CADETTE PROGRAM AIDE WORKBOOK (VIRTUAL)

Grace Chovil
GIRL SCOUTS OF COLORADO Denver, CO

Cadette Program Aid Training

This is an eight-hour course required to participate in if you want to be a CIT in the future. This training and program will be essential for learning more about the program team and other programs within Girl Scouts of Colorado. This training is a **hybrid course**. The first half is required to be done **before** you arrive at the in-person training at any location. The virtual part of the course will take about three hours to complete, and the in-person part is about four hours of group activities for girls and adults. You will need to follow along and fill out this workbook as you move through the course. Please bring this completed workbook with you to the in-person training. The other half will be in person, using the information you have learned online.

Please print out this workbook BEFORE you start the virtual training. You will need to follow along and write things down as you go along. The trainer will expect you to have filled out the first section of this workbook before attending the in-person training.

Section One: Housekeeping Virtually (15 minutes)

- Welcome and instructions to the online course.
- Why are you attending this training? I want you to set an intention for this course.

Supplies:

- PRINTED workbook
- Pen and pencil

We will be using the work done from the virtual course on the in-person course. So please fill out every section of the virtual workbook and take notes when necessary to bring with you when you attend in person. CPA trainers will be expecting everyone to participate to their fullest. This will make the day run a lot smoother for everyone attending.

Learning Objectives:

- Identify yourself as a leader
- Understand and utilize the Girl Scout Leadership Experience (GSLE)
- Identify developmental characteristics of Daisy, Brownie, and Junior Girl Scouts
- Manage and identify group dynamics
- Gain ideas on how to infuse personal passions and safety into your activities

Activity #1: What type of leader are you? Follow these links to find out your personality type and what type of leader you are!

Personality: Free personality test, type descriptions, relationship and career advice | 16Personalities

Take some time to read through the description of your personality type and then answer the questions below. This will be helpful to know as you continue to move into more leadership roles in the future.

uture.
What was your personality type? Give us a short description.
Tell us some of your strengths and weaknesses.
What are some workplace habits that you found interesting?
Were there any sections that you found to be more accurate than others? Tell us about it!

Leadership: What Sort of Leader are You? (skillsyouneed.com)		
What's your leadership style? Give us a short description.		
Did you find anything surprising about the results of your quiz?		
Activity #2: Where do you fit? Please take some time to journal and brainstorm about these questions.		
How can I help plan and facilitate activities in the next week, month, year?		
If something is not right, how do I let the adult in charge know about this?		
What upcoming events should I ask my leaders to get involved with on the planning side?		
what upcoming events should rask my leaders to get involved with on the planning side:		
How can I help the adult leader care for the well-being of girls participating in activities?		

Notes:

Section Three: The Girl Scout Leadership Experience (60 minutes)

What is the Girl Scout Leadership Experience? Take some time to explore this link (<u>Transforming Leadership (girlscouts.org</u>)) and fill in the blanks below!

Elements of the Girl Scout Leadership Model

- Processes—How girls develop the three keys
- Outcomes—These are the leadership skill girls gain from GSLE activities

Activities (Leadership Keys)

Program Activities are organized around the Three Keys to leadership. These keys are based on the values of the Girl Scout Promise and Law.

- 1. "Discover" activities engage girls in exploring their values, skills, and world.
- 2. "Connect" activities engage girls in teaming up and relating with others in a multicultural world.
- 3. "Take Action" activities engage girls in making a difference in the world.

Processes

Program activities include these concepts to help girls develop the Three Keys:

- activities
- Learning by Doing
- Cooperative Learning

GSLE Outcomes

The Three Keys are further divided into "outcomes" which are the specific leadership skills girls gain through the GSLE. Here are the 15 general outcomes (from Transforming Leadership as they apply to the different program levels).

Discover Outcomes

- Girls develop a strong sense of self.
- Girls develop positive values.
- Girls gain practical life skills.
- Girls seek challenges in the world.
- Girls develop critical ______ skills.

Connect Outcomes

- Girls develop healthy ______
- Girls promote cooperation and team building.
- Girls can resolve .
- Girls advance diversity in a multicultural world.
- Girls feel connected to their communities, locally and globally.

Take Action Outcomes

- Girls can identify community needs.
- Girls are resourceful problem solvers.
- Girls advocate for themselves and others, locally and ______

 Girls educate and inspire others to act. Girls feel empowered to make a 	in the world.	
Activity #3: Imagine you are a GSCO Program Staff member! Use the template below to create an activity for Daisies, Brownies, or Juniors that includes the GSLE outcomes. You may choose to form an activity based on something you love to do or something you would like to learn more about. Be creative and have fun! (If you need more space, grab another sheet of paper!)		
Activity Name:		
Girl Scout Leadership Experience (check all the this GSLE outcome)	hat apply and then explain why this activity relates to	
Leadership Keys (what girls do): Discover □ Connect □ Take A How does this key relate to your activity?	Action □	
Girl Scout Processes (how they do it): Girl Led □ Learn by Doing □ Cooperative How does this process relate to your activity?	Learning □	
Objective (write about the purpose of this ac	ctivity and what you hope the girls will learn):	
Materials Needed:		
Prep Time Needed:		
Delivery Time Needed:		
Introduction/Group Discussion (how will you	u talk to the girls about this activity?):	

Activity/Craft (what is the activity you will be doing?):		
Accommodations/Modifications:		
Comments:		
Program Resources:		
Notes:		

Section Four: Developmental Characteristics of Young Girls (30 minutes)

Program Levels-GSUSA program age levels by grade:

Daisy: K-1 Brownie: 2-3 Junior: 4-5 Cadette: 6-8 Senior: 9-10 Ambassador: 11-12

What are developmental differences between Daisies, Brownies, and Juniors? Take a highlighter a highlight the characteristics that really stick out to you.

Daisy Girl Scout Characteristics:

K-1st grade, 5-7 years old Wants to do things for herself, growing independence May need support in completing tasks Curious, imaginative Learns by doing, playing, and experiencing Experiences environment through all her lenses Works in cycles with bursts of energy

Brownie Girl Scout Characteristics:

2-3rd grade, 7-9 years old High energy level, short attention span Works well with structure Enjoys being creative Good decision-making skills Wants more responsibility Very imaginative Moody Likes to help and have more responsibility

Junior Girl Scout Characteristics:

4-5th grade, 9-11 years old Very active, high-energy level Present focused, influenced by media and images Beginning of physical changes Shy and easy going Self-conscious and low self-esteem Secretive

What are some characteristics that you think are really notable for each age group? Why?

Activity #4: Brainstorm some ways here for how you can help Daisies, Brownies, and Juniors all get along in a group activity, despite their major differences (please give at least two examples):

What are these high-quality programs good for? (GSLE)

What are safety standards within Girl Scouts and why do we have them? (These are so important to understand if you are interested in becoming a CIT, camp counselor, or staff member sometime in the future.)

Safety standards: What are they?

6. Girl Scouts of Colorado has ___

These are rules handed down by GSUSA to all councils.

They contain guidelines that must be followed for a Girl Scout activity including troop meetings, campouts, and activities. The most updated version of GSUSA's Safety Standards can be found on GSCO's website: <u>Safety (girlscoutsofcolorado.org)</u>

Activity #5: Scavenger Hunt! Use the Girl Scouts of Colorado's safety standards webpage to find the missing words below and answer the questions. Please focus on the following sections: Managing Conflict, Building Trust, When Sensitive Topics Come Up, Report Concerns, and Communicating Effectively with Girls of Any Age. However, we do encourage you to read through all the sections.

ect	ively with Girls of Any Age. However, we do encourage you to read through all the sections.
1.	When a conflict arises between girls or a girl and a volunteer, get those involved to sit down together and talk, keeping in mind that each party may need some time—a few days or a week—to calm down before being able to
	do this.
2.	Please choose three attitudes from "Communicating with Girls of Any Age" that stand out the most to you. Why do you think these ones are important?
3.	Girl Scouts welcomes and serves girls and families from a wide spectrum of When girls wish to participate in discussions or activities that could be considered sensitive—even for some— until you have
	spoken with the parents and received guidance from your council.
4.	Your concern about a girl's well-being and is taken seriously and your council will guide you in addressing these concerns.
5.	What are two signs that a girl may need help?

their ______ to report any suspected child abuse.

7. All employees are required to sign an acknowledgement that they have read and understand

for all forms of abuse.

8. Support girls in trusting one another—let them see firsthand how trust can be		iem see firsthand how trust can be,	
	lost, regained, and	_•	
	. Show girls you trust them to think for themselves and use their own		
10.	0. Contact a at	your Girl Scout council to find out how to refer the	
	girl and her parent/guardian to experts at so	hool or in the community.	

Safety rules specific to PAs

PAs are in a unique situation where they are not campers, but not quite adults. There are a specific set of rules that apply to PAs.

Do:

Plan program with girls.

Lead activities.

Research program options.

Teach songs and games.

Help supervise girls and keep them engaged.

Take four or fewer girls to the restroom, next meeting, ect. (as long as you are in sight and/or shouting distance of an adult at all times).

Don't:

Perform first aid.

Be left alone with girls.

Be counted as part of the girl/adult ratio.

Drive girls (other than siblings).

Take more than four girls to the bathroom.

<u>PAs are responsible for making sure the adult is aware of what PAs can and cannot do.</u> Most adults have not participated in this training and do not know what limitations PAs may have. i.e. Just because an adult asks you to watch the girls alone for "just a minute" while they run to the bathroom, it is YOUR responsibility to tell them that you are not allowed to do that.

Safety is everyone's responsibility. However, it is the **adults** who are responsible for the group and overall safety. Everyone under 18 must be supervised at all times. Adults need to be supervised too, that is why there are always two in every group.

Adults are responsible for supervising participants working with "sharps"—knives, scissors, marshmallow forks, ect.

Always check with the adult in charge before leaving your group/unit.

First Aid is taken care of by the First Aider—there are many rules they must follow even to put on a band-aid.

In any emergency, you can help best by staying calm. Be alert so you can help if asked and trust that the adults have things under control.