

VOLUNTEER-IN-TRAINING

**A Workshop for Seniors and Ambassadors
earning the
Volunteer-in-Training Award**

FACILITATOR'S GUIDE



CORE TRAINING UPDATE

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

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

Girls who earned their Program Aide Award as Cadettes can skip the VIT training requirement. Their PA training satisfies that requirement.

Girls should submit their VIT Completion Sheet to their troop leader. This form will be signed by the troop leader and returned to the girl. The approved form must be provided to the shop upon purchase of the pin.

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

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

Materials

- Name tags
- Post-it notes
- Markers
- Paper/poster to post post-its
- Roll of toilet paper
- Markers
- Poster board
- Copies of Girl Scout Promise and Law (if the girls don't know it)
- GSLE poster (Appendix A)
- Body drawing (Appendix B)
- Scissors
- Glue
- Magazines that can be cut up
- Pencils
- Markers
- Bandanas or head bands
- Labels (Appendix C)
- Safety Pins
- Age Level Characteristics (Leadership Journal)
- Age level characteristics card sets and skeleton
- Journeys at a Glance: http://www.gsctx.org/images/Journeys_at_a_Glance.pdf
- Girl's Guide to Girl Scouting badge chart (any GS level)
- Safety Standards
- Various girl and adult Journey books at different age levels (at least 1 per every 4 girls)

Volunteer-in-Training Core Workshop Schedule

Topic	Purpose	Suggested Time	Date Completed	Troop/Group Leader Signature
Arrival Activity (page 6)	To identify their skills and experiences that will be assets in their PA experience	10 minutes		
Opening (page 6)	Meet the facilitators, set expectations for training	5 minutes		
Warm Up (page 6)	Get acquainted with each other, learn ice-breaker games	15 minutes		
Team Agreement (page 6)	Understand that team agreements can be living documents and that the Girl Scout Promise and Law are a kind of team agreement	15 minutes		
Girl Scout Processes (page 7)	Review the Girl Scout Leadership Experience and demonstrate examples of the processes	30 minutes		
Labels and Stereotypes (page 8)	Identify stereotypes and the impacts of "labeling" people.	20 minutes		
About the Girls (page 9)	Gain an understanding of the developmental characteristics of younger girls and identify appropriate techniques to apply to each age-level	30 minutes		
About You (page 10)	Find things in common with the rest of the group	20 minutes		
What Are You Passionate About? (page 10)	Identify skills and interests to help narrow down how you'd like to work with younger girls	25 minutes		

Planning and Leading (page 11)	Select an appropriate activity for girls. Effectively introduce and lead that activity to the rest of the group	45 minutes		
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Time Required	Activity	Supplies
10 minutes	<p>Arrival Activity</p> <p>Have a sign posted with arrival/early bird assignment visible from all parts of the room. Post a blank sheet of easel paper on the wall.</p> <p>Have the girls use the post-it notes to write their favorite hobbies or interests.</p> <p>Post these on the easel paper on the wall.</p> <p>Have them also choose what type of leader they are and put a post-it note next to the one (or two) that describes them.</p>	<ul style="list-style-type: none"> • Name tags • Post-it notes • Markers • Paper/poster to post post-its
5 minutes	<p>Opening</p> <p>Introduce facilitator(s), perhaps by indicating how you would have answered the “arrival” questions when you were their age.</p> <p>Overview workshop- State: It is assumed all of you are in this workshop to learn how to be an amazing Volunteer-in-Training ready to work with Daisy, Brownie, Junior, and Cadette Girl Scouts. Today you’ll be learning about:</p> <ul style="list-style-type: none"> • The Girl Scout Leadership Experience • The mentoring experience • Labels and Stereotypes • Safety during Girl Scout activities <p>And you’ll also have fun!</p>	
15 minutes	<p>Warm Up Icebreaker</p> <p>Toilet Paper Name Game: Take a roll of toilet paper and ask each girl how many squares they want (between 3 and 10). Then go around the circle and have each person say something interesting about themselves for each square that they have. The first square should be them telling their name. Afterwards, debrief the activity. Ask: Was this fun? Did it help you to get to know each other a little bit? Is it important to start with a fun activity to warm up? Why do we play icebreaker games?</p>	<ul style="list-style-type: none"> • Roll of toilet paper
15 minutes	<p>Team Agreement</p> <p>Explain the use of the “parking lot:” The workshop has a set amount of time assigned and so you plan to make sure that the agenda is stuck to. Let the girls know that if you feel they are going off on a tangent to the main thrust of the meeting or they have a question not related to the current topic, then they can write the question or idea on a post-it and put it in the parking lot to be addressed later.</p>	<ul style="list-style-type: none"> • Makers • Poster board • Copies of Girl Scout Promise and Law (if the girls don’t know it)

	<p>Ask the girls to think of a group that you've been a part of</p> <ul style="list-style-type: none"> • Where everyone helped the team be successful • Where everyone was valued and appreciated • Where everyone had a chance to talk, and the rest of the group listened • Where everyone felt safe, and they could say what was on their mind <p>How did people act? What did they do to make this team successful? (BRAINSTORM ideas and record on whiteboard or easel pad.)</p> <p>Note: It is important to have the girls come up with the majority of the parts of their Team Agreement. However you may want to/need to add to the brainstormed list. Consider the following:</p> <ul style="list-style-type: none"> • We are all responsible for the space – keeping it neat and not damaging anything • Ask questions or write them on sticky notes and put them in the “parking lot” • Treat one another and facilitators with courtesy and respect • We're here to have FUN • Add any safety rules pertinent to the site as needed <p>After brainstorming, say: Everyone must be able to agree to the Team Agreement. If someone can't – and it's o.k. to say so – then more discussion is needed. Take a thumbs up-down-neutral vote. If a girl votes thumb to the side or down, then take time to praise the girl for voicing her concern and discuss the point/s that she feels unclear about or disagrees with. If a consensus can't be reached, that point should be removed. [Even if this doesn't happen, let them know the process if there had been disagreement.] Post finalized agreements.</p> <p>GIRL SCOUT Promise and Law – Girl Scouts have a set of values that we all share – the GS Promise and Law. Does your troop use the Promise and Law as a behavior guide?</p> <p>Think quietly – which of these laws is the most meaningful or important to you? Ask for sharing. Why is this law special for you? The Girl Scout Promise and Law can be found on page 2 of the Leadership Journal.</p>	
45 minutes	<p>The Girl Scout Processes You probably participate in other activities- sports, music, school, church... What is it that is special about Girl Scouts? What is different about it? (All girls, we plan our activities, girls are in charge, we go</p>	<ul style="list-style-type: none"> • GSLE poster (Appendix A) • Body drawing (Appendix B) • Scissors

camping)
 Show the poster of the Girl Scout Leadership Experience. Key Concepts can be found on page 4 of the girls' Leadership Journal. This model is one of the things that makes Girl Scouts unique. Review the model briefly. Explain that we will be focusing on the Girl Scout Processes and how these concepts are used in program planning.

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

1. Discover- look inward to discover who you are and what you value
2. Connect- team up with some of the millions of your worldwide Girl Scout sisters to create a network
3. Take Action- get out there and make the world a better place

To make the mentoring process fun for both you and the younger girls, integrate these concepts into the activities you lead:

Girl Led	Girl planning, deciding, leading
Learning By Doing	Active cycle of learning and reflecting; hands-on
Cooperative Learning	Team approach, must rely on others

Ask the girls for examples of when they have used the processes at school or in their Girl Scout troop. Girl Led is sometimes the trickiest one to identify. How have different girls taken leadership roles today? (came up with ideas, asked questions, encouraged teammates, took notes, included others, thanked others). Girls can brainstorm strategies on page 5 of their Leadership Journal.

Role Model Do's and Dont's

As a mentor for younger girls, you'll have an enormous amount of influence with them, so it's very important to remember that you are, first and foremost, a **Role Model**.

With a partner, discuss the following topics while you create a self-portrait (since you are a role model):

- What are things you should do and say as a role model?
 What are things you should NOT do or say when you're a role model?
- Serving as a role model requires that you be friendly with the younger girls, which is NOT the same as being their friend. What are things you might do or discuss with a friend, that you should not do or discuss with younger girls?

Feel free to draw/write or paste images from magazines to

- Glue
- Magazines that can be cut up
- Pencils
- Markers

<p>20 minutes</p>	<p>your self-portrait.</p> <p>Labels and Stereotypes Print and cut out the label cards above. Pin them to regular bandanas. Have the girls group up in no more than 10 to a group and place the bandanas on their heads—each set of cards should comprise one group. They should NOT look at their own bandanas, or make comments about the bandanas that are on others heads. Set the stage by telling the girls they have been invited to a social gathering and must interact with everyone there based upon the way they think society and their local/global community would treat people based on certain labels/stereotypes. Choose one girl to start a conversation with a question such as “How was your day today?” The others in the group will begin to treat her differently, based on what label she has on her bandana. Eventually, all the girls will need to treat each other according to the labels on their bandanas. Give the girls 7-10 minutes to converse in this strange fashion, and then have them stop. Go around the circle and see if each girl can decide what “label” is on her bandana.</p> <p>Ask the girls:</p> <ol style="list-style-type: none"> 1. What do you think this activity can teach us? 2. Did you like the way you were being treated? 3. Why do we treat others differently? 4. Is the old saying “Stick and stones may break my bones, but words will never hurt me” true? 5. Where do these labels come from? 6. Have you ever been labeled? How? 7. How does labeling impact people’s lives? 8. Did anyone start acting like what they thought their label was based on how people were treating you? (self-fulfilling prophecy, conformity norms) 9. Who has ever looked at a person and made a quick judgment about what that person is like based on how they look? 10. What are some ways we can treat others fairly and without using labels? <p>You may let the conversation move in its own direction, but don’t let it go on too long. Bring the girls back to the topic which is volunteering and helping others. How can this activity help them as a volunteer?</p>	<ul style="list-style-type: none"> • Bandanas or head bands • Labels (Appendix C) • Safety Pins
<p>30 minutes</p>	<p>About the Girls- Finding a Good Fit Say: You may already have a good idea of the age group you’d like to work with. In general, younger girls need more patience and energy, but they’ll adore you! Hopefully, this will inspire you to fulfill their image of you as a wonderful woman. Working with younger girls is simultaneously exhausting and</p>	<ul style="list-style-type: none"> • Age Level Characteristics (Leadership Journal) • Age level characteristics card sets and

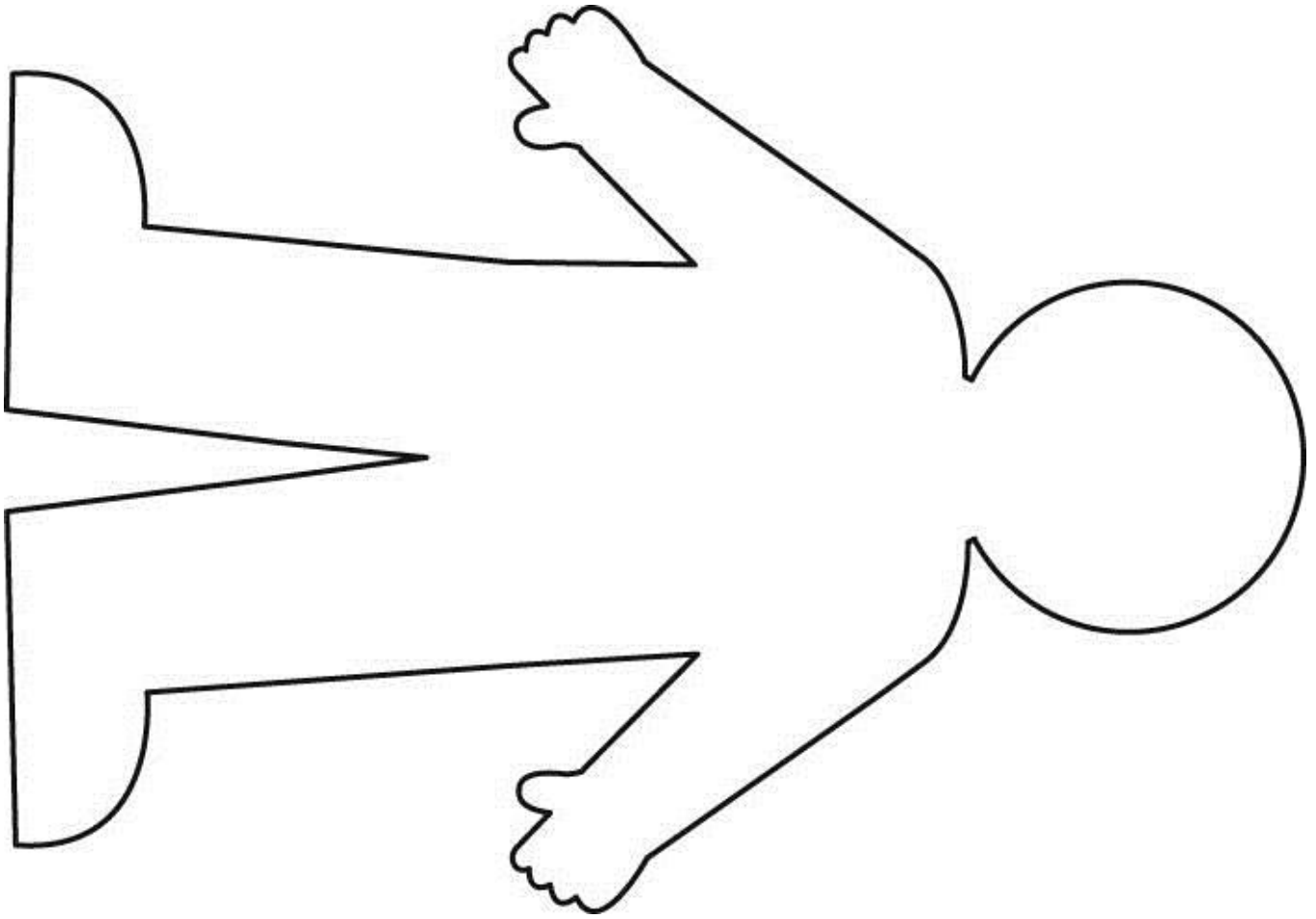
	<p>satisfying. You'll need to take a bigger lead in planning, though be sure to leave some choices for the girls to make, i.e., remember to keep activities "Girl led."</p> <p>As girls get older, they're better socialized, can read and follow directions better, and have a good overall feeling of proper behavior. They're also more likely to challenge your authority, since they're closer in age to you, and have lots of experience with teachers, subs, other parents, etc. As girls get older, you'll need to allow them in more of the discussions and decision making.</p> <p>Characteristics and Teaching Tips (10 Min) Form 3 or 4 new small groups. Pass out the Age Level Characteristics Cards (Appendix F) and the blank table sheet (Appendix E) to each group. Have the girls sort the Characteristics Cards into the categories. Refer to Leadership Journal pages 6-9 for help. When the girls are done, review the answers on the Age-Level Characteristics chart (Appendix D). Explain that there are areas of cross-over and that individual children will vary.</p> <p>Inventing an Activity (15 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. Select one or more of the Age-Level Characteristics and plan an activity, game or project you would do with girls that age that relates to the characteristic. Have groups report out. If you have a small group, you could have them choose more than one card.</p> <p>Wrap Up (5 Min) Take some sharing and answer any questions</p>	skeleton
20 minutes	<p>About You Group the girls into small groups—preferably 3-5 girls per group. Have the girls move to opposite corners of the room, so they are not within hearing distance of the other groups. Let them spend a couple of minutes talking and deciding on what they, as a group, have in common. They might all like camping, eating s'mores, sleeping, etc. Once they choose something they all have in common, have all the girls convene into a large circle. Each group must then act out their similarities, without speaking, for the other groups to guess! They should not have any time to practice their charade beforehand!</p> <p>Once every group has completed their charade, ask them:</p> <ol style="list-style-type: none"> 1. What can this activity teach you about yourself? 2. How difficult was it to come up with an activity without being able to prepare? 3. What would have made this activity easier? 4. What skills did you find useful as you and your group acted? 	

<p>25 minutes</p>	<p>What Are You Passionate About? Passion for an activity is a very important quality when working with younger girls. Daisies have 15 separate badges you can help with, and the older levels have 26 badges each. Additionally, each of the GS levels has three different Journey series to work from. To narrow down the list, answer a couple questions about yourself. Refer to pages 10-13 in your Leadership Journal. Although you'll probably only be working with one level of girls, on one Journey, it will be helpful to have several options when you approach the troop leaders and girls with your request to mentor them. List all the levels and Journey books or badges that you'd like to lead in your Leadership Journal. You can choose a single combination after talking with the troop leader and discussing the choices with the girls.</p>	<ul style="list-style-type: none"> • Journeys at a Glance • Girl's Guide to Girl Scouting badge chart (any GS level)
<p>45 minutes</p>	<p>Planning and Leading an Activity Say: Just like there are rules at school to keep everyone safe, we have rules in Girl Scouts to make sure everyone stays safe. We are going to practice planning an activity, then check the Girl Scout Safety Guidelines to make sure we are following them. Group Planning (7 Minutes) Split the girls into groups of 3-4. Have them look through the journey guides and decide on an activity to teach. About halfway through, remind them about the Girl Scout Safety Guidelines. Presentations (12 Min) After 15 minutes gather the girls and explain that the groups will take turns presenting their activities just as if they were the Volunteer-in-Trainings in charge of group of younger girls. Each group will have the opportunity to take the role of Volunteer-in-Trainings and the rest of the groups will be the participants. 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 activity and the GS Safety Guidelines that are pertinent to the activity. . At the end of each presentation the group will evaluate the methods used run the activity 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 activities than for them to be absolutely correct – they are just beginners. Wrap Up (3 Min) Do this by asking the girls to share about how they felt before, during and after their presentations. Pages 14-15 have next steps to get the girls thinking about how to apply their training.</p>	<ul style="list-style-type: none"> • Safety Standards • Various girl and adult Journey books at different age levels (at least 1 per every 4 girls)

APPENDIX A:



APPENDIX B: SELF PORTRAIT



APPENDIX C: STEREOTYPES AND LABELS

REDNECK	CLASS CLOWN
BOOKWORM	CHEERLEADER
RICH GIRL	DITZY BLONDE
GANGSTER	ATHLETE
NEW GIRL	FOUR-EYES

APPENDIX D: AGE LEVEL CHARACTERISTICS- ANSWERS

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

APPENDIX E: AGE LEVEL CHARACTERISTICS BLANK

	(Daisies)	(Brownies)	(Juniors)	(Cadettes)
Physical	•	•	•	•
Intellectual	•	•	•	•
Social	•	•	•	•
Emotional	•	•	•	•

APPENDIX F: AGE LEVEL CHARACTERISTICS- CUT THESE APART

<ul style="list-style-type: none"> • Good appetite • Learns by using senses: touch, smell, taste, hear and see • Developing eye-hand coordination • Fine muscle coordination not fully developed 	<ul style="list-style-type: none"> • Big appetite • Better muscle coordination • Able to work longer • Detailed small motor, eye-hand coordination activities • Ready for more complex physical activities 	<ul style="list-style-type: none"> • Beginning stages of puberty • Changes in muscles, organs, appearance • Hand-eye coordination developed skilled in manual activities • Differences in individual abilities appear 	<ul style="list-style-type: none"> • Bullying • Physical changes that may be confusing
<ul style="list-style-type: none"> • Short attention span • Some abstract thought beginning • Can print some letters/numbers • Center their ideas around themselves • Ask why a lot 	<ul style="list-style-type: none"> • Increasing attention span • Developing language; heard, spoken, written • Differentiate between fact and fantasy • More able to see another's viewpoint • Learn by experience • Very imaginative 	<ul style="list-style-type: none"> • Increased ability to use ideas, imagine, plan, solve problems • Difficult to teach • Follow through to complete tasks • Seeks more challenging projects 	<ul style="list-style-type: none"> • Dealing with increasing academic and moral pressure • Forming values • Very impressionable • Get drawn into drama
<ul style="list-style-type: none"> • Mainly concerned with self • Seeks adult approval • Enjoys the family • Needs adults to help make friends • Slowly learns to play with one or two others 	<ul style="list-style-type: none"> • Group participation • Seeks approval of other children • Wants to assume responsibility • Becomes independent of adult with other children • Learns to get along without always demanding own desires 	<ul style="list-style-type: none"> • Independent • More interested in approval of peers than of adults • Follows fads • Thinks about how other people will react to what they do 	<ul style="list-style-type: none"> • Enormously sensitive to peer opinions & pressure • May resist being seen as a "teacher's pet" and be purposefully disrespectful
<ul style="list-style-type: none"> • Easily hurt by criticism • Cooperative • Friendly and helpful • Have occasional tantrums • Serious 	<ul style="list-style-type: none"> • Needs lots of praise and encouragement • Sometimes silly, sometimes serious • Shows emotions freely 	<ul style="list-style-type: none"> • Changes moods restrain their emotions • Consider the feelings of others 	<ul style="list-style-type: none"> • Curious about relationships and other adult topics • May feel more comfortable approaching you instead of their parents