



Program Aide (PA) Training INSTRUCTING PROGRAM AIDE



PROGRAM AIDE TRAINING MODULE

DURATION: 3 HOURS

Time	Topic	Method/Process	Materials/Resources
3 min	PROBLEMS YOU HAVE HAD AS A PA	Have them write their problem on an index card	Index Cards
2 min	PA OVERVIEW PAGE 1	Go over handout. Why are they here?	handout
5 min	SAFETY PAGES 2-3	<ul style="list-style-type: none"> • What is Safety and why is it important? • Play the Safety Scavenger Hunt • Explain what PA's cannot: (provide transportation, be the 1st aider, be counted as 2nd adult, sign official forms, be on the troop checking account) 	<ul style="list-style-type: none"> • Volunteer Essentials On-line access to http://www.westpacificgirlscouts.com/SafetyActivityCheckpoints.html • Safety Scavenger hunt and answer guide
15 min	INCLUSION	<ul style="list-style-type: none"> • What is Inclusion? Why Inclusion? • Barriers to Inclusion—how do we make a girl be included? 	<ul style="list-style-type: none"> • Inclusion handout • Barriers to Inclusion handout
5 min	PERSON FIRST LANGUAGE	Go over handout	handout
10 min	CHARACTERISTICS OF GIRLS AT DIFFERENT AGES	Go over handout	Go over handout

15 min	MAKING AN ACCOMMODATION OR ADAPTATION	<ul style="list-style-type: none"> • Discuss Handout • Have the girls discuss their activity on their table 	<p>Handout</p> <p>Activity on table</p>
15 Min	TEACHING YOUNGER GIRLS— PART 1 PAGES 7-13	<ul style="list-style-type: none"> • Developmental Characteristics—Brainstorm (give each table a girl—either Daisy, Brownie or Junior) - they will make her apart of their group. Present her to the group. • Go over the following handouts: Tips for working with Younger Girls and Positive Phrases. This will help in their next step. 	<ul style="list-style-type: none"> • Handouts: Tips for working with Younger Girls and Positive Phrases.
15 min	TEACHING YOUNGER GIRLS - ACTIVITY	<ul style="list-style-type: none"> • Activity: Create a girl based on given characteristics. Develop an activity keeping this girl's characteristics in mind. (Use the Theme Worksheet to help in planning) 	<ul style="list-style-type: none"> • Poster of girl outline, markers • Theme worksheet
15 min	TEACHING YOUNGER GIRLS— HOW DOES SOMEONE LEARN?	<ul style="list-style-type: none"> • Hand out Lucky Charms Go over, • “How does someone learn?” • Have girls take the Learning Styles quiz 	<ul style="list-style-type: none"> • Learning Styles quiz handout • Lucky Charms (cereal snack) • How Does Someone Learn? handout
10 min	TEACHING YOUNGER GIRLS— Communication	<ul style="list-style-type: none"> • How to Teach Younger Girls Handout • Effective Communication • Becoming a better listener 	<ul style="list-style-type: none"> • How to Teach Girls handout • Effective Communication handout • Becoming a better listener handout

25 Min	<p>PROBLEM SOLVING</p> <p>PAGES 21-22</p>	<ul style="list-style-type: none"> • Hand out index cards to groups, have them pick one as the problem for the activity. • Lead Solution Circle Exercise (but have them close binders) • Discussion on problems from the index cards at the beginning of the training 	<ul style="list-style-type: none"> • Problem Solving Process handout • Problems on index cards
5 min	<p>WORKING WITH ADULTS</p> <p>PAGES 23</p>	<ul style="list-style-type: none"> • Strategies for working with adults —discuss the responsibilities of both PA's and leaders 	<ul style="list-style-type: none"> • Strategies for working with Adults handout
5 min	<p>OVERVIEW</p>	<ul style="list-style-type: none"> • What have you learned? 	<ul style="list-style-type: none"> •

PA Instructor Page 1

Instructions for: Introductory Activity and PA Overview

Materials needed: Index cards, PA Job Description handout

Step 1: As girls arrive/settle in, have them write out any challenges they might have had when working with younger girls on index cards provided. If a girl does not have previous experience as a PA, ask her to think about times she may have worked with younger girls as a babysitter, classroom aide at school, etc. Collect the cards for a later activity.

Step 2: Welcome girls to the training and explain the course objectives. Go over PA Job Description handout.

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



PA Instructor Page 2

Instructions for: Safety Rules and Regulations

Materials needed: Volunteer Essentials, access to <http://www.westpacificgirlscouts.com/SafetyActivityCheckpoints.html>, Safety Scavenger Hunt handouts, Safety Scavenger Hunt answer key

Step 1: Review basic safety information:

- What is Safety?
- Why it is important to Girl Scouting?

Step 2: Divide girls into teams to complete the Safety scavenger hunt.

Step 3: Go over answers to scavenger hunt. Answer any questions girls may have about the scavenger hunt/where to find information.

Step 4: Review handout covering PA safety guidelines. Make sure that girls understand what P.A.s cannot do.

Understanding Safety

SAFETY-WISE is the basic safety guide for girls and adults in Girl Scouting. All Girl Scouts are required to follow the activity checkpoints and program standards located in Safety-Wise.

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.
- Include Safety-Wise as a resource for EVERY planned activity

WHAT IS AN ACTIVITY CHECKPOINT?

Activity Checkpoints located in Safety-Wise represent the basic minimums to follow in providing Girl Scout program.

The Activity Checkpoints are organized into three steps.

1. The first step is the Universal Checkpoints – they apply to all activities. They are found on page 81-83.
2. The second step is the Activity Checkpoints listed at the beginning of the chapter containing the activity the girls are planning. These are general safety considerations for camping, water activities and land sports. Chapter 11 covers other activities, such as arts and crafts, computers, product sales, and parades.
3. The third step is the Activity Checkpoints for the particular activity of interest.

WHAT IS A PROGRAM STANDARD?

There are 35 Girl Scout program standards set forth in Safety-Wise and every Girl Scout PA who is involved (directly or indirectly) with girls should be familiar with these standards.

The 35 program standards specify the necessary elements of a quality program to ensure that all Girl Scouts benefit from a safe, rewarding educational experience.

These program standards also describe how to put the principles of the Girl Scout program into practice.

VOLUNTEER RESOURCE BOOK: The Volunteer Resource Book is the USAGSO-WP reference book for volunteers. It contains program information, activity guidelines, money matters, council facts and forms.

PA Instructor Page 3

Safety-Wise Scavenger Hunt Answer Key

1. C. You always need an adult to be present!
2. C. Learn, Understand, Talk it out, Engage
3. http://www.westpacificgirlscouts.com/Forms/Safety_checkpoints/Outdoor_Cooking_Safety_Activity_Checkpoints_2011.pdf Practice safe cooking with open fire. If cooking over open flames, build fires in designated areas, and avoid establishing new fire sites. An established fire site is clear of overhanging branches, steep slopes, rotted stumps or logs, dry grass and leaves, and cleared of any burnable material, such as litter, duff, or pine needles. Where wood gathering is permitted, use only dead, fallen wood, and keep the cooking fires small. Store wood away from the fire area. Watch for flying sparks and put them out immediately. Before leaving the site, check that the fire is completely out by sprinkling the fire with water or smothering it with earth or sand, stirring, and then sprinkling or smothering again; finally, hold hands on coals, ashes, partially burned wood, or charcoal for one minute to ensure it is cool to the touch. Make a plan for disposing of cold ashes and partially burned wood. You may scatter ashes and burned wood throughout the woods away from the campsite. Do not put ashes and burned wood in a plastic pail; do not leave a pail with ashes or burned wood against the side of a building or on a wood deck. Obtain wood from local sources to avoid bringing pests and diseases from one location to another
4. http://www.westpacificgirlscouts.com/Forms/Safety_checkpoints/Other_Land_Sports_Safety_Activity_Checkpoints_2010.pdf Caution: Girls are not allowed to use firearms unless 12 years and older and with council permission; girls are never allowed to hunt. Without council permission, girls are also not allowed to fly as passengers in noncommercial aircraft, such as small private planes, helicopters, sailplanes, untethered hot air balloons, and blimps; girls are never allowed in potentially uncontrolled free falls, such as bungee jumping, hang gliding, parachuting, parasailing, and trampolining. Girls are also never allowed to ride all-terrain vehicles or motor bikes.
5. B. 1 lifeguard and 2 adult watchers
http://www.westpacificgirlscouts.com/Forms/Safety_checkpoints/Swimming_Safety_Activity_Checkpoints_2010.pdf
6. http://www.westpacificgirlscouts.com/Forms/Safety_checkpoints/Outdoor_Cooking_Safety_Activity_Checkpoints_2011.pdf **Tips for Food Preparation and Storage**

Prepare nutritious meals. Meals are prepared with consideration of food allergies, religious beliefs, and dietary restrictions (such as vegetarianism and veganism) of group members. Whenever possible, buy food and supplies that avoid excess packaging, and buy in bulk. Review health considerations, including the importance of keeping utensils and food preparation surfaces sanitized, cleaning hands, cooking meats thoroughly, refrigerating perishables, and using clean water when preparing food. Do not use chipped or cracked cups and plates.

Cook with caution. Girls learn about the safe use of kitchen tools and equipment, including knives. Maintain discipline in the cooking area to prevent accidents with hot food and sharp utensils. Do not overfill cooking pots, and do not use pressurized cans, soda-can stoves, or plastic basins, bottles, and cooking utensils near an open flame.

□ Avoid spreading germs. Each person has an individual drinking cup. Cooks roll up long sleeves and tie back long hair. Wash hands before food preparation and eating. No person with a skin infection, a cold, or a communicable disease participates in food preparation.

□ Keep perishables cool. Store perishables such as creamed dishes, dairy products, meats, and salads at or below 45 degrees Fahrenheit in a refrigerator or insulated cooler with ice. If this will not be possible, use powdered, dehydrated, freeze-dried, or canned foods. On extended trips, do not use foods requiring refrigeration. Use safe drinking water (see the “Water Purification Tips”) to reconstitute powdered, dehydrated, or freeze-dried food.

Once reconstituted, eat perishable items within one hour or refrigerate them.

7. C. Juniors, Cadettes, Seniors and Ambassadors

http://www.westpacificgirlscouts.com/Forms/Safety_checkpoints/Climbing_Rappelling_Safety_Activity_Checkpoints_2011.pdf Girls (except for Girl Scout Daisies) may participate in three types of climbing:

Bouldering: Climbing without a rope but at a height not greater than 6 feet off the ground. Spotters (participants who safeguard the movements of a member of the group) provide support and protect the head and upper body of a climber in case of a fall. Spotting is used on descending and ascending high elements or climbing routes and bouldering.

□ **Top roping:** A climbing method in which the climb is anchored from the top of the climbing route, using belays (safety ropes to secure a person to an anchor point). The belayer (person who controls belay/safety line to prevent long and dangerous falls) may be set up at the top or the bottom of the route.

□ **Multi-pitch climbing:** For experienced climbers only; a climb on a long route that requires several pitches the length of a rope or less (a “pitch” is the rope-length between belay stations). The climbing group climbs to the top of the first pitch. The lead climber climbs the next pitch, anchors in, and belays each remaining climber individually to the anchor.

Rappelling is a means of descending by sliding down a rope. The rope runs through a mechanical device, and a safety belay is used in all rappelling activities. **Rappelling is not recommended for Girl Scout Daisies and Brownies**

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

PA Instructor Page 4

Instructions for: Including All Girls

Materials needed: Inclusion handout, Person First Language handout

Step 1: Explain that Girl Scouting is meant to include all girls, of all backgrounds and abilities. Girls will now learn about inclusion, and how to include all girls through their work as PAs!

Step 2: Go over Inclusion and Person First handouts. Pause for questions from girls, as some of this information may be new to them.

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".

Instructions for: Characteristics of Girls at Different Ages

Materials needed: Characteristics of Girls Chart handout, Understanding the Girl Scout handouts

Step 1: Remind PAs that girls have different skills, abilities, and interests at different ages. Ask them to think back to when they were little—do they remember anything about changes in their own abilities between the ages of 5 and 11?

Step 2: Briefly review the Characteristics of Girls at Different Ages Chart handout. Stress the changes that happen across the categories.

Step 3: Review the Understanding the Girl handouts. Take questions from girls as they occur, but try to keep discussion to a minimum. Tell girls that they will have a chance to use any information/experience they possess during an activity in a few minutes.

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"> ◇ 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
I N T E L L E C T U A L	<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
S O C I A L	<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
E M O T I O N A L	<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

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

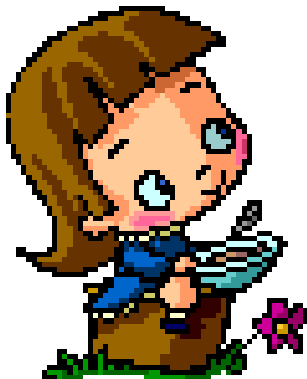
Understanding the Girl Scout Ages 5-6

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.

PA Instructor Page 6

Instructions for: Respectful Accommodations

Materials needed: Handout, Scenarios

Step 1: Go over Respectful Accommodations Handout.

Step 2: A scenario should already be on each table. Have the groups discuss their scenario and use the handout to guide them.

Step 3: Have each group briefly discuss their scenario and the solution they came up with.

Scenario #1

Roles

Peach- Unit Leader, Gloria- Program Aide, Annie- A younger girl who uses a wheelchair

For fifteen minutes at the end of every troop meeting, fun music is played and all the girls dance. All the girls except for Annie. Peach doesn't seem to see this as a problem. What can Gloria do to advocate for Annie? What accommodations can be made?

Scenario #2

Roles

Twist Tie- Unit Leader, Kayla- Program Aide, Susie- A younger girl with autism, Ms. Jacobs- Susie's mother

Before camp begins, Ms. Jacobs lets Twist Tie and Kayla know that her daughter, Susie, has autism and can be sensitive to certain things, like loud noises and large groups of people. At the end of every day at camp all of the girls sit around the campfire and sing camp songs. Susie always puts her hands over her ears and runs away, but Twist Tie thinks she has behavior issues and thinks it's important that everyone participate as a group. What can Kayla do to advocate for Susie? What accommodations can be made for her to participate?

Scenario #3

Roles

Ms. Betty- Troop Leader, Sasha- Program Aide, Katie- A younger girl who has cerebral palsy

Today Ms. Betty's Brownie troop is baking cupcakes together and she asked Sasha to help out. It is difficult for Katie to hold things with her fingers and she sometimes makes spastic movements. Ms. Betty doesn't want a big mess to clean up so Katie is just watching the other girls bake. What can Sasha do to advocate for Katie? What accommodations can be made for her to participate?

Scenario #4

Roles

Strawberry-Unit Leader, Maria- Program Aide, Lucy- A younger girl who uses a wheelchair

Today at camp the group of girls is going to go for a hike in the woods. It is very hard to push Lucy's wheelchair on the trail. Strawberry doesn't think the other girls should have to miss out on an activity just because one girl can't participate and wants Maria to stay with Lucy until they get back. How can Maria advocate for Lucy? What accommodations can be made for her to participate?

Scenario #5

Roles

Redwood- Unit Leader, Lisa- Program Aide, Sam- A younger girl who uses a wheelchair

Every day at camp the group of girls goes down the lake to swim. Sam is able to swim with her flotation device, but the dock is too high for her to jump and all there is steep step ladder. It's dangerous for the girls to lift her at all and Redwood says Sam can play her assistant lifeguard instead of swimming. How can Lisa advocate for Sam? What accommodations can be made to the dock for Sam to be able to fully participate?

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.

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Instructions for: Teaching Younger Girls, Part 1

Materials Needed: Tips for Working with Younger Girls handout,
Positive Phrases handout

Step 1: Review Tips handout.

Step 2: Review Positive Phrases handout.



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

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Instructions for: Teaching Younger Girls Activity

Materials Needed: large sheets of paper, markers or crayons, Girl Characteristics list, Troop Theme Worksheets

Step 1: Divide PAs into small groups. Assign each group a “younger girl” to create. Each group should receive a large sheet of paper, markers, and a short list of girl characteristics.

Step 2: Give groups a few minutes to draw their girl. When they have finished drawing, they may use the Troop Theme Worksheet to brainstorm activities that their girl might enjoy.

Step 3: Once everyone has completed their girl and worksheet, ask a few groups to share their ideas.

Step 4: Rotate the posters until each has had a chance to plan activities for a girl in each age group.

List of Girl Characteristics

Long hair	Timid personality
Curly hair	Talkative
Short hair	Shy
Wears glasses	Energetic
Has braces	Has asthma
Short for her age	Nail-biter
Tall for her age	Overweight
Self-conscious of her stutter	Has a hearing impairment
Has ADHD	Left-handed
Uses a wheelchair	Bubbly
Theatrical personality	Friendly
Likes to read	Likes being outside
Likes animals	Likes music

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 5-6 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>	
2 Activities that would meet the campers' or girls' <u>PHYSICAL</u> needs	
2 Activities that would meet the campers' or girls' <u>INTELLECTUAL</u> needs	
2 Activities that would meet the campers' or girls' <u>SOCIAL</u> needs	
2 Activities that would meet the campers' or girls' <u>EMOTIONAL</u> needs	

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 7-8 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>	
2 Activities that would meet the campers' or girls' <u>PHYSICAL</u> needs	
2 Activities that would meet the campers' or girls' <u>INTELLECTUAL</u> needs	
2 Activities that would meet the campers' or girls' <u>SOCIAL</u> needs	
2 Activities that would meet the campers' or girls' <u>EMOTIONAL</u> needs	

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

Instructions for: Teaching Younger Girls, Part 2

Materials Needed: How to Teach Younger Girls Handout, Lucky Charms Handout, small bags of Lucky Charms (cereal), Learning Styles Quiz

Step 1: Review How to Teach Younger Girls Handout

Step 2: Review CHARMS method while passing out snack

Step 3: Have girls take the Learning Style Quiz to find out how they learn (keep in mind there can be multiple ways of learning for each person). Ask girls to keep these learning styles in mind as a PA.

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.

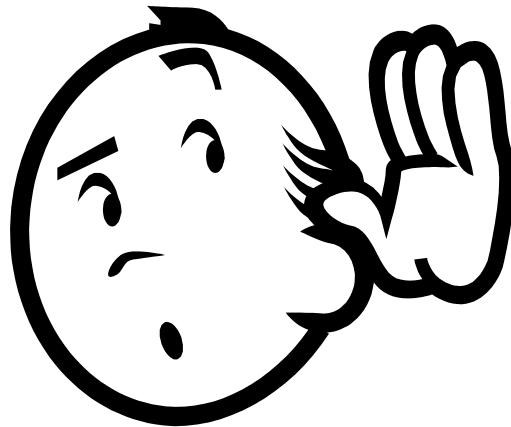
When you..	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you sparingly but dislike listening for too long? Do you favor words such as <i>see</i> , <i>picture</i> , 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> ?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	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?
Contact people on business	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?
Read	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?
Do something new at work	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?
Put something together	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?
Need help with a computer application	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?

Instructions for: Communication and Listening

Materials needed: Effective Communication Handout and Tips for Becoming a Better Listener Handout

Step 1: Review Effective Communication Handout

Step 2: Review the Tips for Becoming a Better Listener Handout.



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.

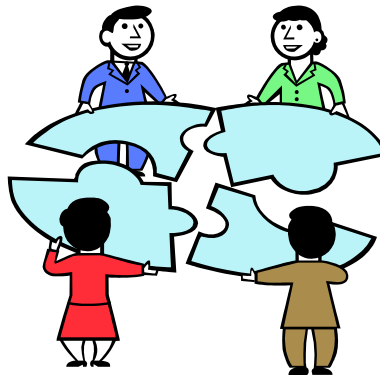
Instructions for: Problem Solving

Materials needed: Completed index cards, Solution Circle exercise, IDEAL chart

Step 1: Go over IDEAL method

Step 2: Pass out index cards randomly

Step 3: Solution Circle Exercise



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.



Adapted from www.Inclusion.com

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Instructions for: Working with Adults

Materials needed: Working with Adults Handout

Step 1: Review Working with Adults Handout

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

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_____

PA AND LIT REPORT FORM CONTINUED

DATE	ACTIVITY	TROOP/GROUP	HOURS
			Total:

Signature of Program Aide _____ Date _____

Return completed form into any council shop to purchase your PA or LIT patch.

