Cadette Program Aide (PA) Toolkit
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Welcome!
Girl Scouts of the Northwestern Great Lakes is thrilled to offer girls the opportunity to pursue leadership opportunities at their own pace. We know our older Girl Scouts and their leaders have full schedules and this training is designed/created with that in mind. Each segment does not need to be complete in the same sessions allowing girls and leaders to complete the training when their schedules allow.

Program Aide Training is designed to help Cadette Girl Scouts discover their talents in mentoring and leading younger children and gain the confidence, knowledge and expertise needed to guide younger girls. The training will prepare them to hold future leadership positions within and outside of Girl Scouting; plus, connect with other teen Girl Scouts from around the council. If a girl has completed 6th grade, she is eligible to earn this award.

*Please note you must be a minimum of 2 years older than the group of girls you are working with.*

The objectives of this training are for you to be able to:
- Exhibit an understanding of basic Girl Scout values as stated in the Promise and Law, Mission, and Leadership Experience.
- Demonstrate knowledge of the basics of child development and how children learn.
- Demonstrate appropriate ways of working with younger Girl Scouts.
- Define the girl’s role as a Program Aide.

Girl Scouts of the Northwestern Great Lakes, Inc. has designed and intended this leadership course to be completed with the support of a troop/group volunteer. girls can complete this training with a group of girls or as an individual. The adult facilitating the training can modify the activities to fit the number of girls participating in the training. As you work through this packet of information with the girls, there are activities for the girls to complete in their manual in addition to the activities in this guide.
The Program Aide

You are special. Yes, you, the girl standing there in her blue jeans and T-shirt, or the girl wearing her Girl Scout uniform. To a group of little girls, and sometimes not so little girls, you are a very magical person. You have a thousand faces and even more talents—cook, artist, nature consultant, game leader, song singer, big sister, special friend—a person who really cares and gives of her time to share with others.

There will be days when the big hike is rained out, and days when the kids are tired and cranky. Those will be the days you will need to take Franklin D. Roosevelt’s advice: “When you get to the end of your rope, tie a knot and hang on.” But that’s what Program Aide training is all about. It’s a time to become more qualified, more skilled and more ready to face responsibility.

You are a special, thrilling person and to your girls, you are perfect. They will go home and tell their parents about you—the things you say and do will become examples to follow. And they do become your girls—you will feel a unique glow of pride when you casually say, “My girls were so fun today.”

As a Program Aide, you bring a special gift to girls—that of youthful enthusiasm. That is what Program Aides are known for—their enthusiasm! Don’t let anyone take it away from you and replace it with old and tired ideas. Dr. Albert Schweitzer, a wise and wonderful man, once said, “If we could all become what we were at fourteen, what a different place the world would be!”

Hold on to your enthusiasm, for you are special, unique, and… A PROGRAM AIDE!

Position Description

Purpose: The Cadette Program Aide is a girl whose responsibilities and role fall somewhere between being a girl and an adult guide. Through the Cadette Program Aide experience, girls will participate in leadership training (PA Training) and then implement what they have learned with a group of Girl Scouts. A girl who is interested in earning the Cadette Program Aide Award is choosing to take a position of leadership and to share her Girl Scout knowledge with others.

Responsible to: Adult Leader/Mentor

General Responsibilities: Working under the guidance of an adult leader/mentor, the Cadette Program Aide is responsible for teaching specific skills determined by the needs of the group and her personal strengths.

Requirements:
A Cadette Program Aide must:
- Complete one LiA Award
- Complete the council-designed leadership training course
- Work directly with younger girls over six activity sessions. This might be assisting girls on Journey activities, badge activities, cookie sales/events, camp activities, or general Girl Scout activities. She might work with a group at their meeting, day camps, or during a special Council event.

Qualifications:
- Lives by the Girl Scout Promise and Law.
- Understands the importance of accepting and understanding children of all needs and interests, races/ethnicities, abilities and religions.
- Is able to put the needs of her group before her own personal needs.
- Is confident in her abilities.
- Is interested in working with younger girls and within the setting for which she applied.
What You Can Do as a Program Aide

Participation
• A Girl Scout Cadette, Senior, or Ambassador can add leadership to a troop, but cannot substitute for the required adult ratio
• Assist girls in planning and carrying out activities
• Teach and lead songs, games, and craft projects
• Assist with badge work and troop government
• Assist with record keeping
• Help with product program
• Help plan end-of-year activities, bridging and ceremonies
• Plan, carry out, and evaluate program events with troop members and leader guidance

A Few Reminders
• An adult must always be present
• An adult must be the first aider
• An adult must be present when life guarding
• Program Aides cannot drive girls or peers
• Be sure to get your parent’s or guardian’s permission for activities away from the meeting place
• Be sure to refer to Safety Guidelines and Safety Activity Checkpoints
Girl Scout Promise and Law

The Girl Scout Promise and Law are shared by every member of Girl Scouting. The Girl Scout Promise is the way Girl Scouts agree to act every day toward one another and other people, and the Girl Scout Law outlines a way to act towards one another and the world.

**The Girl Scout Law**

I will do my best to be:
- honest and fair,
- friendly and helpful,
- considerate and caring,
- courageous and strong, and
- responsible for what I say and do,

and to
- respect myself and others,
- respect authority,
- use resources wisely,
- make the world a better place, and
- be a sister to every Girl Scout.

**The Girl Scout Promise**

On my honor, I will try:
- To serve God and my country,
- To help people at all times,
- And to live by the Girl Scout Law.

**What every girl must know**

The Girl Scout Sign is made when you say the Girl Scout Promise. Hold the three middle fingers of your right hand up and the thumb and pinky together.

The Girl Scout Handshake is the way some Girl Scout friends greet each other. Shake hands with your left hand while making the Girl Scout sign with your right hand.

In a friendship circle, you stand in a circle with other girls. Place your right arm over your left arm. Hold hands with the girls next to you.

A friendship squeeze begins when you hold hands in a friendship circle. One girl starts. With her right hand she squeezes her neighbor’s hand. Then that girl squeezes with her right hand. One by one, each girl passes on the squeeze until it travels all around the circle.

The Girl Scout Motto is “Be Prepared.” Girl Scouts try to be ready for any situation. And to be able to help those in need.
The Girl Scout Leadership Experience

**What we do!**

Focus of Girl Scout Activities

- The Three Keys of Leadership
  - Discover
  - Connect
  - Take Action

**What we give girls!**

**Short Term and Intermediate Outcomes**

- Strong Sense of Self
- Positive Values
- Challenge Seeking
- Healthy Relationships
- Community Problem Solving

**How we do it!**

Girl Scout Processes

- Girl Led
- Learning by Doing
- Cooperative Learning

**Long Term Outcomes**

(Based on our Mission)

Girls lead with **Courage**, **Confidence**, and **Character** who make the world a better place.

**What girls give back!**

gsnwgl.org

888.747.6945
Discover + Connect + Take Action = Leadership

The 15 Outcomes of the Girl Scout Leadership Experience

Discover
1. Girls develop a strong sense of self.
2. Girls develop positive values.
3. Girls gain practical life skills.
5. Girls develop critical thinking.

Connect
1. Girls develop healthy relationships.
2. Girls promote cooperation and team building.
3. Girls can resolve conflicts.
5. Girls feel connected to their communities, locally and globally.

Take Action
1. Girls can identify community needs.
2. Girls are resourceful problem solvers.
3. Girls advocate for themselves and others, locally and globally.
4. Girls educate and inspire others to act.
5. Girls feel empowered to make a difference in the world.
Girl/Adult Planning and Partnership

Tips for Working with Adult Leaders/Mentors

• If you want to take on responsibility for part of an activity, ask. If you do not ask, your adult leader/mentor may not realize you want to do it.
• You may be asked to do things you do not want to do. Remember that being a leader means doing the fun stuff and sometimes the not so fun stuff.
• Remember that this is a learning experience. If you adult leader/mentor gives you a suggestion to improve, receive her comments with a positive attitude and consider how you might implement them.
• You can ask for help! Your adult leader/mentor is a great source of information on how to work with younger girls.
• Some adult can be hesitant to accept ideas or suggestions from girls. It is more likely that your idea or suggestion will be heard if you start your sentence with one of the following:
  • Would it be alright if I…
  • How about if we…
  • Would it help if I…

We know planning between girls and adults is happening when...

• Girls are allowed to make mistakes (as long as they are not life-threatening).
• Everyone has a chance to voice her opinion.
• Brainstorming is an accepted way of generating ideas.
• Girls and adults are talking with each other.
• Girls are making their own plans, and adults are encouraging them.
• There is evidence of compromise.
• Trust exists on both sides, and ideas are respected.
• Girls are planning complete events and actively directing them.
• Adults are close enough to answer questions when needed—and far enough way to not interfere.
• Adults ask, “What can I do?”
• Events for older girls have greater attendance because they have done the planning.
• Girls take responsibility for getting consultants, drivers, permission forms, and referring to Safety Guidelines and Safety Activity Checkpoints.
• Adults do not speak for girls if groups are asked to report out.
• Strengths are utilized, and opportunities are available to strengthen weaknesses.
• Everyone’s schedules are taken into consideration.
• Both sides live up to agreements and project commitments.
• Girls and adults say “our” project.
• Responsibilities are rotated equally or agreed upon democratically.
• Girls take adults along to “drive the car and sign the checks.”
• A girls says, “I can do that—I can do anything.”
<table>
<thead>
<tr>
<th>Girl/Adult Involvement</th>
<th>Advisor</th>
<th>Mentor</th>
<th>Teacher</th>
<th>Manager</th>
<th>Leader</th>
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</thead>
<tbody>
<tr>
<td>Senior/Ambassador</td>
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<tr>
<td>Cadette</td>
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<tr>
<td>Junior</td>
<td></td>
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<tr>
<td>Brownie</td>
<td></td>
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<td></td>
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<tr>
<td>Daisy</td>
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</table>
The Leader in You

Walk the PA’s through this activity:
One of the greatest gifts you have as a leader is your ability to inspire others; your family, your friends, your community, the media and even the world. To inspire others is to influence them in positive ways!

Your strengths and talents are your tools to leadership. They are what gives character to your voice. They are directly tied to your passion, and you passion is what propels you to do great things.

What strengths and talents do you have that allow you to lead and inspire others? What could you improve? What are your strongest skills in managing projects? Review the following list, and mark your strongest skills.

<table>
<thead>
<tr>
<th>Role Model for others</th>
<th>Detail orientated</th>
<th>Editing work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising people</td>
<td>Imagining new solutions</td>
<td>Promoting events</td>
</tr>
<tr>
<td>Analyzing data</td>
<td>Writing</td>
<td>Raising money/funds</td>
</tr>
<tr>
<td>Multi-tasking</td>
<td>Giving clear directions</td>
<td>Questioning others</td>
</tr>
<tr>
<td>Assembling products</td>
<td>Remembering information</td>
<td>Motivating others</td>
</tr>
<tr>
<td>Budgeting expenses</td>
<td>Listening to others</td>
<td>Expressing feelings</td>
</tr>
<tr>
<td>Public speaking</td>
<td>Planning events</td>
<td>Creativity</td>
</tr>
<tr>
<td>Finding information</td>
<td>Planning agendas/meetings</td>
<td>Teaching</td>
</tr>
<tr>
<td>Handling complaints</td>
<td>Organizing tasks</td>
<td>Setting priorities</td>
</tr>
<tr>
<td>Team building</td>
<td>Meeting people</td>
<td>Knowledge of community</td>
</tr>
</tbody>
</table>

Please answer the following questions with the PA’s. Take some time to reflect and get inspired.

1. After reading the list, name the five leadership skills you have and the five you need to improve.

2. Who or what inspires you? Is it something in your school, community, country or the world?

3. What motivated you into action? It is people, events, activities, or places?

4. What is inside you that makes you a good leader? What strengths and talents do you have that allow you to inspire others?

5. What motivates, inspires, and interests others?
Characteristics of Girls at Different Levels

Daisy Girl Scout: Kindergarten – Grade 1

Emotional Characteristics
- May want to do things herself to bolster her growing independence
- Needs the approval and support of adults and peers
- May behave in positive and negative extremes

Social Characteristics
- Is developing cooperative play
- Usually likes to work in small groups or two or three, but will focus on her own work or play
- May need support in completing cleanup, in putting things away, and in being neat
- Can engage in group discussions
- Is capable of compromise, waiting her turn, and working out disputes with adult support

Physical Characteristics
- May tire quickly
- Is responsible for toileting but sometimes has “accidents” if she waits too long or is busily involved in something
- May work in cyclic bursts of energy
- Usually has better control of large muscles than smaller muscles
- Is usually able to play in one place, but changes positions frequently, usually cannot sit still for long periods of time
- Eye-hand coordination is maturing

Intellectual Characteristics
- Often questions the whys and wherefores of her surroundings
- Learns by doing, experiencing, playing
- Is often factual and literal
- Can often print some letters, numbers, and words
- May be reading or knows letters, words, and phrases
- Can usually count by ones to 20 or more
- Enjoys a sense of competence, socially and intellectually
- Cannot easily see the viewpoint of another if it is different from her own
- Centers her ideas and her perceptions on herself and how she experiences the world
- Can usually last an adult directed activity for about 20 minutes
- Senses space and time as here and now; do not have an accurate sense of passage of time
- Usually likes being read to
Brownie Girl Scout: Grades 2-3

Emotional Characteristics
- Can be inconsistent in behavior and moody
- Needs a lot of praise and encouragement
- May react negatively to direction
- Likes working in groups
- May like to help others
- May be concerned about being accepted
- Social characteristics
- Can see different sides to an issue
- Mood can change minute to minute

Physical Characteristics
- Is very active
- Can work or play in one place without fidgeting
- May be able to do fine motor activities and has generally good eye-hand coordination
- Is eager to learn and become independent
- Has lots of energy

Intellectual Characteristics
- Is developing language and vocabulary: written, spoken, and heard
- May be reading
- Is interested in make-believe and fantasy stories
- Can attend to an adult-directed activity for 20-30 minutes or more but needs action
Junior Girl Scout: Grades 4-5

General Characteristics
- Likes peer group activities – friendships are important
- Good hand-eye coordination
- Assumes responsibility for actions
- Desires to be helpful
- Uses past experiences in situations
- Can apply logic

- These years are filled with activity, intellectual growth, new friendships, deepening relationships, and discoveries of both the outside world and inner selves. While the family is still very important to the Junior Girl Scout, friends and outside interests and experiences are increasing in importance
- Studies have shown that at about age 11, many girls start to lose self-esteem and feel less confident about their abilities and ideas. Thus, they are less likely to say what is on their minds. This is a critical time for girls, a time when Girl Scouting can help girls maintain and strengthen their self-esteem.
- They enjoy learning new skills, particularly ones they can demonstrate. They are also very capable of using their imaginations for both enjoyment and problem solving. Their use of language is growing ever more complex. Girls of this age tend to enjoy codes, riddles, jokes, and puns.
- The Junior Girl Scouts is also more aware of herself as an individual. In turn, she may be more self-conscious and wonder how others see her. She strives for recognition, compares herself to others, reaches to achieve, develops her relationships; and deepens her sense of self-worth. It is important for her to learn that it is of value to her peer group, and is a skilled and unique person.
- Games for Junior Girl Scouts can be both imaginative and complex. Games should help girls develop new and more demanding skills. These skills could relate to complicated physical activities like gymnastics or to intellectually challenging games like chess.
- As the Junior Girl Scout reaches the age of 11, she is on the brink of adolescence. For many girls, the body’s hormones have already set in motion the physical changes characteristic of adolescence. It is a time when girls are often looking forward with both excitement and apprehension to gaining greater freedom and responsibility, making new friends, and possibly attending a different school.

NOTE:
- Do not stereotype the child just because she is a certain age.
- Twenty different children will respond to a situation 20 different ways.
- Time with them is short, but it is important to get to know your girls.
Understanding Age Characteristics

Have the PA’s complete this activity in their manual:

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

<table>
<thead>
<tr>
<th></th>
<th>Make bread dough ornaments</th>
<th>D</th>
<th>B</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Make a collage</td>
<td>D</td>
<td>B</td>
<td>J</td>
</tr>
<tr>
<td>2</td>
<td>Visit a nursing home</td>
<td>D</td>
<td>B</td>
<td>J</td>
</tr>
<tr>
<td>3</td>
<td>Learn CPR</td>
<td>D</td>
<td>B</td>
<td>J</td>
</tr>
<tr>
<td>4</td>
<td>Have a hotdog roast</td>
<td>D</td>
<td>B</td>
<td>J</td>
</tr>
<tr>
<td>5</td>
<td>Sell Girl Scout Cookies</td>
<td>D</td>
<td>B</td>
<td>J</td>
</tr>
</tbody>
</table>

*Answers can vary based on the individual; girl/group, make sure that your activity fits the characteristics of the girls/group you are working with.
Tips for Working with Girls

Working with kids can be tricky, especially if you don’t have a lot of experience. Here are a few tips that will make things run a little smoother.

- **Be Cheerful** - The more excitement you have for the program, the more excitement the girls will have.
- **Set a Good Example** - Make sure to model the behavior you want the girls to have. Participate fully. (Ex. If you’ve asked the girls to sit on the floor, join the group on the floor and then converse with them.
- **Be Proud** - Have pride in what you do and the difference you are making. If you have pride in your work it will rub off on the girls.
- **Be Consistent** - Always try to make sure your behavior a performance are consistent. Treat all girls the same and avoid favoritism or singling out.
- **Reprimand in Private** - If encountering a challenging behavior, make sure to deal with it away from the group. Public reprimands do nothing but humiliate.
- **Don’t Delay** - Make sure to be prepared and ready to go. Down time and transitions usually are when there are the most opportunities for problems to arise.
- **Focus on strong points** - Take notice of the strengths of the group/individuals. The more you can tailor curriculum for a specific group, the more successful it will be.
- **Clear expectations/rules** - Set clear group norms from the first session. The girls need to know what to expect and what the consequences are.
- **Don’t Argue** - Being argumentative won’t accomplish anything. If the expectations have already been made clear, there will also be no need to argue.
- **Reject the behavior, not the child** - Sometimes ignoring bad behaviors is all that is needed, but once the behavior is corrected, don’t ignore the child. Positive enforcement for positive behaviors.
- **Be Human** - Don’t make mountains out of molehills. Understand everyone makes mistakes, whether it is coworkers or children.
- **Convey that you like the child** - Every child deserves acceptance. We offer a safe and accepting environment for every girl.
- **Teach with questions** - It mentally engages children and lets you know what their knowledge base is. (Ex: “What do you think of when you hear the word ‘illusion’?”)
- **Use the girls’ names** - It has been said, “The greatest music to a persons’ ear is the sound of their own name.”
- **Phrase things in positive terms** - (Ex: Instead of saying “Get off those mats!” you could try a positive alternative such as, “Come on girls, join our circle.”)
Strategies for Managing Behavior

Listed below are a number of strategies, which have proven to work in varied situations.

**Reinforce desirable behavior.** Think positively and the girls will often react positively. When they do things you approve of, let them know their behavior is appreciated. A smile, gesture, or brief word is often all that is necessary to encourage a child to maintain or increase positive actions.

**Clearly state privileges as well as rules.** All troops have set rules and procedures that are necessary for safety and efficiency, but too many “don'ts” make is hard to reinforce desirable behavior. Act positively by letting the girls know what they may do. If the troop understands what behavior is permitted, they will not need to “test” you to determine acceptable limits.

**Tolerate some unacceptable behavior.** Too much attention given to annoying behavior may not only interfere with your program’s effectiveness, but it may actually serve to reinforce undesirable behavior. Also, certain annoying behaviors may be “typical: for the child’s developmental stage, so try to be aware of age typical behavior patterns.

**Use nonverbal cues.** Some undesirable behavior cannot, and indeed should not be ignored or tolerated. Before responding verbally to the undesirable behavior, it may be possible to eliminate it by making clear your disapproval of the girls' actions. Eye contact, completed with a frown or gesture, may control the behavior without the possibility of embarrassing the girl in front her peers. Often, positioning yourself near or in front of the offending girl will also encourage her to suppress negative actions.

**Consider redirection or change of activity.** Sometimes a problem results from dissatisfaction or boredom with the activity in progress. Remember that the challenges of any activity should be in concert with the girls’ skill level and interests. Activities that are either too difficult or easy for an individual or troop may result in disruptive behavior. Some activities, no matter how well planned, just don’t seem to work for a given troop. In such situations, a change of activity may be in order.

You will undoubtedly encounter some situations where, despite careful attention to the above strategies, problem behaviors occur which require immediate intervention. Physical aggression against people or property, behavior which interferes with the continuity of program and actions which defy rules or policies, are a few of the behaviors that may need to be handled at the moment they occur. Be sure any disciplinary procedure you use is fair, consistent and administered in an understanding manner.

**Clarify consequences of unacceptable behavior.** A girl should clearly understand the alternatives available to her. Explaining consequences may employ disciplinary procedures, such as, “If you continue pushing, the following will happen…” or, appeal to something of value to the girl, such as, “If you continue this behavior, you will not have time to finish your craft project before the troop meeting ends.” Be sure to avoid a threatening tone or threats when clarifying consequences. Above all, be prepared to follow through if the behavior continues.

**Clarify benefits of acceptable behavior.** Remember that pointing out the benefits of acceptable behavior will be most effective if it occurs immediately after desirable behavior.

**Use “time out” procedures.** It may be advisable to temporarily remove a disruptive girl from the situation in which undesirable behavior is occurring and place her in a location where little or no positive reinforcement is received. Once removed, the girl should be allowed to return after a short period of time. Be sure her return is contingent upon appropriate behavior. Remember, too, that this procedure is only effective if the girl is removed to a less reinforcing environment.
Do not use punishments. Unlike the above strategies, punishment does not allow the girl to avoid the consequences by exhibiting acceptable behavior. Attention is directed to the punishment itself, rather than to the problem an alternative forms of behavior. Jobs should never be used as punishment.

If in doubt, seek help. This last strategy should be used whenever you are unsure of the appropriate action or you are unable to deal with a particular girl, troop, or situation, no one has all the answers to handling problem behavior, so seeking help is not a sign of defeat or inadequacy.

Listening. Often when a girl is acting out or behaving in a way that sets her apart from peers, she is telling you something about what is going on inside. She may not be in touch with what she is feeling and may be frightened by what she finds herself thinking. Talking it out can be helpful to her in gaining insight and meaning from her experiences. Listening, therefore, is perhaps the best thing the leader can do.

Conflict Resolution for Working with Children

Working with kids can be tough, especially when they are having a rough day. Here are some suggestions for how to handle situations when a child is having conflict with another participant.

Teach the child to use “I feel” messages rather than a blaming statement.

Only focus on the current conflict. Often children have trouble getting past previous conflicts which lead to further conflicts. Example “Susie took my pencil. She did it in art today, she took my seat at lunch, and she is ALWAYS taking my stuff!! “Bring the conversation back to the current conflict since it is the only solvable one.

Encourage both participants to admit to their mistakes. Conflict are not one sided and if both children are not willing to admit wrongdoing, nothing will be accomplished.

Have the kids come up with their own solutions to the conflict. It needs to be a “girl-led” solution. Help the girls come up with a few solutions in order to make sure there in one that will work for all parties involved.

Praise the children for resolving the conflict in a positive and constructive way.

As always, practice what you teach. If the girls don’t see the behaviors modeled in a positive way then we cannot expect them to be practicing the behaviors.
Including ALL Girls

Inclusion: an attitude and approach that seeks to ensure that every person, regardless of ability or background, can meaningfully and fully participate.

YOU can make inclusion happen!

The Program Leader:
- Set up a physically accessible environment
- Focus on and reinforce abilities no disabilities
- Design activities that help discover people’s strengths
- Create an atmosphere of acceptance
- Model unconditional respect
- Give consistent instruction to everyone without singling anyone out
- Structure activities to focus on cooperative (not competitive) tasks
- Delineate and delegate tasks appropriately
- Answer other participants questions to the best or your ability
- Use your resources, just do not make stuff up

Tips for interacting with a person different than yourself:
- Relax
- Approach each individual and situation as new
- Avoid assumptions
- Feel free to ask questions
- Ask first if assistance is needed, do not assume someone needs or wants help
- Look and speak directly to each person
- Don’t change your communication style
How to Teach Something

Role model this with an activity of your choosing!

Prepare
• Practice it yourself or with a friend or family member.
• Consider the age group you are teaching. Ask yourself…
  o Is this too hard?
  o Is this too easy?
  o How large is the group?
  o How much time do I have?
  o Will I need to ask the leader or a friend to help?

Gather all of the equipment you will need. Make a list to ensure you have everything. Don't forget to think about any special safety precautions, like a first aid kit or hair bands to keep long hair out of the way.

Set up beforehand. Be organized and come prepared.

Take Action
• Get the group’s attention. Smile and look excited about what you are going to teach.
• Explain what it is you are going to do—the name, history, why they are learning it, etc. If it involves a finished project, show them a sample.
• Ask how many people already know how to do what you’re going to do. Later, you might want to pair these girls with girls who are unsure of themselves.

Demonstrate
• Go slowly. Take the entire group through the process.
• For a song, go line by line. For a game or craft, go step by step.
• Let the group practice the whole thing or work on the project.
• Monitor the group’s interest. If it’s a project, circulate.
• If the group is tired or has taken longer than anticipated, perhaps you should take a break and finish later. Try for a group discussion. It is best to stop while people are still having fun and interest is high.
• Later, let the group review and practice what they learned. If it is a project, make sure they have time to clean up when they are finished.

Where Do I Find Activities?

Program Books
• The Girl’s Guide to Girl Scouting
• Guides for the program you are providing

Other Resources
• Volunteer Resource Library and Service Centers
• Public Library
• School Library
• Troop Leaders
• Teachers
• Area resource people, experts in a topic
• Internet
• Area resource centers, e.g., state parks, nature centers, art and culture centers
Always Have Something Under Your Hat

Always be prepared…
Develop a list of your favorite games, songs and activities that you really enjoy and are really good at leading

Be prepared with some Rainy Day Activities (that are good even when it’s not raining!)
- Sing-a-long
- Make up new words to old songs
- Extra arts and craft projects
- Riddles, puzzles, logic games, and never-tells
- Do good deeds for other groups
- Read or tell stories
- Put on skits, plays, puppet shows, variety shows, etc
- Make up dances, songs or games
- Study the weather outside
- Play more games and sing more songs
- Learn something new
- Read books or poetry (or write your own!)
- Just talk
- Catch up on badge requirements

Find other resources that will give you more ideas

Be flexible! Plans might get goofed up, schedules might lose their structure, days that were supposed to be sunny might get rained on, the girls might not like what you planned… and anything else you can think of.

It’s very important to always have a Plan B, just in case.
Creating a PA Activity Kit

Assist the PA’s in creating this own PA Activity Kit

An Activity Kit is filled with resources, ideas and activities that you can use while working with girls. Put the activity information on a 4x6 index card and alphabetize them so you always have them handy and can easily find them. It may also be helpful to keep a list of each of the activities at the beginning of each of your categories. Choose at least 25 activities to start your kit, and then add more as you learn new activities.

Put together a sheet for each activity that contains; name of activity, needed supplies, and complete instructions.

Categories of activities:
- Starters/mixers (get to know you games, introduction games)
- Active Games (relays, ballgames, changing seat games, movement)
- Quiet Games (word search, 20 questions)
- Mystery Games/Mind Teasers (have to guess the game secret)
- Dances (rain dance, Strut Miss Sally, hokey pokey)
- Readings/Story Telling (fill in the blank, ball of yarn story telling)
- Drama (drama in a bag, skit using GS Law, other skits)
- Crafts (friendship bracelets, nature crafts)
- Camp (sleeping bag relay, nature hunt, special ceremonies, shadows)
- Badge Requirements (whatever the troop/group may want to do or work on)
- Songs (rounds, graces, campfire, action, traditional GS, silly, repeat after me)

Resources for games and other activities:
- Journey Books
- Girl Scout Handbooks (Girls Guides)
- Games for Girl Scouts
- The Internet
- Book Stores or your local Girl Scout shop/library
Pulling it Together

Although you’ll probably only be working with one level of girls, on one badge, it will be helpful to have several options when you approach the Troop Leaders and girls with your request to mentor them. When it’s feasible, remember try to make the process Girl-led by including the girls in decision making.

List all the levels (Daisy, Brownie & Junior) and Journey books or badges that you’d like to lead. You can choose a single combination after talking with the Troop Leader and discussing the choices with the girls:

<table>
<thead>
<tr>
<th>Girl Scout level I’d like to work with:</th>
<th>Name of Journey series/badges I’d like to lead:</th>
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</tbody>
</table>
Meeting the Girls

Now that you have a list of the levels and activities you’d like to lead, you’re ready to approach the girls and Troop Leaders.

“Where can I find a group to work with?” Network! This is the foundation of the Girl Scouts concept of “Connect”. Remember, you can work with the following three Girl Scout levels: Daisies, Brownies, or Juniors.

A couple of places to begin your search:
- Girls in your troop may have sisters in a younger troop. Check to see if they’re interested.
- Call some of your past Troop Leaders (they’ll be thrilled to hear from you). Thank them for their support when you were younger and ask if they still work with younger girls. If so, then explain your new PA role.
- Serve as a Program Aide for a big event and meet some of the Troops in your area.
- Ask the Council office in your area to connect you with the Troops in your area.
- And... what are some of YOUR ideas for finding a group to work with?

Before Meeting your girls for the first time
Girl Scout Slogan: Be prepared! By completing this course, you’ve already off to a great start. You can also:
1. Make copies of the materials you want the girls to see.
2. Decide ahead of time which decisions you want to include the girls with.
3. Practice your introduction and presentation a few times, to work out the kinks.

At the meeting
1. Introduce yourself and the activities you’d like to lead. Tell them why you’re excited about working with them, and why you chose these activities.
2. Pass out any materials / copies you brought and present the information to them. Remember that your enthusiasm is a major selling point to get the girls excited too.
3. Be sure to include the girls in the discussion as much as possible and let them make choices. If you have a couple of badges you want them to choose from, lead them in a discussion, then let them decide from the options you’ve offered. (it’s perfectly fine to set limits on the choices).
4. Once the important decisions are made, thank the girls for their participation, and tell them you’re excited to get started. Set a date for the next meeting and tell them what you’d like them to do before then, e.g., read the badge requirements.
PA Training is Over, What Do I Do Next?

Now that you have completed this course with a troop/group leader or mentor, you will need to complete the following steps:

- Contact program@gsnwgl.org to put your name on the GSNWGL trained PA list
- Find a troop whom would like you to volunteer with them
- Complete the Girl and Parent/Guardian Agreement
- Complete a Leader/Adult Agreement
- Start working on your internship.
- At the end of your internship with the troop have the leader complete an evaluation of your performance over the time you have spent with them.

Once you have completed your internship with the troop/group you can now purchase your PA pin and patch from the council shop.
Cadette Program Aide
Resources
Scouts’ Own

What is a Scouts’ Own?
- A quiet inspirational service or gathering given at any time or any place with a theme selected by the group such as nature, friendship, the ideals of Girl Scouting, etc.
- A program to emphasize and reaffirm the ideals of Girl Scouting.

How Do I Plan a Scouts’ Own?

The girls...
- Decide on a theme – in nature, in people, in Girl Scouting, etc.
- Decide ways to carry out the theme – stories, poems, talks, songs, a play, picture, symbols, a speaking chorus, etc.
- Decide how all girls will participate. There is no official audience since all take part. All participation does not have to be rehearsed as long as plans are clear and individuals know their parts.

Everyone should leave with a feeling of inspiration and dignity.

Theme Ideas

- Service to Others
- Duty to God
- Accepting Responsibilities
- Loyalty
- International Friendship
- Cheerfulness
- Friendship
- The Girl Scout Law or any part of the Girl Scout Law
- Campfire
- Caring
- Beauty
- Nature
- Water
- Camp
- Our Heritage
- Patriotism
- Ecology
- Creation
- Sharing
Simple Flag Raising Ceremony

Girls’ Roles
- Caller: One or more girls who give the commands
- Color Bearer(s): 1-2 girls who carry the flag(s) (CB)
- Colorguards: 2 or more girls who “guard” the flag (CG)

Troop/Group (X)
- Stands in a horse shoe around the flagpole, while Colorguard wait at the back of the room/area. Caller stands at the center of the horse shoe’s curve, across from the flag pole.

Ceremony
- Caller: “Colorguard advance.”
  - Colorguard comes forward into the horse shoe and stops just before the flagpole, facing Caller.

- Caller: “Colorguard please post the colors.”
  - Color Guards help Color Bearer(s) unfold the flag. Colorguards hold the flag off the ground while Color Bearer(s) attach flag to flag pole and hoist it into the air.

- Caller: “We will now recite the Pledge of Allegiance.”
  - Everyone except Colorguard recites Pledge of Allegiance with right hands over hearts.

- Caller: “We will now recite the Girl Scout Promise.”
  - Everyone except Colorguard recites Girl Scout Promise with right hands in Girl Scout symbol.

- Caller: “Colorguard dismissed.”
  - Colorguard returns to back of room/area. Everyone else may be seated.
Flag Ceremonies at Camp

Planning Outdoor Ceremonies
A girl planning a flag ceremony might ask herself the following questions:

- Who will carry the flag(s)/be the Color Bearer(s)?
- Who will be the Colorguards?
- Who will be the Caller?
- Should we say the Pledge of Allegiance, sing a song, read a poem, say the Girl Scout Promise? Or what else can/should we do for the ceremony?

Examples of Commands

<table>
<thead>
<tr>
<th>Raising the Flag</th>
<th>Lowering the Flag</th>
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</thead>
<tbody>
<tr>
<td>“Colorguard advance.”</td>
<td>“Colorguard advance.”</td>
</tr>
<tr>
<td>“Colorguard present the colors.”</td>
<td>“We will now say/sing…”</td>
</tr>
<tr>
<td>“We shall now say/sing…”</td>
<td>“Colorguard retire the colors.”</td>
</tr>
<tr>
<td>“Colorguard dismissed.”</td>
<td>“Colorguard dismissed.”</td>
</tr>
</tbody>
</table>

Things to Remember

- Flag sashes are available for Colorguard to wear
- Color Bearers wear sashes over their right shoulders and tie them to the left of their waists
- Colorguards wear sashes around their waists, tied at the left side
- Silence is to be maintained during the ceremony
- After raising/before lowering the flag, Colorguard salutes in unison by placing their hands on their hearts
- Girls in horse shoe salute while flag is being raised/lowered by placing their hands over their hearts
- Colorguard stands at attention and is silent while everyone else is speaking or singing
- The Pledge, songs, poems, etc place after the flag has been raised or before it has been lowered
- Variety in the ceremonies each day helps make them a more meaningful experience for everyone (additional ideas can be found in Ceremonies in Girl Scouting)
- Songbooks and inspirational poetry provide ideas for readings during the ceremony
How to Fold the Flag

Step 1: Hold the flag parallel to the floor

Step 2: Fold the flag in half length-wise

Step 3: Fold the flag in half length-wise again

Step 4: Starting at the striped end, fold the bottom corner up to form a triangle

Step 5: Fold the triangle in towards the stars

Step 6: Continue folding in this manner until the final corner remains

Step 7: Your final shape should be a blue triangle with stars on both sides
Group Ideas

Dividing Large Groups into Smaller Groups

- Tap each girl on the head and assign them a word (one word for each smaller group you want to have), and then they are in that word’s group. For instance, if you wanted to make two smaller groups, maybe use “peanut butter” and “jelly.” If you wanted to make three smaller groups, maybe use “chicken,” “noodle,” and “soup.”

- Draw names out of a bag.

- Have each girl throw a shoe into a pile, divide shoes into teams. Girls are on whichever team their shoe is in.

- Divide by birthday months: January-June on one team; July-December on the other team.

- Clasp hands – right thumb on top on one side, left thumb on top on the other side.

- Divide by color choices, cat or dog lovers, fruit preference, etc.

- Stand in line by height. Alternate so that each team will have mixed heights.

- Decide on animal sounds for the different number of teams that you need. Assign a girl a sound and let her find the rest of her teammates by making the sound.

Game Leadership

Quiet Games
Pencil and paper games, guessing and mystery games, puzzles and teasers, nature quizzes, sit down circle games, etc.

*Reasons to Play Them:* to provide breathers, cool off or rest, relax, stimulate the imagination, allow quiet girls a chance to shine, test knowledge

Active Games
May be mildly active or very active: circle games, tag and chasing games, relays, games with equipment, etc.

*Reasons to Play Them:* to let off steam, chance for exercise, develop physical skill, build cooperation, learn to have fun whether a gracious winner or not, realize games can be played for fun

Singing and Rhythmic Games
Simple dances, partner games, campfire games, etc.

*Reasons to Play Them:* to let off steam, give exercise, build cooperation, develop rhythm and coordination

Open Country Games
Trails, sealed orders, treasure hunts, wide games, etc.

*Reasons to Play Them:* to explore, provide adventure, test skills and knowledge, challenge ingenuity and resourcefulness, work together, teach the ways of the woods, learn more about nature
Games and How to Play Them

Animal Sights & Sounds
**Materials:** Index cards with animals names on them

**Setup:** Write each animal’s name twice (example: 20 cards but only 10 animals)—that way each card will have a partner

**How to Play:**
1. Give each girl a card with an animal name on it
2. Tell girls that each card has a buddy card—the object of the game is to find their buddies
3. Have the girls silently act out their animals and find their animal buddy while doing so

**Variations:** Have girls close their eyes and make the animal noises in order to find their animal buddies

Bat & Moth
**Setup:** This game works like Marco Polo
1. Discuss nocturnal animals. Discuss why bats are special (echolocation).
2. Discuss what bats eat (moths).
3. Have girls stand in a circle with their elbows bent and hands up. Tell them
4. they are Trees—Trees stand still and are silent. (That means no moving, yelling, giggling, etc.)
5. Pick one girl to be the Bat and one girl to be the Moth. Have them move to the center of the circle. Have the Trees close their gaps.
6. Blindfold the Bat and spin her around a few times.

**How to Play:**
The Bat will use “echolocation” to find the moth—the Bat will say, “bat” and the Moth will say, “Moth.” Every time the Bat says, “Bat,” the Moth must reply, “Moth.” The Bat’s goal is to tag the Moth. When the Moth is caught or the Bat appears tired, the round is over. Pick two new people, repeat.

**Variations:** have more than one Moth; allow Trees to make a little noise

Bear, Salmon, Mosquito (a.k.a. Giants, Wizards/Witches, Elves)
**Setup:** This game works on the same principal as Rock, Paper, Scissors
1. Learn the motions:
   - Bear – stand really tall with arms over heads (can growl if you want)
   - Salmon – put hands next to face and flap them, like gills
   - Mosquito – crouch down and flap arms like wings, making a buzzing sound
2. Learn how they work:
   - *Bear beats Salmon*, because bears eat salmon
   - *Salmon beats Mosquito*, because salmon eat mosquitoes
   - *Mosquito beats Bear*, because mosquitoes sting bears
3. Divide group into two teams
4. Designate a middle line and two end lines
5. Have groups stand about three large steps away from middle line

**How to Play:**
1. Each team must decide what they are going to be (Bear, Salmon or Mosquito)
2. When both teams are ready, have them line up and face away from each other
3. When you count to three, both teams must do their motion (in unison) at the other team
4. Whichever team does the “stronger” motion wins, but wait…
5. The losing team must turn and run to their end line - the winning team must chase them and try to tag them
6. If anybody gets tagged, they must join the other team
7. Repeat until one team has all the players

**Variations:** Make up different motions than what is listed; make up different things (like Camp Director, Camp Counselor, Camper or Giants, Wizards, Elves, etc.)

**Blob Tag**
**How to Play:** Like regular tag, except that when girls get tagged, they hold hands and run/try to tag others together in a “blob.” Break into smaller blobs when it reaches more than five people.

**Bombers Overhead**
**How to Play:**
This game is based on commands from you. Every time you yell a command, the girls will either have to run to a certain spot or do a certain action. They are “out” if: they hesitate too long, they don’t do the action, or they do the incorrect action. When girls get “out,” you can have them sit down until the next round, or you can have them keep moving somehow.

- First, pretend your room is a boat. Give each side of your room the appropriate boat name: Bow – front, Stern – back, Starboard – right, Port – left

Every time you yell one of those four directions, the girls will have to run to that spot.

**Other commands:**
- **Bombers Overhead** – girls “hit the deck,” which means they lay on their stomachs
- **Captain’s Coming** – girls stand at attention and salute you
- **Climb the Rigging** – girls pretend they’re climbing a ladder
- **Seasick** -- girls pretend to throw up
- **Swab the Deck** -- girls pretend to mop the floor
- **Loveboat #** -- you yell “Loveboat” and then a number. The girls then have to sit in a line with that many girls in each group. If there are any girls not in a line with that particular number of girls in it, they are out

**Buddy Tag**
**How to Play:**
Girls stand in a circle. Each girl links elbows with another girl, so they are standing in a circle of buddies. There should be two (or three) girls left over—one is It, the other(s) will be chased. The girl being chased must run to a “safe spot,” which is linking elbows with another girl. When she links elbows with another girl, the other girl who’s elbow is already linked is now the one being chased and must run to another set of buddies and link elbows. Girls cannot run to the buddies directly next to them.

(A is It, B is being chased. C and D are buddies in the circle. B runs to a safe spot by linking elbows with C. D is now the one being chased. If A tags someone, that person is now It; A must get to a safe spot).
Duck, Duck, Goose

How to Play: Have girls sit in a circle. One person is It. She walks around the outside of the circle, tapping each girl on the head as she passes them. As she taps heads, she is also saying one word per girl, either “Duck” or “Goose.” If she taps and says “Duck,” nothing happens. If she (girl A) taps and says “Goose,” the girl who was tapped (girl B) must chase girl A all the way around the circle, back to girl B’s original seat in the circle. If girl A makes it without being tagged, girl B is now the tapper. If girl A gets tagged, she must sit in the middle of the circle for a few rounds.

Variations: Simply change the words from “Duck, Duck, Goose” to anything else: Peanut, Peanut, Butter; Soap, Soap, Bubble; Brush, Brush, Floss; Apple, Apple, Orange; Cough, Cough, Sneeze; etc.

Eagle Eye

Materials: large area with good hiding places

Setup: Pick one girl to be the Eagle; the rest are Mice. Designate a circle in which the Eagle must stand.

How to Play:
Have Eagle stand in her circle with her eyes tightly shut. The Mice must scatter and find hiding places. When you say “stop,” the mice must freeze where they are (give them about 10 seconds to find a hiding spot). When they’re safely hidden, have the Eagle open her eyes. She must use her senses—without leaving her circle—to try to spot the Mice. If she sees any, she must point to them and say their name out loud in order to “catch” them. If she is correct in pointing out the Mice, they are “out.” Begin the next round. Have the Eagle close her eyes again. The Mice must find a new hiding spot, but this time it must be closer to where the Eagle is standing. Give them about 10 seconds. They must freeze when you say “stop.” Allow the Eagle to try to catch Mice. Once she’s caught all she can, begin the next round. Repeat until all (or most) Mice have been caught.

Follow the Leader (Extreme)

How to Play:
Girls line up, single file. The first person is the Leader and everyone behind her must mimic her movements.

Variations: For Extreme Follow the Leader, the Leader should make her movements as much like exercise moves as possible, like jumping jacks, lunges, hopping, jumping, arm circles, etc.

Killer Frog

How to Play:
Girls sit in a large circle. One girl is chosen to be the Detective and must leave the room temporarily. While the Detective is out of the room, the girls in the circle (who should be considered “Flies”) must close their eyes and put their heads down. This is when the Killer Frog is chosen (someone must walk around the circle and tap whoever she chooses to be the Killer Frog on the head). When the Killer Frog has been chosen and all the girls are ready, call the Detective back in. The Detective must stand or sit in the middle of the circle. Meanwhile, the Killer Frog is trying to “catch” Flies, without being seen by the Detective. In order to catch Flies, the Killer Frog must make eye contact with a Fly and stick her tongue out. When a Fly sees someone stick her tongue out directly at her, she must pretend to “die.” All caught Flies must lie down so the Detective knows they’ve been caught. The Detective gets three guesses to figure out who is the Killer Frog. Once the round is over, pick two new people to be the Detective and the Killer Frog, and play again!
Owl and Mouse (a.k.a. Stalker)
Materials: Spray bottle with water, set of keys, blindfold

Setup:
- Have the players sit in a large circle, except for one, who sits in the center.
- The players sitting in the circle are “mice,” and the player in the center is an “owl.”
- Blindfold owl and give her the spray bottle.
- Pretend the keys are “grain.”

How to Play:
- Mice’s Goal—Sneak up on the owl and try to steal the grain.
- Owl’s Goal—Squirt the mice before they steal her grain.
- While owl is blindfolded, the mice must try to steal the grain (keys) without the owl noticing.
- If the owl hears the mice while they are sneaking up on her, she must try to squirt them with her spray bottle.
- If a mouse gets hit with water, she is “dead” and must return to the outer circle and try again.

Variations:
- “Dead” mice freeze in place (after they’re squirited) and are then obstacles for the other mice.
- “Dead” mice are completely out of the game.
- Don’t use the spray bottle. Instead, just have the Owl point to where she hears the sound.

Processing:
- What characteristics do owls possess that make them good mouse hunters?
- What characteristics do mice possess that make them good grain hunters?

 Peek-a-Who
Materials: something that will be a non-see-through barrier between teams (like a blanket, sheet or tarp)

Setup:
- Divide the group into two smaller teams
- Hold up the barrier and have each team sit on either side, so they cannot see the other team

How to Play:
- Each team sends one person up to the blanket (so there are two people facing each other, one on either side, but they cannot see each other because the barrier is there)
- On the count of three, the barrier is dropped and the two players (with no help from their teammates) must race to be the first to say the other’s name correctly
- The person who says the other person’s name first wins. The slower person must join the winner’s team.
Protect the Nest
Materials: plastic eggs, M&Ms, yarn or rope loops (1’ in diameter), poker chips or paper
Setup:
- Divide group into pairs with one girl being “It”
- Each pair is a set of Bird Parents with a newly laid egg in their nest
- Ask the group, “Who wants to feed on birds’ eggs?” Answer: “A snake!” Therefore, the girl who is “It” is a snake.
- Give each pair a yarn or rope loop (their “nest”) and a plastic egg (their “newly laid egg”)
- Have pairs place their nests (with eggs in the center) along the outer edge of the playing area
- Sprinkle the poker chips or paper (which is now “food and water”)

How to Play:
- Birds’ Goal—For Bird Parents to collect as much of the food and water as possible in order for their Bird Family to survive
- Snake’s Goal—Steal eggs while Bird Parents are hunting for food
- Birds must run out to middle of playing area to collect food and water without being tagged by the Snake. If they are tagged, they’re out and must sit on sidelines.
- Bird Parents are only safe from the Snake when they have one foot in their nests.
- Winner—Bird who can last the longest without being tagged and/or collect the most food and water

Red Light, Green Light
How to Play: Girls line up, shoulder to shoulder, facing same direction. One girl should stand a significant distance away from the line. She will act as the Traffic Light. Based on her commands, the other girls will try to be the first one to tag her. When someone does tag her, that person becomes the new Traffic Light and the game starts over.

Basic Commands: Green=run, Red=freeze (if someone is caught still moving after Red Light has been shouted, she must return to the beginning)

Variations: You can easily make this game more interesting by adding more “lights.” Suggestions: Yellow=walk, Purple=skip, Polka Dot=jump, Striped=hop, etc.

Relay Races
How to Play: Divide the girls into equal squads. Have them line up, each squad single file. Designate a midpoint. Have girls race to the midpoint, turn around, and race back. When they reach their squad, they should tag the next girl in line (by slapping her hand) so she can continue the race. The person who just raced should then sit at the end of the line. Repeat until each girl in squad has raced and is sitting. Suggestions for relay races: running, skipping, jumping with two feet, hopping with one foot, galloping, crab walking, etc…

Scream and Run
How to Play: Have girls line up so they’re shoulder to shoulder, all facing the same direction. All of them should take a very deep breath. When you say “Go,” they will run forward for as long as they can scream. Whoever runs the farthest (and consequently, screams the longest) wins.

Shape Up Song (www.childfun.com)
How to Play: Sing the song and do the motions.

Sung to the tune of “Farmer in the Dell”
We’re jumping up and down
We’re jumping up and down
We’re getting lots of exercise
We’re jumping up and down

Repeat, but insert other phrases, like…
We bend and touch our toes…
We kick our legs up high…
We jog around the room…
We wiggle our whole body…
We stretch up to the sky…

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Simon Says (Extreme)

**How to Play:** One girl stands in front of group. (Girls should be standing in a group, about arm’s length from the girls around them). The girl in front (Simon) does certain things while the rest of the group mimics her. They are only allowed to mimic her if she says “Simon Says...” before she does the action. If she does something without saying “Simon Says” and someone mimics her, that person is out.

**Variations:**
- For Extreme Simon Says, instruct the girls who are Simon to do exercise moves, like jumping jacks, lunges, hopping, jumping, arm circles, etc... Also, have them go really fast.
- You can make this more interesting by having the girls who are out keep moving by running in place or skipping around the group, etc...

Uncle Sam

**How to Play:** Have girls line up shoulder to shoulder, all facing same direction. Designate an end point (somewhere opposite of where the girls are currently standing, so they can run to it). Have one girl be Uncle Sam and stand in the middle of the two points. The object of the game is to get across the square safely, either because you were allowed by Uncle Sam or because you didn’t get tagged. There is a short dialogue that occurs before any crossing:

- Group (shouting): Uncle Sam, Uncle Sam, may we cross your private land?
- Uncle Sam (shouting): Only if you’re wearing a certain color!
- Group (shouting): What’s that?

Uncle Sam yells out a color. The girls who are WEARING that color may approach Uncle Sam and show her where they are wearing that color; Uncle Sam will then permit them to cross. After everyone wearing that color has crossed, there will be girls still waiting on the original side. At that point, Uncle Sam will yell “Go!” and the rest of the girls will run to the other side. Anyone who gets tagged will join Uncle Sam in the middle. Repeat the process until there’s only one girl left.

Wind’s A-Blowin’

(a.k.a. Wind in the Willows, People to People, Great Wind Blows For...)

**How to Play:** Have girls stand in a circle, with one girl in the middle. The girl in the middle will yell, “The wind’s a-blowin’ if ______!” (She will fill in the blank with an activity, a hobby, a like/dislike, a characteristic, something funny, etc). If anybody standing in the circle has that in common, they must run to find a new spot in the circle. Whoever is left (there will always be one person not in the circle, like musical chairs) is the new person in the middle. She will yell something, and the game continues.

**Examples:** “The wind’s a-blowin’ if you play soccer!” “The wind’s a-blowin’ if you like math!” “The wind’s a-blowin’ if you ever laughed so hard a drink shot out your nose!”

Wolf Tag

**Materials:** bean bags or small, soft balls; four cones or other boundary markers

**Setup:** Use four cones to mark a large square; pick one person to be the Wolf; rest of group are Deer

**How to Play:** Give the Wolf the bean bag. Her goal is to catch as many Deer as possible by throwing the bean bag at them. If she hits them (below the neck), then she has caught them. Caught Deer are not out—they must now become Wolves. As the Wolf team grows, the Deer team will get smaller. This will demonstrate the codependency of the predator/prey relationship.
How to Teach Songs

Methods

• “Sing it, say it, sing it together.”
  1. Sing the song all the way through once. Those that know it, join it. If you don’t know it, that’s okay. Maybe follow along with the motions, or sing the chorus if you figure it out.
  2. Say the song line by line. You say a line and have the group repeat it. If possible, give a large group a copy of the words written down for them to follow along.
  3. Sing the song together. Now you know the tune (because you heard it sung once), and you know the words (because you said them together line by line). So as a group, sing the song together.

• “I’ll sing a line, you sing it back.”
  1. Sing one line of the song and have the group repeat it back to you, with the tune and the lyrics.
  2. Once you’ve gone through all the lines, sing the whole song together as a group.

Tips:
• If some people don’t get it, that’s okay.
• If it’s a longer or more complicated song, start with the chorus. Let the group warm up with that so even if they don’t catch on to the verses, they’ll at least know the chorus.
• Repetition is key. If there is a song you really want a group to learn, sing it often. Try the method again. (But you don’t have to sing it 10 times in a row—spread it out over a whole day or even a few days).
**Songs**

**Alice the Camel**
Alice the camel had five humps.
Alice the camel had five humps.
Alice the camel had five humps.
So go, Alice, go!
Boom, boom, boom!

Alice the camel had four humps.
Alice the camel had four humps.
Alice the camel had four humps.
So go, Alice, go!
Boom, boom, boom!

Alice the camel had three humps.
Alice the camel had three humps.
Alice the camel had three humps.
So go, Alice, go!
Boom, boom, boom!

Alice the camel had two humps.
Alice the camel had two humps.
Alice the camel had two humps.
So go, Alice, go!
Boom, boom, boom!

Alice the camel had one hump.
Alice the camel had one hump.
Alice the camel had one hump.
So go, Alice, go!
Boom, boom, boom!

Alice the camel had no humps.
Alice the camel had no humps.
Alice the camel had no humps.
‘Cause Alice is a horse!

**Ash Grove**
Down yonder green valley
Where streamlets meander
When twilight is fading
I pensively rove
Or at the bright noontide
In solitude wander
Amid the dark shades
Of the lonely ash grove

‘Tis there where the black birds
Carefully singing
Each warbler enchants with
His notes from the tree
Ah, then little think I
Of sorrow or sadness
The ash grove entrancing
Spells beauty for me.

**BINGO**
There was a farmer, who had a dog,
And Bingo was his name-o.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,
And Bingo was his name-o.

{Repeat verse each time substituting a handclap for a letter in the name, until all of the letters are clapped rather than sung.}

**Each Campfire Lights Anew**
Each campfire lights anew
The flames of friendship true
The joy we've had in knowing you
Will last our whole lives through

And as the embers die away
We wish that we might always stay
But since we cannot have our way
We'll come again some other day

**God Our Father (grace)**
God our Father, God our Father
Once again, once again
We will ask Thy blessing, we will ask Thy blessing
Bamboo
You take a stick of bamboo
You take a stick of bamboo
You take a stick of bamboo
And throw it in the water.
O-oh, O-oh, ha-na

[Chorus]
River, she come down
River, she come down

You travel on the river
You travel on the river
You travel on the river
You travel on the water.
O-oh, O-oh, ha-na

[Chorus]
My home's across the river
My home's across the river
My home's across the river
My home's across the water.
O-oh, O-oh, ha-na

[Chorus]
My love's across the river
My love's across the river
My love's across the river
My love's across the water.
O-oh, O-oh, ha-na

[Chorus]
(Repeat first verse)

Barges
Out of my window looking in the night
I can see the barges’ flickering light
Silently flows the river to the sea
And the barges they go silently

Chorus:
Barges I would like to go with you,
I would like to sail the ocean blue
Barges, is there treasure in your hold?
Do you fight with pirates brave and bold?

Out of my window looking in the night
I can see the barges’ flickering light
Starboard shines green and port is glowing red
I can see the flickering far ahead

[Chorus]
Oh, how my heart longs to fly away with you
As you sail across the ocean blue
But I must stay beside my window near
As I watch you sail away from here

[Chorus]

The Birdie Song
Way up in the sky
The little birds fly
While down in their nest
The little birds rest

With a wing to the left
And a wing to the right
The little birds sleep
All through the night

Shh- - - they’re sleeping

The bright sun comes up
The dew falls away
Good morning, good morning
The little birds say

Hey Ho Nobody Home
Hey ho nobody home
Meat nor drink nor money have I none
Yet will we be merry

For Health and Strength (grace)
For health and strength and daily bread
We praise Thy name, O Lord.
Donut Shop
Oh, I went around the corner
And I went around the block,
And I walked right in
To a donut shop.
And I picked up a donut,
And I licked off the grease,
And I handed the owner a five-cent piece.

Well, he looked at the nickel
And he looked at me.
And he said "Kind sir,
You can plainly see,
There's a hole in the nickel
And it goes right through."
And I said "There's a hole in the donut, too!"

Thanks for the donut - So long!

Edelweiss Grace (grace)
Bless our friends, bless our home (camp)
Come O Lord and sit with us
May our talk glow with peace
Come with your love to surround us.
Friendship and peace may it bloom and grow.
Bloom and grow forever.
Bless our friends, bless our home (camp)
Bless our dear land forever.

Girl Scouts Together
Girl Scouts together
That is our song
Winding the old trail
Rocky and long
Learning our motto
Living our creed
Girl Scouts together
In every good deed

Girl Scouts together
Happy are we
Friendly to neighbors
Far o'er the sea
Faithful to country
Loyal to home
Known as true Girl Scouts
Wherever we roam.

Happiness runs
Happiness runs in a circular motion
Love is but a tiny boat upon the sea
All of our souls are deeper than the ocean
You can be happy if you let yourself be
Horsey
Horsey, horsey on your way
We've been together many a day
So let your tail go swish
And your wheels go round
Giddy up we're homeward bound

I like to ride a horse and buggy
I like to travel to the town
I like to hear old Dobbin go clip-clop
I like to hear the wheels go round

I Like Bananas, Coconuts, and Grapes
I like bananas, coconuts, and grapes.
I like bananas, coconuts, and grapes.
I like bananas, coconuts, and grapes.
That's why they call me Tarzan of the Apes!

Johnny Appleseed (grace)
The Lord is good to me.
And so I thank the Lord.
For giving me the things I need,
The sun, the rain, and the Apple seed.
The Lord is good to me.

Oh How Lovely
Oh how lovely is the evening, is the evening
When the bells are sweetly ringing, sweetly ringing
Ding Dong, Ding Dong, Ding Dong

Man with a Head like a Ping Pong Ball
(To the tune of the Lone Ranger Theme)
The man with a head like a ping pong ball
The man with a head like a ping pong ball
The man with a head like a ping pong ball
Ping Pong ball!
Ping pong, ping pong, ping pong ball
Ping, ping ping, ping ping ping ping ping ping, PONG!

(Music Shall Live
All things shall perish from under the sky
Music alone shall live,
Music alone shall live
Music alone shall live,
Never to die

Music Shall Live

Division group into two sections- the pin-gos and the pongs.
Girls jump up when their word is sung. Switch sides to
have equal jumping time.)

Music Shall Live
All things shall perish from under the sky
Music alone shall live,
Music alone shall live
Music alone shall live,
Never to die
Land of the Silver Birch
Land of the silver birch
Home of the beaver
Where still the mighty moose
Wanders at will

Chorus:
Blue lakes and rocky shore,
I will return once more.
Boom diddi, ada
Boom Boom
Boom diddi, ada
Boom boom

Swift as a silver fish
Canoe of birch bark
O'er mighty water ways
Carry me forth

[Chorus]
High on rocky ledge
I'll build my wigwam
Close to the forest edge
Silent and still

[Chorus]
My heart grows sick for you
Here in the low lands
I will return to you
Hills of the worth

[Chorus]

Linger
Mm I want to linger
Mm a little longer
Mm a little longer here with you.

Mm it's such a perfect night
Mm it doesn't seen quite right
Mm that this should be my last with you.

Mm and come September
Mm I will remember
Mm our camping days of friendship true

Mm and as the years go by
Mm I'll think of you and sigh
Mm this is good night and not good-bye.

Mm I want to linger
Mm a little longer
Mm a little longer here with you.
The Noble Duke of York
The noble duke of York
He had ten thousand men
He marched them up the hill
And then he marched them down again
And when you're up, you're up
And when you're down, you're down
And when you're only half way up
You're neither up nor down

Lemon drops and Gumdrops
If all the raindrops were lemon drops and gumdrops
Oh what a rain it would be

I wouldn't mind if the sun would never shine
I'd keep wishing for raindrops all the time

If all the raindrops were lemon drops and gumdrops
Oh what a rain that would be

I'd stand outside with my mouth open wide
Going - annnn annnn annnn (to melody)

If all the snowflakes were Hershey bars and milkshakes
Oh what a snow it would be

I wouldn't mind if the sun would never shine
I'd keep wishing for snowflakes all the time

If all the snowflakes were Hershey Bars and milkshakes
Oh what a snow that would be

I'd stand outside with my mouth open wide
Going - annnn annnn annnn (to melody)
**Singing in the Rain**
I'm singing in the rain, just singing in the rain.
What a glorious feeling! I'm happy again
Thumbs out!
Thumbs out! Elbows in!
Thumbs out! Elbows in! Knees bent!
Thumbs out! Elbows in! Knees bent! Knees together!
Thumbs out! Elbows in! Knees bent! Knees together!
Butt out!
Thumbs out! Elbows in! Knees bent! Knees together!
Thumbs out! Elbows in! Knees bent! Knees together!
Butt out! Tongue Out!
That's all!

**Nonsense Song (Wizard-1977)**
I was born one night one morn
When the whistle went boom-boom
You can fry a cake or bake a steak
When the magpies are in bloom
Does six and six make nine? Does ice grow on a vine?
Is old black Joe an Eskimo in the good old summertime?
Oh loop de loop and noodle soup and give your socks a shine
I'm guilty judge, I stole the fudge,
Three cheers for Auld Lang Syne
I can not tell a lie, I hocked an apple pie
T'was on a tree beneath the sea
Above the clear blue sky

Some say that I'm Napoleon but I'm not him at all
I'm just a North Dakatan
Come up from old St. Paul
I'll sue them all for slander,
I'll make them all repent
For how can I be Bonaparte
When I'm the President!

If Easter eggs don't shave their legs,
Their children will be ducks - quack, quack
I'd rather buy a lemon pie for 47 bucks - too much!
Way down in Barcelona
They jump into the foam-a
Now this is all baloney-a!
Paderewski blow your horn
Toot toot

**Peace**
Peace I ask of thee, O River
Peace, peace, peace
When I learn to live serenely,
Cares will cease
From the hills I gather courage
Visions of the day to be
Strength to lead and faith to follow
All are given unto me
Peace I ask to thee, O River
Peace, peace, peace

**Get Down**
Hey Campers! (Hey what?)
Hey Campers! (Hey what?)
Let me see you get down! (No way!)
Let me see you get down!
(OK! –D-O-W-N, that's the way we get down.
D-O-W-N. That's the way we get down!)

**Oh Gee (Windego)**
Oh gee, how happy I feel
I've got the vision of an automobile
Don't have to worry where I get my next meal
Cause I'm eating chicken
And I don't have to steal
Everything's just going my way
Every dog's gotta have its own day
Well I've got mine and I'm ready to say
Everything, everything, everything, everything
Everything is going my way
HIT IT!

Well my clothes are tailor made
And my shoes are patent leather - whoo
All you have to do is stitch yourself together
When you look at me
And oh Lordy, Lordy, Lordy
Everything's going my way

**Pile of Tin**
I'm a little pile of tin
Nobody knows what shape I'm in
Got four wheels and a running board
I'm a Ford, oh I'm a Ford
Honk, honk, rattle, rattle, rattle
Crash, beep, beep
Honk, honk, rattle, rattle, rattle
Crash, beep, beep (Faster each time)

**TAPS – Daytime**
Thanks and praise
For our days.
‘Neath the sun
‘Neath the trees
‘Neath the sky
All is well
Safely rest
God is nigh.

**TAPS - Nighttime**
Day is done
Gone the sun
From the lakes,
From the hills,
From the sky
All is well
Safely rest
God is nigh
On My Honor
Chorus:
On my honor, I will try
There's a duty to be done
And I say I.
There's a reason here
For a reason up above.
My honor is to try,
And my duty is to love

People don't need to know my name.
If I do any harm, then I'm to blame.
If I help someone, then I help me.
If I open up my eyes to see.

[Chorus]
I've tucked away a song or two
If you're feeling low there's one for you.
If you need a friend then I will come
And there's many more where I come from.

[Chorus]
Come with me where the fire burns bright
You can even see better by candle's light
You can find more meaning in a campfire's glow
Then you'll ever learn in a year or so.

[Chorus]
I made a promise to always keep
To pray softly before I fall asleep
We'll be Girl Scouts together
And when we're done
We'll still be trying and singing this song.

[Herman the Worm]
Sitting on a fence post, chewing my bubble gum, playing
with my yo-yo
When along came Herman the Worm
And he was THIS big:
And I said, "Herman...What happened?"
And he said, "I ate a grape."

...I ate a plum, cantaloupe, watermelon.
(Last verse) ... I burped!

Shark Song
Baby shark do-do, do-do-do
Baby shark do-do, do-do-do
Baby shark do-do, do-do-do
Baby shark (bring thumb and fingers together)

Mama shark (bring two hands together)
Daddy shark (bring two arms together)
Killer shark (bring arm and leg together)
Grandpa shark (bring two fists together)
I went swimming (move arms as if swimming)
Saw a shark (wave arms side to side)
I swam faster (faster swimming motions)
Shark attacked (move hands side to side)
Lost an arm (one arm swimming motions)
Lost a leg (one arm swimming & hop)
(hold up correct # of fingers)
C-P-R (link fingers & hit chest)
Was too late (show #2 on one hand & hit other arm)
Went to heaven (flying motions with arms)
 Came back as a...

Baby shark etc.

Or:

That's the end!

The Moose Song
There was a great big moose, who likes to drink a lot of juice
There was a great big moose, who likes to drink a lot of juice
Say wao wao. Wayo wayo wayo wayo
Waayoo waayo. Wayo wayo wayo wayo

You know his name was Fred. He liked to drink his juice in bed
You know his name was Fred. He liked to drink his juice in bed

He drank his juice with care, but he spilled it down his hair
He drank his juice with care, but he spilled it down his hair

Now he's a sticky moose. A moose covered in juice
And he's on the Looos-se.
**Bear Song**
The other day - I saw a bear – out in the woods - away out there.
*(The other day I saw a bear, out in the woods away out there)*
He looked at me – I looked at him - He sized up me - I sized up him.
He said to me - why don’t you run –I see you ain’t - got any gun.
I said to him - that’s a good idea - so come on feet - lets up and fleet.
And so I ran – away from there – but right behind – me was that bear.
And then I see – ahead of me – was a great big tree –
Oh glory be!
The lowest branch - was ten feet up - I’d have to jump - and trust my luck.
Now don’t you fret - and don’t you frown - for I caught that branch - on the way back down!
That’s all there is - there ain’t no more - unless I meet - that bear once more.

**Three Little Angels**
Three little Angels all dressed in white, trying to get to heaven on the end of a kite
But the kite string broke, and down they all fell. Instead of going to Heaven, they all went to…

Two little angels …

One little angel …they all went to…

Three little Devils all dressed in red, trying to get to heaven on the end of a thread
But the thread broke and down they all fell, Instead of going to heaven they all went to…

Two little devils…

One little devil…they went to – Now don’t get excited. Don’t loose your head. Instead of going to Heaven, they all went to bed!!

**Little Skunk**
Oh I stuck my head in a little skunk’s hole.
And the little skunk said, “Well bless my soul!”
Take it out, take it out, take it out …remove it.

Psst…! I removed it – too late!

**Yogi Bear**
I know someone you don’t know – Yogi, Yogi.
I know someone you don’t know – Yogi, Yogi Bear.

Yogi has a little friend – Boo Boo, Boo Boo
Yogi has a little friend – Boo Boo, Boo Boo Bear.

Yogi has a girlfriend – Cindy, Cindy
Yogi has a girlfriend – Cindy, Cindy Bear

Yogi has an enemy – Ranger, Ranger
Yogi has an enemy – Ranger, Ranger Rick

They all live in Jelly Stone – Jelly, Jelly
They all live in Jelly Stone – Jelly, Jelly Stone

**The Na-Na-Na-Song**
There was a boy, na-na-na, na-na-na-na-na-na
And a girl, na-na-na, na-na-na-na-na-na
And a pond, na-na-na, na-na-na-na-na-na
And they jumped in, na-na-na, na-na-na-na-na-na
And they swam, na-na-na, na-na-na-na-na-na

*(Chorus)*
But there were SHARKS, na-na-na, na-na-na-na-na-na
Papa Sharks, na-na-na, na-na-na-na-na-na
Mama Sharks, na-na-na, na-na-na-na-na-na
Brother Sharks, na-na-na, na-na-na-na-na-na

Sister Sharks, na-na-na, na-na-na-na-na-na
Grandpa Sharks, na-na-na, na-na-na-na-na-na
Baby Sharks, na-na-na, na-na-na-na-na-na

They turned around, na-na-na, na-na-na-na-na-na
And they swam fast, na-na-na, na-na-na-na-na-na

*(Chorus)*

They took an arm, na-na-na, na-na-na-na-na-na
The other arm, na-na-na, na-na-na-na-na-na
And a leg, na-na-na, na-na-na-na-na-na
The other leg, na-na-na, na-na-na-na-na-na
And a head, na-na-na, na-na-na-na-na-na
And they were dead: O

*(Chorus)*
Day Camp Program Aide Outdoor Skills
Tips for Outdoor Programs
Day Camp Program Aide Outdoor Skills
Tips for Outdoor Programs

Outdoor activities provide opportunities for each person to grow as an individual.
Outdoor activities can change how a person….
- Feels about herself
- Relates to others
- Develops values
- Contributes to her community

Outdoor activities can help girls…
- Be accepted
- Gain a sense of control by helping plan activities and solve problems
- Feel secure in her abilities
- Have new adventures
- Enjoy recognition and approval
- Share leisure time with a positive adult role model

A child’s ability to feel good about herself and her contribution to her group’s success is more important than her ability to identify plants or tie knots.

Progression in Outdoor Activities
Ease into it!
- Your group might not all be excited—half of them may be jumping out of their skin to go camping or canoeing, while the other half may fake the stomach flu just to get out of it.
- Start in familiar outdoor areas before heading into the wilderness.
- Gain skills slowly and progress toward highly skilled activities.

Important Characteristics of Outdoor Activities
- Encourage everyone to take part in the outdoor activities.
- Do activities outdoors. You can never re-create the learning that occurs there.
- Use a multi-sensory approach. Encourage everyone to use as many senses as possible.
- Make outdoor activities fun and challenging. Help get girls excited!
- Involve girls in the planning process when appropriate.
- Most of all act as a positive role model.
Knots and How to Tie Them

Square Knot
The square knot is used to join two ropes of the same thickness. It is also used to tie a bandage in place. To make a square knot, use two pieces of rope:

Hold one end of each rope in each hand. Cross red end over green end, then push it under and up behind. Then cross red end over green end again, pushing red end around and under green end and up through the loop. Tighten by pulling both loose ends.

It is common to chant "Left over Right and Under, right over Left and Under" when tying the knot. (This can also be performed as "Right over Left and Under, Left over Right and Under").

Bowline
A commonly used knot to tie a loop in the end of a rope. It has the advantage of not jamming, compared to some other loop forming knots. The knot can be used to form a loop over a peg or hook or to make a loop around a post, a tree, or a person's waist.

Form a small loop (the direction is important), and pass the free end of the knot up through the loop, around behind the standing part of the rope, and back down through the loop.

A chant used by many to remember this knot is “The rabbit comes out of the hole, round the tree, and back down the hole again”, where the hole is the small loop, and the rabbit is the running end of the rope.

Clove Hitch
Used to fasten one end of a rope around a post or tree, this knot provides a quick and secure result. For instance, the clove hitch could be used when putting up a clothesline between two trees. Often used to start lashings. It rarely jams and can in fact suffer from the hitch unrolling under tension if the pole can turn. If kept taut, the knot will not slip.

Pass the short end of the rope around the back of the post or tree. Bring the short end around in front and cross it over the long part of the rope, making an “X”. Hold the “X” with your thumb and forefinger while you wrap the rope around the post again below the first turn. Push the rope end under the “X”, so that the end comes out between the two turns around the post. Pull the short end with one hand and the long end with the other.

As long as there is a steady pull on the long end, the hitch will not loosen.

Taut-Line Hitch
Used to make a loop that is adjustable in length. This hitch slides along the standing part of the rope and is useful in adjusting the tension on a tent rope. Often the better knot used to start and finish lashings.

Loop the short end of the rope around the tent peg. Wind the short end of the rope around the standing part once or twice. Then fasten the short end over the standing part of rope and tuck it back up and under itself, (forming a half hitch).

The tension on the rope can be easily adjusted by sliding the knot along the rope.

Information found in Outdoor Education in Girl Scouting, pp. 42-45.
Knife Use and Safety
Knives can be used in camping for a variety of tasks:
• Cutting ropes
• Peeling and cutting vegetables
• Creating tinder for a fire

Knife Safety
• Move at least one arm’s length away from anyone else before using a knife – create a “safety circle”
• Important to handle knives that are sharp—dull knives can cut more irregularly, will be harder to control, and have greater potential for injury
• Hold knife securely, with whole hand
• Always cut away from your body
• Do not walk around while holding knife
• Use knives responsibly

How to Pass a Knife
• If it’s a jackknife, close it first
• Otherwise, grasp knife blade along dull edge and pass it handle-first to the other person (that way, you have control over the dangerous part of the knife)
• When not in use, knives should be stored properly

Information found in Outdoor Education in Girl Scouting, pp. 46-47
Compass Use and Orienteering

The directions are the first things you need to learn: North, South, East, and West.

Look at the figure and learn the locations of the directions. North is the most important.

Look at this compass:

You see the pink and blue arrow? We call it the **compass needle**. It may be a different color on some compasses, but the point is **the pink part is always pointing towards the earth's magnetic north pole**.

There is a dial on your compass. We call it the **compass housing**. On the edge of the compass housing, there is a scale, from 0 to 360. Those are degrees (also called **bearings**) indicated by the symbol (°). There are also the letters N, S, E, and W for North, South, East, and West. The reading 90° equals east.

The back of the compass is known as the **baseplate**. It shows the direction-of-travel arrow and a scale of millimeters and inches for computing distance on a map.

The **direction-of-travel arrow** points in the direction to go after the compass bearings are set.

The stationary arrow inside the housing is called the **orienting arrow**.

The parallel lines inside the compass housing are called **orienting lines**, used in map reading.

To orient a compass to north, hold it level in front of the body and turn the compass housing until the N on the compass lines up with the pink tip on the compass needle.

**Tip:** When using a compass, be careful not to hold it close to anything that might have magnetic properties, or the needle will point toward the object and not toward north (N).

Orienteering (following directions with a compass):

To travel 270° or west, turn the **compass housing** until 270° is in line with the **direction-of-travel arrow**. Hold the compass level in your hand with the direction-of-travel arrow pointing straight ahead. Orient the compass by **moving your entire body** until the orienting arrow is right underneath the compass needle and pointing in the same direction. The compass bearer is now facing 270°. Site a landmark in the distance in line with the direction-of-travel arrow. You will be walking west as you walk toward that landmark.

To find the direction of an object, hold the compass flat in front of you and point the direction-of-travel arrow toward the object. Turn the **compass housing** until the orienting arrow is underneath the compass needle. You may now read the degree (°) that you will be traveling in.

Information found in *Outdoor Education in Girl Scouting* pg.101-111
Fire Building and Safety
The three basic elements for a fire are fuel, flame and air. To build a wood fire, use three different sizes of wood – tinder, kindling and fuel.

Tinder: Any small piece of natural material that burns as soon as it is touched with a match.

Kindling: Sticks that are larger in diameter than tinder, but generally smaller than the diameter of an adult’s thumb. They must be thin enough to catch fire quickly before the tinder burns out, but large enough to ignite larger fuel. To test dryness, see if the wood snaps when broken.

Fuel: The larger wood that keeps the fire burning. Fuel might be dry, seasoned wood found on the ground. They may also be known as logs.

*Always have a large bucket of water next to the fire scar before starting to build the fire.* This bucket is only for fire emergencies. No hands, utensils or sticks go into this bucket. At high-use campsites, fires should always be built in established fire circles.

After collecting the wood needed, separate sticks into stacks by size, (this will help when you begin to build your fire). Set aside an area for your wood pile, maybe between two trees or an area not well traveled. This makes it easier to cover with a tarp in the evening.

Bring into the fire circle only the amount of wood as needed. The only girls in the fire circle are the fire builders. All others must remain outside the circle for safety.

Steps to Build a Fire
1. Make an A-frame – a small triangle with three pieces of kindling. Leave an air space under the cross bar of the triangle, (the shape of an A). The open end of the “A” is in the direction of the wind.
2. Lay the tinder on the inside leaning on the cross bar of the “A”. Stack them close together, but leave enough space for air to flow through. (A fire starter may be placed under the cross bar and tinder if needed.)
3. Strike the match close to the wood. Hold the match beneath the tinder until the flame burns up through the tinder, then place additional tinder and kindling onto the fire. Carefully place each piece of kindling separately onto the fire.
4. Fires need oxygen to burn. Once the kindling is burning, arrange the fuel (larger pieces of wood – logs) so that a small space lies between the pieces. Place them close enough so that one piece of burning wood will light the adjoining piece. Use just enough fuel for cooking needs.
Types of Wood Fires

Teepee (cone)
If heat needs to be concentrated, like under a pot to boil water, continue to add pieces of kindling to the fire to form a teepee (cone) shape. This provides a small, direct and very hot source of quick heat.

Log Cabin
If more than one cooking surface is needed use this formation. After a good base fire is started, begin to add larger fuel in a log cabin form. Start out 2 or 3 parallel and add 2 or 3 across the first layer. Make sure to leave space between the logs for air to flow through. This can be made as large as you need for the different types of cooking needed.

Hot Bed of Coals
This is the best for any stick cooking, foil cooking, or Dutch Oven cooking. Build a log cabin and let it burn down to coals. Spread out the coals in the fire scar as needed. Begin cooking when the coals are still very red, and make sure there are a lot of hot coals or your food will take longer to cook.

Putting Out the Fire
Spread out the remaining logs (or coals). Stir the ashes, sprinkle them with water and then stir them again. Repeat until there is no gray ash anywhere in the fire scar. TIP – pouring water into the fire scar may splash hot water or ash. Steam or hot ash may get into the face and cause injury.

A hand passed several inches above the ashes will indicate whether or not the spot is still hot. Sprinkle and stir hot spots with more water. Then hold a steady hand several inches above the ashes. Finally, when a hand can be pressed on the area where the fire was and not feel any warmth, THE FIRE IS OUT.

TIPS: Burn only wood in the fire. Any food that drops in must be pulled out immediately and thrown in the garbage. Paper, scraps, cans, etc. must also be put into recycle bins or garbage. These things will never burn completely. The smell will draw unwanted animals to your campsite and could be dangerous.

Information found in Outdoor Education in Girl Scouting pgs.56-58
Outdoor Cooking
You can cook anything over a fire that you would in a kitchen.

Stick Cooking
It’s the most common way for kids to cook food. It’s easy to poke simple food onto a stick in order to warm it up over a fire. Marshmallows, hotdogs and bannock work great.

Foil Cooking
This is an easy method because again, tools and materials are minimal. Plus, everyone gets their very own, individualized meal. All you have to do is pick what you want, wrap it in foil, place it in the coals around the fire, and wait a few minutes. Food usually requires some preparation—like chopping vegetables or pre-cooking noodles, rice or meat. Stir-fry, hobo stew and banana boats are foil cooking favorites.

Pudgy Pie Makers (PPMs)
Using Pudgy Pie Makers is another way of cooking in which everyone gets exactly what they want. Line insides of PPMs with tin foil to minimize clean up. Place the food you want inside the PPM and close it—make sure to use latch to keep it closed. Place in hot coals and wait. About halfway through the time you think is necessary, flip it over and wait a little more. Be sure to only touch handles of the PPMs, as the metal parts will be very hot! Have an adult help you remove the food from the PPM once it’s done cooking and enjoy! Mini-pizzas and mini-fruit turnovers work very well with this method. To clean, use cooking oil, salt and newspaper.

Grilling
Grilling over a fire is the same as if you were using an actual grill. Just place food directly on grill and watch it cook! Make sure you use proper utensils (tongs, flippers, etc) so you don’t burn yourself. This is probably the best way to cook hamburgers, chicken breasts and shish kabobs.

Pot (one or more)
Use the same grill from above as if it were a stove in a kitchen. Simply stoke the fire underneath the grill to keep your cooking area hot, and place pots (or pans) directly on top of grill. This is the best way to boil water (for rice and noodles, as well as dishwater), and to cook one-pot meals. Also use this method if you want to use a frying pan for anything, like pancakes or scrambled eggs.

Box Oven
A fantastic method if you wanted to bake something at your cook out. See “How to Make a Box Oven” on page.

Dutch Oven
This is a fantastic way to cook at a campfire. It’s really hard to mess up! You can use a Dutch Oven to cook anything that you could cook in your oven at home—lasagna, casseroles, baked desserts, etc. Just put your ingredients in the Dutch Oven and then nestle it amongst the hot coals to cook. It takes a little while, but it definitely worth the wait. Be sure to line the Dutch Oven (including lid) with tin foil to minimize clean up, and also, always use the special tool to lift the lid, as the metal will be extremely hot. To clean, use cooking oil, salt and newspaper.

Camp Stove
This is a very easy method to use at a cookout. Stoves require setup and fuel. Use exactly like a stove at home, as it has two burners with individual controls.
How to Make a Box Oven

Items needed:
- Sturdy box
- Heavy-duty tin foil
- Cooling rack to fit easily under the box
- 4 small juice cans
- Charcoal

Keep one long end open and cover the entire box (inside and out) with tin foil.

TIP: To determine the amount of charcoal, figure 40° for each piece of charcoal. Look at the recipe’s baking temperature and calculate the pieces needed. Then add one more.

To use:
1. Place the desired amount of charcoal in a fire to get hot (until almost white).
2. Lay a long piece of tin foil down on the ground.
3. ** You may also place the charcoal chimney in the center of this foil and stuff it full with crushed newspaper, put the charcoal at the top and light the paper through the holes at the bottom of the chimney. When the coals are almost white proceed with the following steps.
4. Spread the white charcoal in the center of the tin foil.
5. Set the small cans on the foil at the corners of your cooling rack.
6. Place the filled pan on the rack.
7. Put the foiled box over the top and prop up one short side with a small rock or stick for ventilation.

TIP: Make sure the box is placed on level ground. Set it up so the wind will blow in the direction of the closed end.

Time according to package directions and DO NOT PEEK UNTIL TIME IS UP.
How to Make a Buddy Burner

Items needed:
- Empty large tuna can (is best) or cat/dog food can
- Corrugated cardboard
- Scissors
- Wax or paraffin
- Can or pot to melt wax

1. Remove the label from the can.
2. Cut the cardboard ¼” wider than the depth of the can.
3. Roll the cardboard strip unto a coil that fits loosely into the can, it must fill the can.
4. Pour the hot wax into the tuna can until it is full. Set aside to harden.
5. To use, light the cardboard, then set the stove over the burner.
6. Place your pan on top and begin cooking!

How to Make a Vagabond Stove

Items needed:
- #10 coffee can (large size)
- Tin cutter
- Can opener – with pointed end

1. Set the can with closed end up.
2. Face the can so the seam is on the left or right side.
3. Use the can opener to punch 3 holes at the top edge of the can.
4. Turn the can to the opposite side of the holes (so the closed end is down).
5. At the open end, use tin cutters to cut 2” or 3” up the side of the can. Make the cuts about 3” apart.
6. Gently bend the flap upward. This allows a natural draft for air flow.
**Honey BBQ Chicken** *pudgy pie*

- 1 can shredded precooked chicken (drained)
- 1 teaspoon brown sugar
- 1 teaspoon honey
- ¼ cup of your favorite barbecue sauce
- 1 tablespoon water
- 2 slices bread
- softened butter

Mix all ingredients except bread in bowl. Place 2 tablespoons mixture on 1 slice of bread, buttered side down in pie cooker. Cover with remaining slice of bread, buttered side up. Close cooker and grill until hot.

Add a slice of hot pepper cheese for an extra kick!

**Pasta Salad**

- 2 cups rotini pasta, uncooked
- 2 cups broccoli florets
- 1 cup halved cherry tomatoes
- ¼ cup pitted ripe olive slices (optional)
- ⅓ cup Italian dressing
- ¼ cup grated Parmesan cheese

Cook pasta according to package directions, adding broccoli to pasta during last 2 minutes. Drain. Place in medium bowl. Add remaining ingredients. Mix lightly and cover. Refrigerate. Serve chilled.

**Baked Apples** *(Foil)*

- 1 apple per camper
- 1 cup raisins
- 1 teaspoon cinnamon
- softened butter

Wash and dry apples. Remove core, but do not cut all the way through the bottom of the apple. In a bowl, combine raisins, cinnamon. Divide filling among the apples. Using your fingers, stuff the apples with filling. Use aluminum foil to wrap the apple, placing a pat of butter within the foil. Place wrapped apples in hot coals. Bake until hot.
Better Baked Ziti (Dutch oven)

- 1 32 ounce carton ricotta cheese
- 24 ounces shredded mozzarella cheese, divided
- 1 pound ziti, cooked according to package directions
- 6 cups spaghetti sauce
- 1 cup grated Parmesan cheese

In a large bowl, combine ricotta and ½ of the mozzarella cheese. Carefully stir in the cooked ziti. Lightly grease a 14 inch Dutch oven. Place ½ of the spaghetti sauce in the bottom of the oven. Spoon the ziti mixture over the sauce. Cover ziti with remaining spaghetti sauce. Sprinkle top with Parmesan cheese and remaining mozzarella cheese. Place lid on pot. Cook with 7-8 coals on the bottom and 20 on the lid. Cook for 50-60 minutes or until cheese is melted and lightly golden. Serves 16.

Garlic Bread (Foil)

- 1 large loaf French Bread
- softened butter
- 2 tablespoons garlic, minced or 2 tablespoons garlic salt
- 1 tablespoon oregano


Add some shredded mozzarella cheese to turn it into Cheesy Garlic Bread!

Apple Crisp (Dutch oven)

- Apple mixture:
  - 10 cups apples, peeled and sliced
  - ¼ cup lemon juice
  - 1 tablespoon lemon zest
  - ¾ cup sugar
  - ½ cup golden raisins (optional)

- Topping:
  - 1 ½ cups brown sugar
  - 1 ½ cups oats
  - 1 ¼ cups flour
  - ¾ cup butter
  - 2 tablespoons lemon zest
  - 1 tablespoon cinnamon
  - 1 teaspoon nutmeg
  - 1 teaspoon cardamom

Spread apple mixture in bottom of 12 inch Dutch oven. Top with topping. Bake at 350° F for 25-30 minutes, using 8 coals under and 16 on lid. Continue cooking until apples are cooked and topping is brown. Serve warm with ice cream or whipped cream. Serves 8-10.
**Banana Boats** (Foil)

- 1 banana per camper
- 1 handful mini marshmallows per camper
- 1 handful chocolate chips per camper

- Things to Add to Your Banana Boat:
  - caramel sauce
  - bite-sized candy bars
  - peanuts

Slice banana in half longways. Place in aluminum foil, but don’t wrap it up yet. Stuff mini marshmallows and chocolate chips between the banana slices. Add anything else you may like. Wrap the aluminum foil around the entire thing. Place in hot coals. Bake until hot.

**Eggs-in-a-Bag**

- 2 eggs per camper
- 1 teaspoon water per camper
- 1 baggie that zips per camper
- 1 large of pot of boiling water

- Things to Add to Your Eggs-in-a-Bag:
  - cheddar cheese
  - green or red pepper
  - onion
  - mushroom
  - tomato
  - cubed ham or spam

Fill pot with water and bring to a boil. Crack eggs into baggie. Add water. Scramble! Add anything else you may like and scramble again. Zip the bag. Really make sure it’s sealed! Place into pot of boiling water. Let it cook until it becomes a solid. Use tongs to remove bag. Enjoy!

**Hash Browns** (Foil)

- 1 medium-sized red potato per camper
- garlic salt
- onion powder
- black pepper
- chopped onion (optional)
- softened butter

Chop potatoes into bite-sized chunks. Place on aluminum foil. Sprinkle garlic salt, onion powder and black pepper over potatoes. Add chopped onion if you wish. Place a pat of softened butter on top of seasoned potatoes. Wrap aluminum foil around potatoes so it becomes a flat foil envelope. Place in hot coals. Bake until hot. (Potatoes will be soft when they’re done cooking).
**Cornbread** (Box oven)

- Cornbread mix

Mix and bake according to directions on package. Use a box oven.

Remember: 1 briquette = 40 degrees of heat (add 1 more briquette/40 more degrees to required temperature)

**Fruit Turnovers** (Pudgy Pie)

- 2 slices of bread
- softened butter
- 1-2 tablespoons canned pie filling (pick your favorite flavor)
- sprinkle of powdered sugar

Using 2 pieces of bread, butter 1 side of each slice. Place 1 slice of bread, buttered side down, into the bottom of the pie iron cavity. Form the bread into the cavity with your fingers and then add 1 or 2 tablespoons of your favorite canned pie filling.

Top with the second slice of bread, buttered side up, close your pie iron and snap the handles together. Trim off the excess bread crust, or just let it burn off in the fire.

Cook for 3 or 4 minutes on each side—or until the bread is golden brown. Remove your fruit pie from the cooker, let it cool for a few minutes, and then sprinkle with sugar.
Ideas for Nature Activities

**Comparison Studies**
- Animal habitats
- Animal habits
- Birds
- Leaves
- Tree bark and buds

**Crafts**
- Bird feeders, houses
- Collages
- Frames
- Jewelry
- Mobiles
- Paintings (w/ nature colors)
- Paper weights
- Plaster prints

**Discovery Hikes**
- Animals, evidence of animals
- Colors
- Insects

**Leaves, trees**
- Plants
- Rocks
- Wildflowers

**Learning**
- Animals, birds, insects
- Ecosystems
- Flowers, plants
- Pollution
- Trees, leaves
- Weather

**Nature Games **
- Bat & Moth
- Bear, Salmon, Mosquito
- Charades
- Eagle Eye
- Owl & Mouse
- Protect the Nest
- Wolf Tag

**Nature Hikes**
- Leaf rubbings
- Nature journal
- Rainy day hike (follow the water)

**Night Activities**
- Astronomy
  - Legends about stars
  - Star gazing
- Citric acid demonstration
  - Flour demonstration
  - Night (Trust) hike
  - Night vision
    - Camera demonstration
    - Crayon activity
    - Pirate eye story
- Nocturnal animals
- Wintergreen mints

**Predator/Prey Relationships**
- Discussions and demonstrations
- Games **

**Reptiles and Amphibians**
- Frog hunts
- Squish hikes

**Sensory Awareness**
- Bat & Moth **
- “Blind” discovery hike
- Hug-a-Tree
- Sense circle
- Smelly stuff

**Squish Hikes** (there are nets at camp)

**Studies**
- Animals
- Insects
- Plants
- Pond or lake
- Wetlands

**Tracks and Shacks**
- Discovery hike
- Habitats
- Track stamps
- Tracks

**Wilderness Survival**
- Fire building
- Rule of 3s
- Shelter building
- Water sources
- Wild edibles

**Other**
- Keep a diary
- Plant a tree, plants or flowers
- Start collections
- Write a play

*Explore and be creative!*
A Little Bit About Some Nature Activities

Animal Habitats (Shacks)
- Habitat – natural home of an organism and the features each one provides (shelter, food, protection)
- Everything needs a specific kind of habitat in order to survive – based on each animal's needs (nutrition, size, coloration, activities, etc)
- Three kinds – waterfront, woods, field – which all overlap

Discovery Hikes
Give girls a chance to explore their environments. Take a slowly-paced walk through any outdoor space (whether it’s your backyard or the Canadian Wilderness). Allow girls to investigate sights, sounds, textures, colors, etc. Encourage them to take a notepad to record anything they deem worthwhile. Maybe take a camera to capture the sights (and the memories). Encourage questions – if you’re unsure of the answer, write it down and make it a point to find out later.

Night Activities
- Citric acid demonstration – need orange peels and candle – squirt juice toward candle’s flame
- Flour demonstration – need flour, paper plate, straw, candle – put pile of flour on paper plate; blow flour (through straw) toward candle’s flame
- Night vision
  - Camera – need camera with flash (not digital) – after you’ve been in the dark for a long time, have a few girls strike a crazy pose in front of the rest of the group; take a picture with the flash and see how the girls react
  - Crayons – need index cards and a variety of crayons – around the darker side of dusk, have girls draw different things on an index card with a crayon; also, ask them to write what color they think their crayon is
  - Pirate eye story
    - Rhodopsin – fancy word for night vision; takes about 30 minutes to fully build up and will last until you see light again; use red light to preserve Rhodopsin
    - Rods – part of your eye that sense light
    - Cones – part of your eye that sense color
    - Retina – similar to film in a camera
- Wintergreen mints – need wintergreen mints and kids who will eat them – give each girl a wintergreen mint and tell her to turn to a buddy and crunch it between her molars;
- should spark – caused by friction and the stearic acid

Predator/Prey Relationships
- Vocabulary
  - Predator – an animal that hunts and feeds upon other animals
  - Prey – an animal that is hunted
  - Carnivore – an animal that only eats meat (i.e. other animals)
  - Herbivore – an animal that only eats plants
  - Omnivore – an animal that eats both meat and plants
- Predators and Prey have a codependent relationship – one cannot survive without the other
Reptiles and Amphibians

Reptiles

- Are born from eggs and lay eggs as adults
- Eggs have rough, leathery shell
- Eggs are laid in nests on land
- When they hatch, they look like miniature versions of their parents
- Born with lungs
- Live mostly on land, but they go into the water for cooling off, drinking, hunting, mating, bathing, and playing
- Have rough, dry, scaly skin
- Have claws (except snakes)
- Are endothermic – cold blooded – must depend on their surroundings for heat

Amphibians

- Are born from eggs and lay eggs as adults
- Eggs have thick, mucus coating
- Eggs are laid under water
- When they hatch, they look nothing like their parents – must go through metamorphosis
- Born with gills – get lungs during metamorphosis
- Live mostly in the water, but they go on land for cooling off, drinking, hunting, mating, bathing, and playing
- Have wet, slimy skin that will dry out if they don’t keep it wet
- Many amphibians have three ways of breathing – through gills, lungs and their skin
- Are endothermic – cold blooded – must depend on their surroundings for heat

Sensory Awareness

- Help campers become more sensitive to their environment; increase campers’ powers of observation; emphasize senses other than sight; to understand animals’ sensory abilities
- “Blind” Discovery Hike – (you’ll need blindfolds and a rope) – blindfold campers and have them hold on to the rope; walk slowly along a familiar path and discuss what you notice when you can’t see anything
- Sense circle – use smell and touch (not sight) to identify objects in nature – sit in a circle with eyes closed or blindfolded and pass things (rocks, leaves, etc) around a circle and see if anyone can identify them using smell and/or touch
- Smelly stuff – fill film canisters with things that give off strong odors (garlic, mint, soap, cocoa, etc) – let everyone smell them and let them try to figure them out

Tracking

On the ground

- Pine cones torn apart by squirrels
- Scat (poop)
- Footprints (tracks)
- Nut shells or other remains of food
- Holes or chewed grass

In the trees

- Markings from woodpeckers
- Branches bitten on an angle caused by munching rabbits
- Rubbings on trunks from deer antlers
- Nests
Wilderness Survival

- Wilderness = 1 mile from the nearest road and 1 hour from the nearest phone
- Fire building
  - Types of fire – A-frame, tepee, log cabin
  - Reasons to build a fire – heat/warmth, cooking, light, to keep animals away
  - 3 requirements for fire – fuel, oxygen, ignition
- Rule of 3s
  - 4 things you must have to survive
    - Oxygen – can only go without it for 3 minutes
    - Shelter – can only go without it for 3 hours
    - Water – can only go without it for 3 days
    - Food – can only go without it for 3 weeks
- Shelter building
  - Types of shelter – clothing, houses, tents, coats, sleeping bags, tarps, trees, caves, etc
  - Reasons to seek or build shelter – heat/warmth, to stay dry, to stay out of the wind
  - Things you can use in nature to build shelter – fallen branches, standing trees, rocks, leaves, grass, mud, coats, sleeping bags, etc
  - If you are going to build shelter(s) as a group, do not kill any nature
- Water sources
  - Lakes, ponds, rivers, streams, springs, puddles, swamps
  - First choice – moving water (less bacteria, fresher water)
- Wild edibles
  - Plants, flowers, nuts, berries
  - Things you can definitely eat – dandelions, cat tails, grass
  - 80% of red berries are poisonous!
  - If you aren’t an expert at identifying plants, stick to what you know—most mushrooms are poisonous
- Poison ivy – “leaves of three, let them be”
  - Three leaves with reddish, shiny surface
  - Grows low to the ground in clumps or in vines up and around trees and other plants
# Program Aide Time Log

Name:

Assigned Troop #: ___________________________ or Group: ___________________________

**Instructions:** Use this form to keep track of the number of hours you spend in a leadership role as a PA. You can specify hours spent in the following activities: training, conference time with your mentor or cooperating leaders, preparation time, actual time leading an activity, special events, etc. Please list the name of your advisor (leader of the troop for the activity, director of camping event, coordinator of service unit activity, etc.) This document will help you complete your PA training plan for the three to six month period (Note: Training time is not considered leadership hours.).

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<th>Date</th>
<th>Training</th>
<th>Conference/Meeting</th>
<th>Prep</th>
<th>Leading Activity</th>
<th>Leader/Organizer/Manager Initials</th>
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Program Aide Signature: ______________________________________ Date: __________________
Program Aide Self-Assessment

This self-assessment is a necessary part of the total Program Aide training. It will give you an overview of the topics we will cover during training. By returning it to the Program Aide Instructor by the due date, it will allow our trainers a chance to get to know you and to tailor our training to your needs.

Fill in the assessment by indicating with an “X” in the appropriate column as to what you consider your level of knowledge. Be honest and as accurate as possible in your answers. We are not expecting you to already know all of this!

Your Name:______________________________

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<th>I am very knowledgeable and can teach it to others.</th>
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