



# Program Aide Training PA





# Program Aide Job Description

## TO BE A PROGRAM AIDE "PA", A GIRL MUST:

- Complete the Program Aide Core training and specialty training.
- Be ready and able to work with younger girls in a troop/group.
- Volunteer a minimum of 25 hours with a troop/group.

A PA IS RESPONSIBLE TO: an assigned mentor leader, camp director or other adult.

## A PA IS RESPONSIBLE FOR:

- Agreeing upon a time when the leader and she can meet to plan.
- Being on time to the meeting or event with which she has agreed to assist.
- Having a signed parent permission slip when traveling to the troop/group.
- Arranging for transportation to and from the meeting/event.
- Asking the leader to provide money or materials for her program.
- Keeping her commitment to the leader and the girls.
- Maintaining her role as a PA and being a role model for the girls with whom she is working.
- Making sure every girl in the troop/group is being included in all activities.
- Recording her volunteer time with the troop/group.
- Evaluating the experience with the mentor leader.

## A LEADER IS RESPONSIBLE FOR:

- Agreeing upon a time when the PA and she can meet to plan.
- Being on time to the meeting or event with which she has agreed to assist.
- Collecting the PA permission slip.
- Introducing the girl to the troop/group and preparing the troop/group for the PA's participation.
- Maintaining order and being there for the PA when she is conducting an activity.
- Making sure every girl in the troop/group is being included in all activities.
- Providing money or materials as agreed upon with the PA for her activities.
- Evaluating the experience with the PA.

# Program Aide Dos and Don'ts

## Here are some things a PA can do:

- Help younger girls
- Plan or create activities
- Encourage girls to participate and try new things
- Teach skills, games, crafts, songs, and more



## Here are some things a PA cannot do:

- Provide transportation
- Serve as the troop or group First Aider
- Sign official forms
- Be on the troop checking account
- Be counted as the second adult for the troop



# Understanding Safety

VOLUNTEER ESSENTIALS is the basic guide for girls and adults in Girl Scouting. All Girl Scouts are required to follow the information listed in *Volunteer Essentials*.

## **PROGRAM AIDE “PA” RESPONSIBILITY IN SAFETY:**

Girls who learn about and practice safe and healthy behaviors now are more likely to establish lifelong habits of safety consciousness. Each PA should:

- Assist the leader in planning for safety.
- Listen to and follow instructions and suggestions.
- Teach the girls to learn and practice safety skills.
- Learn to “Think Safety” at all times and to “Be Prepared.”
- Identifying potential safety risks to activities and how to handle them
- Know how, when and where to get help when needed.
- Follow the appropriate Activity Checkpoint guidelines for each event.
- Include *Volunteer Essentials* as a resource for EVERY planned activity.

## **WHAT IS AN ACTIVITY CHECKPOINT?**

Activity Checkpoints represent the basic minimums to follow in providing Girl Scout program. There is an Activity Checkpoint guide for each activity a Girl Scout may choose to participate in, including activities such as crafting, fencing, surfing, and visiting a theme park. Activity Checkpoints can be found online at <http://www.westpacificgirlscouts.com/SafetyActivityCheckpoints.html>

## **THE GIRL SCOUT LEADERSHIP EXPERIENCE**

When planning an activity for girls, keep the Girl Scout Leadership Experience in mind. The GSLE encourages girls to explore the world by engaging them in three keys to leadership: discovering who they are and what they value, connecting with others, and taking action to make the world a better place.

Within the GSLE model, activities are girl-led, girls learn by doing, and girls learn in collaborative ways. Even younger girls should take an active role in determining what, where, when, why, and how they will structure their activities. Girls should complete hands-on activities to deepen their understanding of a subject, and should share their knowledge, skills, and experiences with one another to contribute to a better environment for everyone in the group.

You can learn more about the GSLE leadership model in *Volunteer Essentials*.

# Safety Scavenger Hunt

Circle your answer choice

Use *Volunteer Essentials* and the activity checkpoints to find your answers!

1. What activities can a Program Aide do without supervision?
  - a.) Crafts and Games
  - b.) Songs
  - c.) Nothing, you always need an adult to be present
  - d.) Taking the girls on a hike
  
2. The acronym LUTE stands for:
  - a.) Listen, Understand, Tolerate, Empathize
  - b.) Leaders Using Teen Experts
  - c.) Learn, Understand, Talk it out, Engage
  - d.) Looking Underneath Teenagers' Expressions
  
3. How do you put out a fire?
  - a.) Dump of a bucket of water on the fire
  - b.) Spread the wood out into a thin layer rather than a pile
  - c.) Sprinkle the fire with water or smother it with sand or dirt
  - d.) Nothing the fire will naturally die down
  
4. What are two activities that Girl Scout are not allowed to participate in?  
\_\_\_\_\_ and \_\_\_\_\_
  
5. How many adult "watchers" and lifeguards are needed to take a group of 15 Brownies swimming?
  - a.) 1 adult watcher and 1 lifeguard
  - b.) 2 adult watchers and 1 lifeguard
  - c.) 1 adult watcher and 2 lifeguards
  - d.) 2 adult watchers and 2 lifeguards
  
6. What is one health consideration that must be practiced when preparing food?
  
7. What age groups of girls can go rock climbing?
  - a.) Cadettes, Seniors, and Ambassadors
  - b.) Brownies, Juniors, Cadettes, Seniors, and Ambassadors
  - c.) Juniors, Cadettes, Seniors, and Ambassadors
  - d.) All Girl Scout Levels

# Inclusion

## When ALL Really Means ALL

### WHAT IS INCLUSION?

It is a philosophy - a belief that ALL persons have a right to belong! Inclusion just doesn't happen on its own — it happens when we commit to the philosophy and make efforts to support the inclusion of ALL people.

It is a process - an ongoing practice; not a program or a product — not a one-time event.

#### **INCLUSION IS:**

1. All volunteers in Girl Scouts being responsible for all girls.
2. Girls learning side by side even though they have different goals.
3. Done on an individual basis.
4. Providing as many special education services as possible within the structure of the general Girl Scout setting.
5. Offering programs that benefit both children with disabilities and children without disabilities.
6. Providing resources and support for both volunteers and girls.
7. A place for all children.

#### **INCLUSION IS NOT:**

1. Providing services to small groups of children in isolation.
2. All girls having to learn the same thing, at the same time, in the same way.
3. Placing all girls with disabilities into one group.
4. Providing a special aide for every student.
5. A lesser Girl Scout experience for some girls.
6. Dumping students with disabilities into groups without support.
7. A concept that applies only to girls with disabilities.

### WHY INCLUSION?

It's the **LAW** – we have a legal responsibility to **NOT** discriminate against youth with disabilities and children with disabilities are protected and guaranteed the same civil rights as every other child.

**It's MORALLY and ETHICALLY the right thing to do!!!**

# Person First Language

Everybody has personal characteristics. Mary is a child who likes to swim. Joan is a child who likes to play basketball and has epilepsy. We are all different. Some of us wear eyeglasses to help us see. Some people are short and some people are tall. We all look different and learn differently. We should all be remembered, not for our limitations, but for our accomplishments and abilities. This is what makes us who we are and what makes everyone special.

Important etiquette to keep in mind when talking about and/or getting to know someone with a disability:

- Don't label people with disabilities as a large group—"the disabled." A better way to refer to such a large group is to say, "people with disabilities."
- Speak about the person first, then, if necessary, the person's disability. A girl's disability only needs to be mentioned if she needs special consideration or action to accommodate it.
- Emphasize a person's abilities, not disabilities (ex. If asked about Katie, describe her as enthusiastic and smart; not as person with autism.)
- Do not base your opinion of a person solely on their disability; get to know the whole person.

## Examples of "People First Language"

### Say:

People with disabilities.  
Suzie has a cognitive disability.  
Kate has autism.  
Jennifer has Down syndrome.  
Sara has a learning disability.  
Sharon has a physical disability.  
Mary is of short stature/she's a little person.  
Nora uses a wheelchair.  
Tonya has a developmental delay.  
Vanessa communicates with her eyes/device/etc.  
Claire has a brain injury.  
Children without disabilities.

### Instead of:

The handicapped or the disabled.  
She's retarded.  
She's autistic.  
She's Down's; a Down's person  
She's learning disabled.  
She's a quadriplegic/is crippled.  
She's a dwarf/midget.  
She's confined to a wheelchair/wheelchair bound.  
She's developmentally delayed.  
Vanessa is non-verbal.  
Claire is brain damaged.  
Normal/healthy/typical children.

Always let a person with a disability speak for herself or himself. If a girl is not able to speak for herself, either she or her personal assistant will let you know that. If you want to know about her disability, ask her, not the person standing next to her! And if she doesn't want to talk about her disability, honor her wish and don't keep asking.

**Note: Even though it is a popular term, it is never OK to use the term "retarded".**

# Characteristics of Girls at Different Ages

	5 to 6 Year Olds	6 to 8 Year Olds	9 to 11 Year Olds
P H Y S I C A L	<ul style="list-style-type: none"> <li>◇ Good appetite</li> <li>◇ Learns by using senses: touch, smell, taste, hear, and see</li> <li>◇ Developing eye-hand coordination</li> <li>◇ Toilet trained, but may have accidents</li> <li>◇ Fine muscle coordination not fully developed</li> </ul>	<ul style="list-style-type: none"> <li>◇ Big appetite</li> <li>◇ Better muscle coordination</li> <li>◇ Able to work longer</li> <li>◇ Detailed small motor, eye-hand coordination activities</li> <li>◇ Ready for more complex physical activities</li> </ul>	<ul style="list-style-type: none"> <li>◇ Beginning stages of puberty</li> <li>◇ Changes in muscles, organs, appearance</li> <li>◇ Hand-eye coordination developed</li> <li>◇ Skilled in manual activities</li> <li>◇ Differences in individual abilities appear</li> </ul>
I N T E L L E C T U A L	<ul style="list-style-type: none"> <li>◇ Short attention span</li> <li>◇ Some abstract thought beginning</li> <li>◇ Can print some letters/numbers</li> <li>◇ Center their ideas around themselves</li> <li>◇ Ask why a lot</li> </ul>	<ul style="list-style-type: none"> <li>◇ Increasing attention span</li> <li>◇ Developing language: heard, spoken, written</li> <li>◇ Differentiate between fact and fantasy</li> <li>◇ More able to see another's viewpoint</li> <li>◇ Learn by experience</li> <li>◇ Very imaginative</li> </ul>	<ul style="list-style-type: none"> <li>◇ Increased ability to use ideas, imagine, plan, solve problems</li> <li>◇ Difficult to teach</li> <li>◇ Follow through to complete tasks</li> <li>◇ Seeks more challenging projects</li> </ul>
S O C I A L	<ul style="list-style-type: none"> <li>◇ Mainly concerned with self</li> <li>◇ Seeks adult approval</li> <li>◇ Enjoys the family</li> <li>◇ Needs adults to help make friends</li> <li>◇ Slowly learns to play with one or two others</li> </ul>	<ul style="list-style-type: none"> <li>◇ Group participation</li> <li>◇ Seeks approval of other children</li> <li>◇ Wants to assume responsibility</li> <li>◇ Becomes independent of adult with other children</li> <li>◇ Learns to get along without always demanding own desires</li> </ul>	<ul style="list-style-type: none"> <li>◇ Independent</li> <li>◇ More interested in approval of peers than of adults</li> <li>◇ Follows fads</li> <li>◇ Thinks about how other people will react to what they do</li> </ul>
E M O T I O N A L	<ul style="list-style-type: none"> <li>◇ Easily hurt by criticism</li> <li>◇ Cooperative</li> <li>◇ Friendly and helpful</li> <li>◇ Have occasional tantrums</li> <li>◇ Serious</li> </ul>	<ul style="list-style-type: none"> <li>◇ Needs lots of praise and encouragement</li> <li>◇ Sometimes silly, sometimes serious</li> <li>◇ Shows emotions freely</li> </ul>	<ul style="list-style-type: none"> <li>◇ Changes moods</li> <li>◇ Restrain their emotions</li> <li>◇ Consider the feelings of others</li> </ul>

**Each girl progresses at a different rate and in different ways. Some move rapidly in one area of development and slowly in another.**



# Understanding the Girl Scout Ages 5-6

Who are they? What will the girls be like? What does it mean to you? How will you use your understanding of them so you can be an effective Program Aide?

## What are they like?

- They do not like to sit still and quiet. They have a very short attention span.
- They are sensory learners.
- Have a need to get an approval from their unit leaders and program aides.
- They are easily hurt by someone criticizing what they have done wrong. They don't understand how to take criticism.
- They ask "why" a lot!!! And they ask "when" a lot!!!
- They are eager to learn. Everything is new and all lead towards landmarks of accomplishment.
- They have the desire to do everything right. They will ask questions of the most basic task to see that they did it right.

Each girl at this age always wants to win.



## What does this mean to me as a Program Aide working with this age group?

- They need a consistent schedule, it helps to give them a schedule of what the day will look like and what they will be doing and when.
- Try to make their activities through-out the day use all of their senses.
- They will need breaks and downtime through-out the day.
- Avoid games where there is an identified winner.





## Understanding the Girl Scout Ages 7-8

Who are they? What will the girls be like? What does it mean to you? How will you use your understanding of them so you can be an effective Program Aide?

### What are they like?

- They have an increasing attention span and can work longer on an activity.
- They can understand the difference between what is real and what is make believe.
- They seek approval from their peers.
- They need lots of encouragement.

### What does this mean to me as a Program Aide working with this age group?

- You can plan activities that will take more time, but still give the girls a schedule and an understanding of what the plan is for the day.
- Encourage games and activities where the girls will say nice things about each other.
- Plan activities that will take group participation.
- Allow the girls to help in set-up, kapers, planning, etc.



# Understanding the Girl Scout Ages 9-11

Who are they? What will the girls be like? What does it mean to you? How will you use your understanding of them so you can be an effective Program Aide?

## What are they like?

- They are anything but still and quiet. They have no fear.
- They do not like to stay confined and do one thing for a long period of time.
- Some are still concrete thinkers; others are beginning to think logically and symbolically, beginning to understand abstract ideas.
- They have a desire for acceptance from their own age group. Have a need for close friendships with their playmates.
- Growing desire for better performance in skills. They look to counselors for approval and follow rules primarily out of respect for the counselor.
- Have a strong need to feel accepted and worthwhile.
- Enjoy being mischievous and daring.

## What does this mean to me as a Program Aide working with this age group?

- Activities should encourage physical involvement. However, guide them to appropriate and safe activities (i.e. jumping off of a cliff would be neat, but it would not be a safe challenge).
- Hands-on involvement with objects is very helpful. Will pay more attention if they are seeing and doing things.
- As they consider an idea, they think it is either right or wrong, great or disgusting, fun or boring. There is very little middle ground.
- This is the age of the “joiners.” They like to be in organized groups of others similar to themselves.
- Encouragement from the counselor can have remarkable results. They want to know how much they have improved and what they should do to be better next time.
- Comparison with the success of others is difficult for them – it erodes their self-confidence.
- They respond enthusiastically to counselors who can understand and guide their tremendous energy and mischievousness; tend to idolize the counselor if they measure up to this task.

# Respectful Accommodations

## Examples of Possible Accommodations for Children with Disabilities

### For Children with Developmental Disabilities

- To give successful directions or demonstration:
- Keep it simple, organized and sequenced.
- Speak clearly and slowly.
- Stay in the child's visual field.
- Break down activities into manageable and learnable steps.
- Be consistent.
- Offer assistance with activities requiring fine or gross motor skills if needed.
- Pay special attention to transition times. Give independent timelines or ask another child to assist their friend in getting ready.
- Stay positive! Keep the positive reinforcement going.

### For Children with Neurological or Physical Considerations

- Learn how to use and care for specialized equipment.
- Become familiar with handling and positioning techniques so that the child is moved safely.
- Remember to set brakes on wheelchairs.
- Always ask the child before you touch the controls or move them. Remember to tell them where you are taking them before you begin to move a wheelchair.
- Assist the child in activities they may not be able to do alone (self-care, throwing/kicking a ball, or an art project).
- Always keep the child in mind:
  - In planning field trips.
  - Moving barriers.
  - Allowing for adaptive equipment.
  - And in making sure the area is modified and encourages full participation.



### **For Children with Visual Impairments**

- Assure the child's physical safety at all times.
- Use sighted-guide technique. Train peers how to safely assist the child.
- Be aware of:
  - Increasing and decreasing light in the room, especially glares.
  - Use materials or pictures that are clear and uncluttered.
  - Use large print books or computer software that enlarges print materials.
  - Encourage the child to learn through hands-on activities.
- Borrow or purchase a beeper ball (has a bell inside) so the child can participate in sports or games.

### **For Children with Speech and Language Delays/Disorders**

- Be a good listener!
- Keep directions simple and in complete sentences.
- Expand on what the child is saying. Ask her what she is doing.
- Model the correct usage and pronunciation versus correcting the child.
- Provide frequent and concrete visual reinforcement while trying to encourage facial attending.

### **For Children with Social-Emotional Disorders**

- Provide routines and structure for the child.
- Do not change activities (or the schedule) abruptly.
- Use a posted schedule on a poster, paper, or chalkboard.
- Allow the child the opportunity to make some choices but limit the items choices to two or three.
- Use visual or auditory cues to prepare the children for transitions (songs, lights) as this gives the child time to prepare for and complete the transition.
- Be vigilant about:
  - Anticipating when and where the child may have difficulties.
  - Helping the child express her feelings in appropriate ways.
- Allow the child to check out by removing herself from the stressful area to a bean bag, chair, or other quiet place in the room.

## **For Children with Hearing Loss or who are Deaf**

- Be sensitive!
- Know the degree of hearing loss and what that means to the child.
- Know if the child uses sign language, lip reading, hearing aides, etc.
- Position the child so that they will be able to hear you, next to a speaker, or in front in order to lip read, and face them when you speak.
- Be aware that you should demonstrate new activities in more ways than just verbally.
- Have a signal with the child they can use if they do not understand or need assistance.
- As a group, learn basic sign language and encourage the group to rephrase rather than repeat.

## **For Children with Learning Disabilities**

- Be realistic!
- Allow adequate time and repetition to learn a new skill.
- Break activities down into small steps and sequence them accordingly.
- Know the child may never learn the entire song or game but will enjoy being a participant in the activity.
- Use pictures to label objects and actions you are talking about.
- Be tolerant of the child, as she might be impulsive.
- Give frequent and consistent positive reinforcement.
- Encourage cooperative behaviors in children by moving from independent to parallel play and then facilitate the development of cooperative play and encouragement with others.
- Know the child's learning preferences. Have information and materials presented in appropriate and respectful manners.
- Recognize the child's skills and gifts and allow her to be seen as competent or skilled by other children.



## Tips for Working with Younger Girls

- **Build on the girls' 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 girls' ideas.
  - Divide your time equally among the girls.
  - Encourage respect for different religious, race, ethnic or cultural backgrounds.
  - Use the girl's first name when addressing her.
  - Praise often. Use positive comments instead of criticizing.
  - Keep directions clear and simple.
  - Talk to the girls at eye level.
  - Speak softly and calmly.
  - Offer clear choices. Example: "Would you like to sing or play a game?"
  - Keep activities short and vary the pace. Example: a craft followed by a game
  - Give girls time to adjust from one activity to the next by giving advance warning.
  - Allow a girl to sit out of an activity.
  - Rejoice with a girl when she achieves something no matter how small.
  - Don't compare the girls. Remember any differences and all abilities.
  - Don't correct every minor problem. The behavior may stop if the girl doesn't receive any attention.



# Positive Phrases

You're a good thinker	Show us how	Let's do it this way
You're making progress	That's very good	Here's another way
You are so responsible	You're doing fine	Let's be quiet
It's OK to try new things	I like that	Please sit down
It's OK to disagree	You catch on quickly	Quiet please
I'm glad you're here	Well thought out	Listen up
You make me happy	You're doing better	Time out
That's good work	You do it very well	She's also right
You are very sincere	I'm proud of you	Try this
I enjoy your company	That's very imaginative	You're doing great
That's sweet of you	That's clear thinking	Super
You did a great job	What a great idea	Good work
That shows thought	Let's watch her do it	Let's talk
That was done well	It was nice of you to help	How nice
That's an excellent idea	I knew you could do it	Was that so bad
That's interesting	You're getting better	Thank you



# Camp or Troop Theme Worksheet

Theme Idea	
<p><i>Please provide a description of camp or troop activities that would meet the following needs of a <b>5-6</b> year old girl unit and relate to your theme idea. Activities can be for a camp or troop you are already working with or a camp that you would like to work with. Remember you are going to have girls of all abilities and learning styles. Think about adaptations or accommodations you might need to make to an activity for a girl with disabilities in your unit at camp or in the troop you are working with.</i></p>	
<p><b>2</b> Activities that would meet the campers' or girls' <u>PHYSICAL</u> needs</p>	
<p><b>2</b> Activities that would meet the campers' or girls' <u>INTELLECTUAL</u> needs</p>	
<p><b>2</b> Activities that would meet the campers' or girls' <u>SOCIAL</u> needs</p>	
<p><b>2</b> Activities that would meet the campers' or girls' <u>EMOTIONAL</u> needs</p>	



# Camp or Troop Theme Worksheet

Theme Idea	
<p><i>Please provide a description of camp or troop activities that would meet the following needs of a <b>7-8</b> year old girl unit and relate to your theme idea. Activities can be for a camp or troop you are already working with or a camp that you would like to work with. Remember you are going to have girls of all abilities and learning styles. Think about adaptations or accommodations you might need to make to an activity for a girl with disabilities in your unit at camp or in the troop you are working with.</i></p>	
<p><b>2 Activities that would meet the campers' or girls' <u>PHYSICAL</u> needs</b></p>	
<p><b>2 Activities that would meet the campers' or girls' <u>INTELLECTUAL</u> needs</b></p>	
<p><b>2 Activities that would meet the campers' or girls' <u>SOCIAL</u> needs</b></p>	
<p><b>2 Activities that would meet the campers' or girls' <u>EMOTIONAL</u> needs</b></p>	



# Camp or Troop Theme Worksheet

*Please provide a description of camp or troop activities that would meet the following needs of a **9-11** year old girl unit and relate to your theme idea. Activities can be for a camp or troop you are already working with or a camp that you would like to work with. Remember you are going to have girls of all abilities and learning styles. Think about adaptations or accommodations you might need to make to an activity for a girl with disabilities in your unit at camp or in the troop you are working with.*

**2** Activities that would meet the campers' or girls' PHYSICAL needs

**2** Activities that would meet the campers' or girls' INTELLECTUAL needs

**2** Activities that would meet the campers' or girls' SOCIAL needs

**2** Activities that would meet the campers' or girls' EMOTIONAL needs



# How to Teach Younger Girls

## 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. Make a list and gather all of the equipment you'll need. Don't forget to think about any special safety precautions. (For example: First Aid Kit, bandanas for tying hair back at the campfire, etc.)

## ACTUALLY DOING IT ...

1. Get the attention of the group. Smile and be excited about what you will be teaching!!!
2. Explain what it is you are going to do – the name, history, why they are learning it, etc.
3. Ask how many people already know how to do it (it makes girls feel important when they raise their hands and say yes!)
4. Demonstrate – go all the way through it while the girls watch and learn.
5. Take the whole group through it by going through each step. If it's a song, teach a line at a time. If it's a craft, game or outdoor skill teach them step by step.
6. Let the group practice the whole thing.
7. 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 the girls are still having fun!!!

8. Let the group review and practice what they've learned.





## How Does Someone Learn?

1. **C**HALLENGE — Girls need to be challenged when learning.
2. **H**ELP — Sometimes girls need help or an accommodation for a project.
3. **A**SSOCIATION — Associate activities with something the girls know.
4. **R**EPETITION — We learn better when we repeat and rephrase.
5. **M**OTIVATION — How are we motivated?
6. **S**ENSATIONS — The more senses we use, the better we learn.



# Learning Styles

This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

<b>When you..</b>	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic &amp; Tactile</b>
<b>Spell</b>	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
<b>Talk</b>	Do you sparingly but dislike listening for too long? Do you favor words such as <i>see</i> , <i>picture</i> , and <i>imagine</i> ?	Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear</i> , <i>tune</i> , and <i>think</i> ?	Do you gesture and use expressive movements? Do you use words such as <i>feel</i> , <i>touch</i> , and <i>hold</i> ?
<b>Concentrate</b>	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
<b>Meet someone again</b>	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
<b>Contact people on business</b>	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
<b>Read</b>	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
<b>Do something new at work</b>	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
<b>Put something together</b>	Do you look at the directions and the picture?	Do you prefer verbal instructions or talking about it with someone else?	Do you ignore the directions and figure it out as you go along?
<b>Need help with a computer application</b>	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?



# Effective Communication Tools

If you want to be a successful program aide then the single most important skill you can master is that of communicating effectively with both the girls and the adults you are working with. Powerful communication and relating skills are essential - and learnable!

- It is not enough that you simply hear what others are saying.need to "get" what they really mean. You need to be a good listener to the girls you are working with.
- It is not enough just to say what you want.need to make sure that the adult you are working with really hears you.
- It is not enough that you superficially interact with the girls in your unit/troop.need to be a mentor and a role model to the girls in your unit/ troop. These girls look up to you and you can inspire them through your actions and communication to be a great Girl Scout unit/troop.

## Effective Communication Resource List:

- Know what to say and how to say it – are you using the right tone of voice?
- Feel confident in your communication skills
- Speak so that others don't get defensive and tune you out
- Know specifically what to listen for and how to listen
- Recognize how your non-verbal communication "gives you away" and how to use non-verbal cues to enhance your effectiveness (If you are bored the key is to not look bored, the girls will pick up on that. You are there to ensure the girls have a great camp or troop experience).
- Understand your own personal communication style, where it will work well and where it won't.
- Learn how to use communication to motivate the girls in your unit/troop.



# Tips For Becoming A Better Listener

"Uh huh." "Yeah." "I know, right!" We use these expressions all the time when others are talking to us, to let them know we're listening. But are we truly paying attention? Are we really "getting" the person who is speaking? Are we listening for who they are and how they feel as well as what they are saying? Are we listening for what is not said as well as what is said?

There are three steps to becoming an expert listener:

- Learn how to listen
- Learn what to pay attention to or listen for
- Learn how to identify and limit what gets in the way of your ability to hear and understand

## Learn How to Listen:

### 1. **Stop Talking!**

The first step to listening is to stop talking. It is hard to listen and speak at the same time! There is a great acronym, "WAIT" and stands for "Why Am I Talking?" Next time you find yourself hogging the floor in a conversation ask yourself, "Why?" Make sure you give the other person the time and the space to talk.

### 2. **Be Centered**

Be open to hear what the other person has to say without feeling that you need to lead the conversation, and without attachment to the outcome. Leave your own personal agenda out of it.

### 3. **Remove distractions**

Give the speaker your full attention and let them know they have it. Focus on the activity at hand - listening fully.

### 4. **Show the other person that you want to hear them** and understand what they have to say

Look at them. Ask them to explain further if you don't understand. Ask them to clarify, to say more, or give an example.

### 5. **Be patient**

Some people take longer to find the right word, to make a point or clarify an issue. Give them the time and space to get it all out before you jump in with your reply.

## **Learn What to Pay Attention To or Listen For:**

### **1. Listen for the whole message**

Listen for what is said both verbally and non-verbally. Try to "hear" beyond the words. Pay attention to the non-verbal cues you receive! Much of the communication we receive from others is non-verbal. Beyond the words you hear are a variety of other clues as to what the speaker is communicating:

- Posture and gestures (Rigid or relaxed? Open or closed?)
- Facial expression
- Eyes (Does the speaker maintain eye contact?)
- Tone of voice (pitch, volume, emotion)
- Breathing rate
- Verbal pacing and pauses

Also, listen for what is not said - topics the other person sidesteps or avoids all together. This can alert you to areas of sensitivity that may require a different communication style or approach on your part.

## **Learn How to Identify and Limit What Gets in the Way of Your Ability to Hear:**

We all tend to listen for the things that come naturally to us. Unless we actively work at it, few of us use all of the listening skills discussed above. To become a skilled listener you must consciously be aware of, and work to reduce the effect of:

- Your own prejudices
- Your own filters
- Distractions
- Your attachment to the outcome or implications of the conversation
- Your ego

...and you must practice the positive listening skills described above.



# Problem Solving Process

Using a problem-solving process helps to reduce mistakes and avoid making the same mistakes over and over.

We all do some sort of problem solving already in our minds when a problem arises. But by using a problem solving process such as I.D.E.A.L. helps you to think about all of your options. Problem solving rarely takes anbut avoiding problems doesn't usually make them disappear.

## Problem Solving Using I.D.E.A.L.

Using I.D.E.A.L. can help you see less obvious solutions. When a problem has the potential for big impact on your unit/troop, and answers are not clear-cut, it helps to take a step back and write your thoughts down.



### **Identify the problem:**

What's happening here?

Talk over the situation with yourself. Consider your feelings, and the feelings of others.



### **Describe possible solutions**

You may want to discuss the problem with the unit leader, troop leader or camp director, to get their ideas.



### **Evaluate the consequences of each option...**

positive and negative. Which option(s) fit with what the Girl Scouts values are or what you think is important?



### **Act**

Formulate an action plan, include the basic steps you will take for each choice. Choose an action plan and try it.



### **Learn**

Did it work? Why? Why not? What other options could you try? What did you learn about yourself or the girls you are working with?



# Solution Circle Exercise

Groups: 3-4 groups of 5-8 people

Roles to be played in each group: Problem Presenter (focus person)

Process Facilitator (team manager, time keeper)

Note Taker or graphic recorder

Brainstorm team (rest of group)

Problems: Read the card handed to Problem Presenter by lead trainer

## Solution Circle Steps:

Step One: (3 minutes) The problem presenter will have 3 uninterrupted minutes to outline the problem. The job of the process facilitator is to keep time and make sure no one interrupts. The recorder takes notes. Everyone else (the brainstormers) listen. If the problem presenter stops talking before the 3 minutes elapse, everyone else stays silent until the 3 minutes pass. This is key! The problem presenter gets 3 uninterrupted minutes.

Step two: (3 minutes) This is a brainstorm. Everyone chimes in with ideas about creative solutions to what they just heard. It is not a time to clarify the problem or to ask questions. It is not a time to give speeches, lectures or advice. The process facilitator must make sure this is a brainstorm. Everyone gets a chance to give their brilliant ideas. No one must be allowed to dominate. The problem presenter listens - without interrupting. She can not talk or respond. It's hard to just listen!

Step 3: (3 minutes) Now the group can have a dialogue led by the problem presenter. This is time to explore and clarify the problem. Focus on the positive points only and not what can't be done.

Step 4: (3 minutes) The First Step. The focus person and the group decide on first steps that are doable right away at camp. At least ONE step should be initiated right away at camp. This is critical.

Step 5: (3-4 minutes) Each group will present out their problem and solution to the group.





# Strategies for Working with Adults

DO recognize the 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 commitment. They are counting on you.

DO listen to what the adults have to say. They have a lot of experience they can share.

DO allow adults to make mistakes.

DO spend time planning. Planning is a partnership.

DO set a good example in personal habits, language and attention to safety.

DO go over dates and times more than once. You are responsible for your own calendar.

DO outline your expectations and give the adult the opportunity to voice her own.

DO treat adults and girls with respect.

DO be constructive and non-judgmental 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 is probably your most important tool for working with others.

DON'T be afraid to share your knowledge.

DON'T fail to evaluate with adults. This is an important part of learning.

DON'T let problems or misunderstandings between the adult and yourself go. Address problems openly and honestly.

DON'T settle for the role of gofer. You are there to learn in a leadership capacity.

ALWAYS follow safety guidelines.



# Activity Planning Guide

<p><b>What is the activity?</b></p>	
<p><b>Check Safety-Wise</b> What do you need to do?</p>	
<p><b>Place</b> Do you have one? Does it meet the needs of the activity? If not, can you adjust the activity?</p>	
<p><b>When</b> Do you have a date and time? Does the group agree?</p>	
<p><b>What</b> What forms do you need to fill out? What needs to be done ahead of time? Who will do it?</p>	
<p><b>Who</b> Who will lead it? What skills or practice is needed to lead it?</p>	
<p><b>Supplies</b> What supplies are needed? Where will you get them? How much will they cost?</p>	



# Activity Planning Guide

<b>What is the activity?</b>	
<b>Check Volunteer Essentials</b> What do you need to do?	
<b>Place</b> Do you have one? Does it meet the needs of the activity? If not, can you adjust the activity?	
<b>When</b> Do you have a date and time? Does the group agree?	
<b>What</b> What forms do you need to fill out? What needs to be done ahead of time? Who will do it?	
<b>Who</b> Who will lead it? What skills or practice is needed to lead it?	
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USAGSO-West Pacific  
**PROGRAM AIDE (PA) AND LEADER IN TRAINING (LIT)**  
**REPORT FORM**  
 Duplicate as needed.

Location/Base	Troop #	Program Level	
Name		GS ID#	
Address			
City	State	Zip	
Phone	Email		
Date of Birth	Age	Grade	Class of

I. Program Aide or LIT Core Training:

Date \_\_\_\_\_ Location \_\_\_\_\_  
 Instructor's Name \_\_\_\_\_ Instructor's Signature \_\_\_\_\_

II. Program Aide Specialty Training: or LIT Leadership courses (attach copy of training card):

Date \_\_\_\_\_ 101 Basic Leadership training Date \_\_\_\_\_  
 Location \_\_\_\_\_ Instructor \_\_\_\_\_  
 Instructor's Name \_\_\_\_\_ Level Course Number \_\_\_\_\_ Date \_\_\_\_\_  
 Instructor's Name \_\_\_\_\_ Instructor's Signature \_\_\_\_\_

III. Observation (LIT ONLY)

Date \_\_\_\_\_ Troop # \_\_\_\_\_ Leader's Name \_\_\_\_\_  
 Leader's Signature \_\_\_\_\_

IV. Internship: (25 hours) (List on next page)

Troop # \_\_\_\_\_ Date Completed \_\_\_\_\_ Leader's Name \_\_\_\_\_  
 Leader's Signature \_\_\_\_\_





