
- Talk directly to each girl, not through someone.
- Help each girl feel that she is an important member of the group. Encourage, but do not force, her to join in.
- Focus on what a girl *can* do - not on what she cannot.
- Feel free to ask a girl what is the easiest, best way for her to do things.
- Make sure each girl is in a comfortable position that allows her to understand instructions, reach supplies, and participate in activities.
- Encourage independence. Offer help only when needed.
- Be creative and flexible when planning activities. Think of ways to adapt activities to meet the needs, interests, and abilities of all the girls.
- Focus on the person as an individual.
- Involve them in all activities, adapting them only when absolutely necessary.
- Be a role model for others to see your relationship with the person with the special need.
- Encourage others to express their feelings, and provide a non-threatening environment in which to do so



## Girl's Guide to Girl Scouting

Everyone knows that Girl Scouts have badges. But The Girl's Guide to Girl Scouting has more than just exciting, new badges for every age level. Each guide contains a colorful, easy-to-use binder specially designed for girls at each level. The binder comes full of essential information and badge activities—plus girls get to customize their own experience by choosing and adding in additional badge sets.



Legacy, Financial Literacy, and Cookie Business badge activities—or, for Girl Scout Daisies, petal and leaf activities.

Each guide also includes:

- A detailed diagram showing where girls place the badges, pins, or awards with pride on their vests or sashes.
- Ideas to help girls tie their badges right into their Journeys.
- Vintage illustrations and quotes from Girl Scout history to help girls feel connected to the proud traditions of the past.
- My Girl Scouts section is designed just for girls, and allows girls to personalize their Girl Scout experience by scrapbooking and documenting their activities.
- An awards log showing girls every award and badge available at their level, as well as the entire badge program at every level, so girls can see how their skills will grow in Girl Scouting.

## Anatomy of a Badge

**Five Steps:** Each badge has five steps. Girls complete all five to earn the badge.



**Purpose:** This opening statement tells girls what they'll be able to do once they've earned the badge.



**Three Choices:** There are three choices for completing each step. Girls only need to do ONE.

**Journey Tie-In:** Each badge includes a tip for tying the badge activities into a journey.



**Giving Service:** This closing statement offers three ideas about how a girl can use her new skill to give service, plus room for girls to write or draw their own ideas.

February 2016, 2011

## Take a Journey

One of the best ways for girls to participate in Girl Scouts is through Journeys. These powerful, fun, and multidisciplinary experiences are the core of the Girl Scout National Program Portfolio.

On every Journey, everything girls do — whether it's performing science experiments, creating art projects, cooking simple meals, or learning to protect the planet's water supply — is aimed at giving them the benefits of the Girl Scout Keys to Leadership: Discover, Connect, Take Action.

### It's Your World — Change It!

This Journey series invites girls to develop a deep understanding of themselves, understand how powerfully they can act when they team with others who share a vision, and make a difference in their communities by inspiring, educating and advocating.

Journeys in this series are:

- Welcome to the Daisy Flower Garden
- Brownie Quest
- Agent for Change for Juniors
- aMAZE! for Cadettes
- GIRLtopia for Seniors
- Your Voice Your World — The Power of Advocacy for Ambassadors



### It's Your Planet — Love It!

This Journey series invites girls to make sense of the wealth of environmental information available so that they can act for the betterment of earth and its inhabitants. In this series, girls tackle issues like conservation, pollution and renewable and reusable resources — all while focusing on leadership development.

Journeys in this series are:

- Between Earth and Sky for Daisies
- WOW! Wonders of Water for Brownies
- GET MOVING! for Juniors
- BREATHE for Cadettes
- SOW WHAT? for Seniors
- JUSTICE for Ambassadors



### It's Your Story—Tell It!

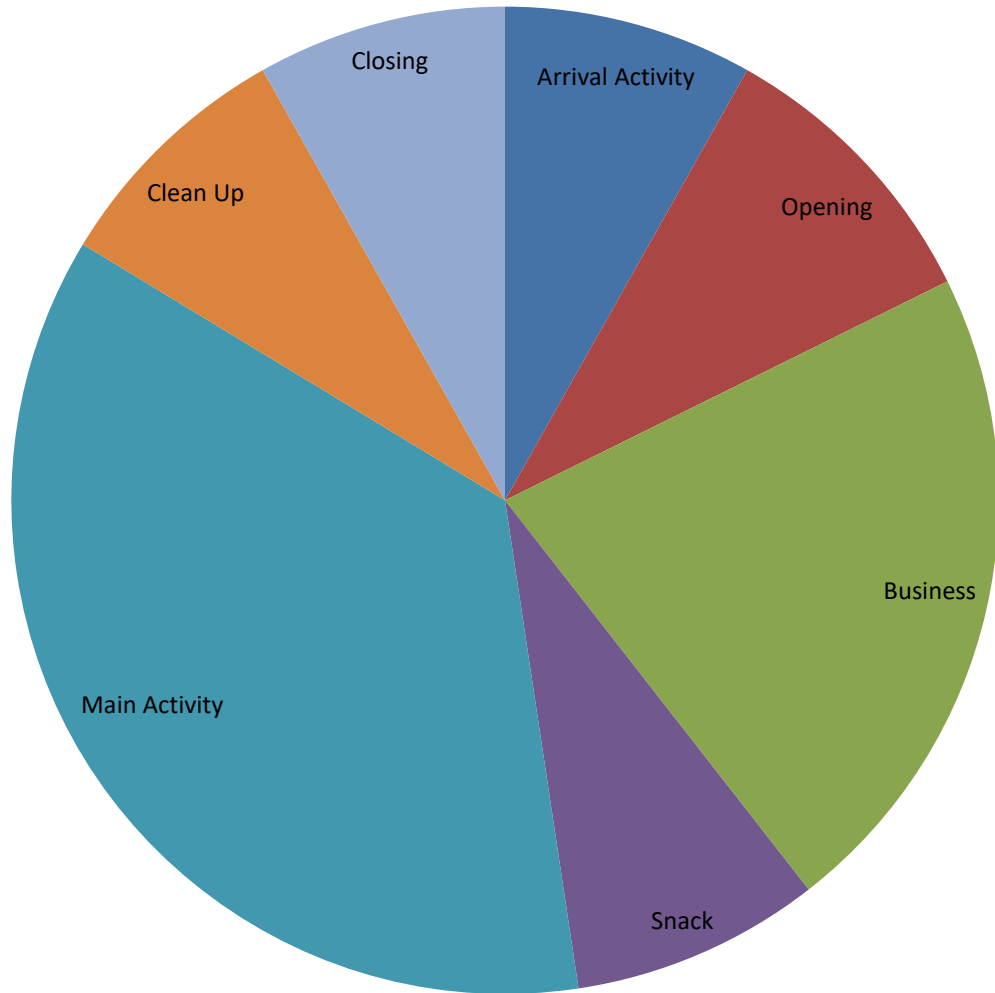
This series of Journeys is designed to strengthen a girl's sense of herself and boost her capacity to seek and meet challenges in the world — all by giving her the opportunity to hear, create, and tell stories in a range of creative mediums.

Journeys in this series:

- 5 Flowers, 4 Stories, 3 Cheers for Animals! for Daisies
- A World of Girls for Brownies
- aMUSE for Juniors
- MEdia for Cadettes
- MISSION: SISTERHOOD! for Seniors
- BLISS: Live It! Give It! for Ambassadors



## Parts of a Troop Meeting



### Parts of a Meeting

- Arrival Activity
- Opening
- Business
- Snack (Optional)
- Main Activity
- Clean Up
- Closing



## Troop Meeting Plan

Date: \_\_\_\_\_ Circle One: Petal \_\_\_\_\_ Journey \_\_\_\_\_ Other \_\_\_\_\_

Arrival Activity: \_\_\_\_\_

Opening: \_\_\_\_\_

Business:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Song:  
\_\_\_\_\_

Game:  
\_\_\_\_\_

Main Activity:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Closing: \_\_\_\_\_

Supplies Needed:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Kapers:  
Pledge: \_\_\_\_\_  
Set Up: \_\_\_\_\_  
Snack: \_\_\_\_\_  
Song: \_\_\_\_\_  
Game: \_\_\_\_\_  
Clean Up: \_\_\_\_\_

## High Quality Experiences:

How would you engage younger girls in planning a game?

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### Trust me – “Blind Folded Walk” (shows the importance of trust and teamwork)

Running an obstacle Course:

The girls will take turns wearing a blindfold and making their way through the course as the rest of the team call out directions.

or

One girl will lead the group of blindfolded girls around outside. Each girl will put their right hand on the right shoulder of the girl in front of her. The leader will tell the girl when to turn right, left, stay straight, move one step one way or another.

1. What makes giving the directions hard?

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2. What happens if the directions givers can't imagine what it's like to be the one wearing the blindfold – the one who has to follow the directions? Why is that important?

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3. How do the two work together?

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4. Was there good leadership and team work?

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## **Safety:**

### **Girl Scout Safety Guidelines (12 Safety Standards):**

As VIT's, you are not solely responsible for safety; however, you need to be aware of these guidelines.

1. Follow the Safety Activity Checkpoints. Instructions for staying safe while participating in activities are detailed in the Safety Activity Checkpoints, available on the council's website.
2. Arrange for proper adult supervision of girls. Your group must meet the ratios below at all times.
3. Get parent/guardian permission. A permission slip is required anytime the meeting is outside of the normal time and place.
4. Report abuse. Sexual, physical, verbal, and emotional abuse of girls is forbidden.
5. Be prepared for emergencies. Be aware of procedures for emergencies related to weather, fire, lost girls/adults, and site security.
6. Travel safely. Every driver must be an approved adult volunteer and have a good driving record, a valid license, and a registered/insured vehicle. Girls with a driver's license cannot transport other girls.
7. Ensure safe overnight outings. Prepare girls to be away from home by involving them in planning, so they know what to expect.
8. Role-model the right behavior. Never use illegal drugs. Don't consume alcohol, smoke, or use foul language in the presence of girls.
9. Create an emotionally safe space. Protect the emotional safety of girls by creating a team agreement and coaching girls to honor it.
10. Ensure that no girl is treated differently. When scheduling, helping plan, and carrying out activities, carefully consider the needs of all girls involved.
11. Promote online safety. Teach girls the Girl Scout Online Safety Pledge and have them commit to it.
12. Keep girls safe during money-earning.

## Understanding How Many Adults You Need

Girl Scouts adult-to-girl ratios show the minimum number of adults needed to supervise a specific number of girls. V.I.T.s cannot be counted as an adult for these ratios.

	Group Meetings		Events, Travel, and Camping	
	Two unrelated adults (at least one of whom is female) for this number of girls:	Plus one additional adult for each additional number of this many girls:	Two unrelated adults (at least one of whom is female) for this number of girls:	Plus one additional adult for each additional number of this many girls:
Daisies (K–grade 1)	12	6	6	4
Brownies (grades 2–3)	20	8	12	6
Juniors (grades 4–5)	25	10	16	8

Here are some examples: If you're meeting with 17 Daisies, you'll need 3 unrelated adults, at least one of whom is female. (Follow the chart: you need two adults for 12 Daisies and one more adult for up to six more girls. You have 17, so you need three adults.)

## Safety Activity Checkpoints:

When preparing for any activity with girls, always begin with the Safety Activity Checkpoints written specifically for that particular activity. This introduction provides an overview of the format of each set of checkpoints.

- **Know where to do the activity.** Quick list of the most common places girls hold the activity
- **Include girls with disabilities.** Tips and special Web sites for information on including girls with disabilities
- **Basic Gear** includes clothing and equipment girls are likely to already have in their possession.
- **Specialized Gear** includes clothing and equipment girls may need to purchase, rent, or borrow

## Prepare for the Activity

These checkpoints discuss steps to take in advance of the activity. Not every category is listed here, and not every activity includes these categories.

- **Communicate with council and parents.** Tips for following council guidelines and keeping parents informed
- **Ensure prerequisites.** Ranges from an ability to swim to knowledge of primitive camping
- **Arrange for transportation and adult supervision.** Recommended adult-to-girl ratios for this activity
- **Verify instructor knowledge and experience.** Ensuring the volunteers or on-site instructors possess the proper skill set, knowledge, experience, and/or training/certification
- **Select a safe site.** A game plan for ensuring the safest experience possible
- **Compile key contacts.** Information on itineraries, phone trees, and other contact information
- **Respect the environment.** Tips for ensuring environmental responsibility
- **Prepare for emergencies.** First-aider requirements and other emergency precautions

## On the Day of the Activity

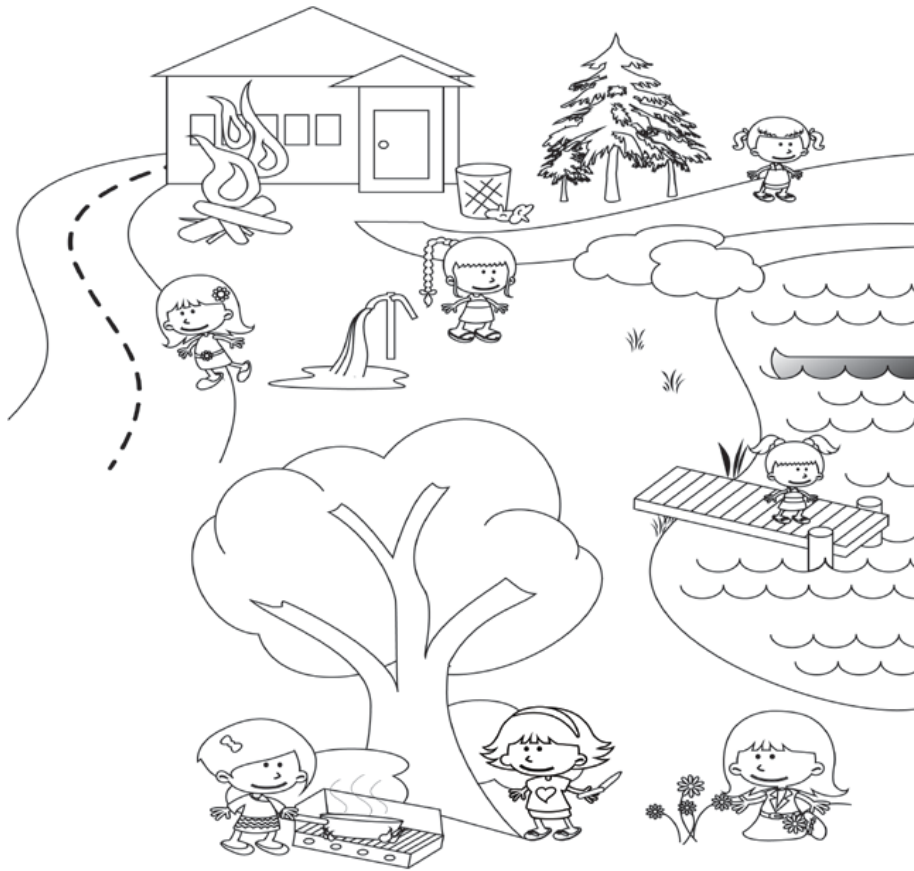
These checkpoints include important final reminders on the day of the activity. Not every category is listed here, and not every activity includes these categories.

- Get a weather report. Ways to monitor the weather for any outdoor activity and/or activity requiring transportation
- Review rescue tips. Activity-specific rescue tips
- Use the buddy system. The best way to ensure no one is separated from the group or unable to get help
- Be prepared in the event of a storm with lightning. Special details for outdoor warm-weather activities

The link will take you to all safety activity checkpoints: <https://www.girlscouts-ssc.org/content/dam/girlscouts-ssc-redesign/redesign-forms-and-documents/forms-and-documents/travel-forms/2022-2023%20Safety%20Activity%20Checkpoints.pdf>



Safety Scene – Circle what’s wrong with this picture:



These girls are not following good health and safety standards in this picture, they are also not following minimal impact rules. Circle what is wrong in this picture and answer the questions below.

What changes do you need to make to 3 of the hazards!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Who needs to be made aware?

\_\_\_\_\_

**On Your Own -**  
*“Make it Yours”*

Do you have any Girl Scout goals waiting on your plate?

Use the space below to jot down anything you want to accomplish on this journey;

I want to ...

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1. What personal goals do you have for your VIT experience?

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2. Are there other goals you would like to accomplish?

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3. What skills do you already have to achieve those goals?

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4. What skills do you need to practice?

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**Skills and Interest:**

What Girl Scout level do you want to work with? Daisy\_\_\_\_\_ Brownie\_\_\_\_\_ Junior\_\_\_\_\_

List any skills you could teach or interest you can share.

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List any skills you would like to develop or topics you would like to learn about.

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Do you speak a language other than English? \_\_\_\_\_

If so, what is it? \_\_\_\_\_

Do you know sign language? \_\_\_\_\_

List any safety certifications you have earned by completing a formal course (e.g. red Cross First Aid, CPR, Baby-sitting). Include the name of the sponsoring organization and the certification date of expiration:

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**Experience Working with Children:**

Position \_\_\_\_\_

Where did you work? \_\_\_\_\_

Briefly describe your responsibilities

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When were you in this position and how much time did you spend in this position?

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What did you enjoy most about working with young children?

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## Adult Agreement for Participation in Leadership Project

### Instructions:

1. Read and sign the following agreement.
2. Return this form to Girl Scouts Silver Sage Council, 8948 W Barnes St, Boise, ID 83709  
Attn: Program Department or email to [customercare@girlscouts-ssc.org](mailto:customercare@girlscouts-ssc.org)

I will arrange for a planning time with the older girl who is working with me.

V.I.T.'s Name: \_\_\_\_\_

- I will inform her in advance of a change or cancellation of meeting time.
- I will give her opportunities for leadership within my troop.
- I understand that I can ask her to do the following things:
  - Assist girls in planning and carrying out activities.
  - Help plan end-of-year activities, bridging, etc.
  - Assist with product sales.
  - Assist with record keeping
- I will not allow her to assume adult responsibilities. This means she cannot:
  - Be left alone with younger girls
  - Be counted as an adult in girl/adult ratios.
  - Drive girls or peers.
  - Serve as a first-aider without an adult present

I will give positive feedback and recommendations on an ongoing basis to the girl working with me.

I will participate in the evaluation process.

Adult's Name  
(printed) \_\_\_\_\_ Position \_\_\_\_\_

Adult's Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

## Girl Scouts Silver Sage Council Volunteer-In-Training Note Sheet

You will need this information each time you agree to serve as a V.I.T

Troop Leader's Name: _____
Email address: _____
Phone number: (HOME) _____ (CELL) _____
Age Level: _____ Troop Number: _____ Number of Girls: _____

### What Will I Do?

Activity I will be facilitating? _____
How much time will I have? _____
What will I be doing? _____
Do I need to bring anything? _____
Will there be a planning time beforehand? _____
Is there a cost? _____ Is a special permission slip needed? _____
What should I wear? _____

### Things To Tell My Parent or Guardian:

Where I am going? _____
Time I must be there: _____ How I am getting there: _____
Time it is over: _____ How I am getting home: _____
Do I need to bring anything? _____
Other Information: _____

**REMEMBER TO TAKE A PERMISSION SLIP WITH YOU TO THE LEADER**

## VOLUNTEER-IN-TRAINING TIME LOG

Name _____		Date _____	
Troop # _____	Service Unit # _____	Phone # _____	
Email _____			
Troop Leaders Name _____			

SESSION #1

ACTIVITY DETAILS	Total Time Spent Planning & Implementing w/Troop

SESSION #2

ACTIVITY DETAILS	Total Time Spent Planning & Implementing w/Troop

SESSION #3

ACTIVITY DETAILS	Total Time Spent Planning & Implementing w/Troop

SESSION #4

ACTIVITY DETAILS	Total Time Spent Planning & Implementing w/Troop

## Girl Scouts Silver Sage Council Self-Evaluation of Leadership Skills

Name: \_\_\_\_\_ Troop # \_\_\_\_\_

Date: \_\_\_\_\_

Place a checkmark next to each statement that you feel you successfully achieved in working with the younger girls

Planned and helped coordinate activity.	<input type="checkbox"/>
Stated the purpose of the activity.	<input type="checkbox"/>
Spoke loud enough for everyone to hear.	<input type="checkbox"/>
Involved entire unit.	<input type="checkbox"/>
Showed enthusiasm and sense of humor toward girls.	<input type="checkbox"/>
Made eye contact with girls.	<input type="checkbox"/>
Walked around to make sure all girls understood activity and answered any of their questions.	<input type="checkbox"/>
Delegated responsibilities when necessary.	<input type="checkbox"/>
Helped girls to stay on task.	<input type="checkbox"/>
Allowed lines of communication to stay open between girls.	<input type="checkbox"/>
Encouraged girls by using positive reinforcement.	<input type="checkbox"/>
If necessary, reminded girls of expectations regarding behavior.	<input type="checkbox"/>
Ask girls what they learned from the activity.	<input type="checkbox"/>

Comments:

## Girl Scouts Silver Sage Council Leader Evaluation of the Senior/Ambassador Volunteer-in-Training

Name of VIT \_\_\_\_\_ Service Unit \_\_\_\_\_  
 Activity Observed \_\_\_\_\_ Date \_\_\_\_\_  
 Person Observing \_\_\_\_\_ Phone \_\_\_\_\_  
 Troop Number \_\_\_\_\_ Meeting Place \_\_\_\_\_

Check the category that best describes the VIT's level of development for each item:  
 EX = Excellent / VG = Very Good / G = Good / F = Fair / P = Poor

<b>PERSONAL QUALITIES:</b>	EX	VG	G	F	P
Personal Appearance					
Voice and mannerism					
Promptness					
Ability to stimulate interest and enthusiasm					
Maturity as a V.I.T.					
Poise in front of a group					
Ability to accept direction					
Ability to accept constructive criticism					
Relationship with girls					
Relationship with adults					

<b>PRESENTATION OF MATERIAL / TASK PERFORMANCE:</b>	EX	VG	G	F	P
Organization of material					
Clarity of directions					
Presentation					
Grade level content appropriateness					
Ability to hold interest					
Flexibility					
Timing and pacing of activity					
Knowledge of subject matter					
Overall teaching skills					

Please state any difficulties encountered by V.I.T. in the time period observed and how they were handled: