

V.I.T. Volunteer-In-Training



For
Girl Scout Senior & Ambassadors

Girl Scouts Diamonds of Arkansas, Oklahoma and Texas

V.I.T. Award:

The V.I.T. award is for Girl Scout Senior and Ambassadors who would like to mentor a Girl Scout Daisy, Brownie, Junior or Cadette group outside of the camp experience. A VIT project (working with a troop) needs to span a 3 to 6 month period.

To earn the Volunteer-in-Training award, a girl:

1. Finds an adult volunteer mentor who is currently the leader/volunteer for a troop/group of girls at the level she'd like to work with. This volunteer will help her through her training and internship, and she'll help the volunteer with her group of girls for a 3 to 6 month period.
2. Completes the council-designed Volunteer-in-Training leadership course booklet.
3. Creates and implements a thoughtful journey project that lasts over 4 or more sessions. Volunteers-in-Training might also help younger girls with a Take Action project. The Volunteer-in-Training is responsible for designing, planning, and evaluating the activities. If a girls passionate about a topic such as art or technology she could design the activities around this topic.
4. Girls must attend at least one council-designed enrichment program

Leadership

Describe characteristics of great leaders – they can be historical figures, world leaders, leaders in the community, teachers, Girl Scout leaders, etc.

Describe your leadership qualities

Are there any similarities?

Defining You -

Defining Me	Totally Me	Maybe more my Friends Influence
Clothes		
Music		
Food		
Girl Scouts		
Weekend Adventures		

Understanding the Girl Scout Leadership Experience

(GSLE):

The Girl Scout Leadership Experience identifies three Keys to Leadership and within these three keys are the 15 outcomes:

Discover + Connect + Take Action = Leadership

Discover:

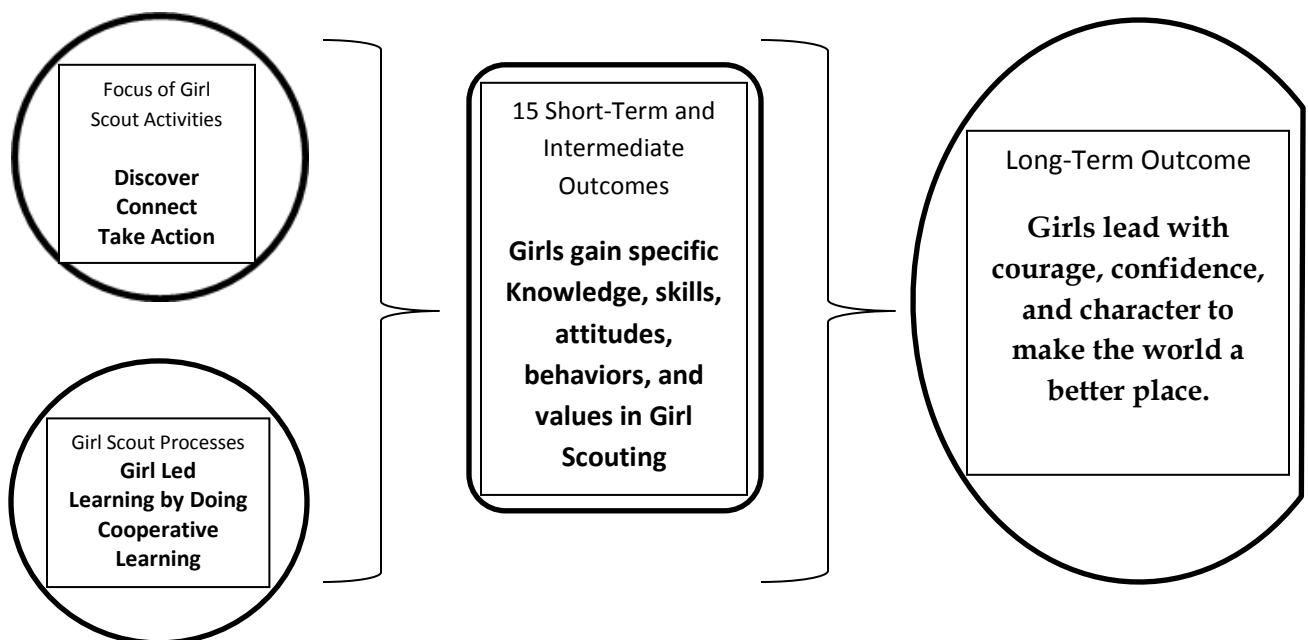
1. Girls develop a strong sense of self.
2. Girls develop positive values.
3. Girls gain practical life skills.
4. Girls seek challenges in the world.
5. Girls develop critical thinking.

Connect:

1. Girls develop healthy relationships.
2. Girls promote cooperation and team building.
3. Girls can resolve conflicts.
4. Girls advance diversity in a multicultural world.
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.



There are 3 processes that make Girl Scouting Unique:

Girl Led

Learning by Doing

Cooperative Learning

Girl Led – Means girls play an active part in figuring out the what, where, when, how and why of their activities.

- Help girls make informed choices by talking them through decisions
- Encourage girls to add their own flair to projects and activities
- Give girls the freedom to solve problems on their own

Learning by Doing – Engages girls in continuous cycles of action and reflection that result in deeper understanding or concepts and mastery of skills.

- Encourage them to answer their own questions through hands-on activities
- Ask girls to do more than they are capable of doing on their own while offering limited, but strategic, help
- Offer opportunities for girls to engage their motor skills and their senses

Cooperative Learning – Has girls work together toward goals with mutual respect and collaboration

- Make the most of team work activities
- Encourage girls to decide as a team how to accomplish a task
- Demonstrate giving others equal opportunity to participate in decisions

- What do the keys mean to you?

- How does using these keys make you a better leader in Girl Scouts?

In the boxes below write what the Keys might mean to younger girls.



Discover:



Connect:



Take Action:

- How can they be leaders in their lives?

- What can you do to guide younger girls to become leaders?

Girl Development –

General Characteristics of Younger Girl Scouts –

Daisies:

Have loads of energy and need to run, walk and play outside.	So they will enjoy going on nature walks and outdoor scavenger hunts.
Love to move and dance.	So they might especially enjoy marching like a penguin, dancing like a dolphin, of acting out how they might care for animals in the jungle!
Don't always have the words for what they want to say.	So have them draw a picture of something they are trying to communicate is frequently easier for them and more meaningful.
Are concrete thinkers and focused on the "here and now".	So show them firsthand how animals are cared for – at shelters, farms, or zoos, and by practicing ways they can care for animals.

Brownies:

Enjoy doing things in groups	So allow them to team up for art projects and performances.
Need clear direction and structure.	So offer only one direction at a time and, when you can, let the girls know what's coming up next in the get-together or in future gatherings.
Are developing fine-motor skills and can use basic tools.	So encourage them to express themselves and their creativity by making things with their hands.
Know how to follow rules, listen, and appreciate recognition.	So acknowledge when the girls have listened or followed the directions well. It will increase their motivation for listening and following again!

Juniors:

Want to make decisions and express their opinions.	So allow them to do so frequently through guided discussions and active reflection activities.
Are concerned about equity and fairness.	So don't shy away from discussing why rules are made and laws are passed, and have them develop their own for their group.
Are increasingly capable of critical thinking and can consider the perspectives of others.	So assist them in developing these skills by asking them to explain their decisions, share their visions for their roles in the future, and appropriately challenges their own and others' perspectives.
Are social and enjoy doing things in groups.	So allow them to team up in small or large groups for art projects, performances, and written activities.

How would you change your interaction with girls at different age levels?

Tips for working with younger Girls:

- Build on the girl's strengths and skills
- Divide your time equally among girls.
- Let girls find out things for themselves. Offer help in small doses, asking girls the best way to do something.
- Show you are interested in the girl's ideas.
- Enforce rules fairly. Girls need and want clear and fair limits.
- Encourage girls to solve their own problems. Intervene only if you are needed or if a girl's safety is at risk.
- Encourage respect for differing religious, racial, ethnic, and cultural backgrounds.
- Use girl's first name when addressing her.
- Keep directions clear and simple.
- Talk to the girls at eye level.
- Speak softly and calmly.
- Keep activities short and vary the pace. A sitting activity followed by an active one.
- Allow a girl to sit out of an activity.
- Offer Clear choices. "Would you like to sing or play a game?" vs. "Would you like to clean?"
- Rejoice with a girl when she achieves something, no matter how small.

- Don't compare girls. Remember differences and abilities.

Brainstorm & role play typical scenarios younger Girl Scouts might experience in their troop

- *Over Bearing Leader* – Troop Leader Ms. Jean already has the girl's year planed out and tells the girls there will be no changes.
- *A Girl Lead Troop* – Troop Leader Ms. Sally comes in to the meeting and announces to the girls they will be planning all their upcoming events and programs for the Girl Scout year

What problems might arise from either situation?

What support could you as the VIT lend?

- *Girl Conflict* – Two girls in the troop, Jenny and Lisa, are fighting over a boy at school. They are constantly arguing and disrupting the troop meeting.

As a VIT, how could you handle the situation?

- *Safety Concern* – Troop leader, Ms. Ellen plans to take the girls on an activity that you think has a high safety risk.

As a VIT, would you express your concerns to Ms. Ellen? If yes, how?

List some examples of activities that may be considered high risk for girls?

Group Dynamics:

Group Managements Techniques –

- 1) **Be Proactive** – Let the girls know what is expected of them.
- 2) **Circulate & Supervise** – Listen to the girl’s conversation and see if they are understanding the activity.
- 3) **Group Self-Review** – Review their work as a team and have them each evaluate the activity.

**What are some other Group Management Techniques that can be used?

If your troop had to decide between tent camping vs. cabin camping what is your preference:

_____Why:_____

Debate – Daisy, Brownie, and Junior age level pros and cons of Cabin and Tent Camping.

CABIN

AGE LEVEL	PROS	CONS
Daisy		
Brownie		
Junior		

TENT

AGE LEVEL	PROS	CONS
Daisy		
Brownie		
Junior		

“Expressing an opinion is a powerful act – and you’ve accomplished it with your debate.”

Journeys:

Each Age Level has three Journeys’ to choose from.

It’s Your World—Change It!

This journey series invites girls to develop a deep understanding of themselves, understand how powerfully they can act when they team with others who share a vision and make a difference in their communities by inspiring, educating and advocating. Grade---level journeys in this series are:

- *Welcome to the Daisy Flower Garden*
- *Brownie Quest*
- *Agent of Change (for Junior)*
- *aMaze!(for Cadette)*
- *GIRLtopia (for Senior)*
- *Your Voice Your World—The Power of Advocacy (for Ambassador)*

It’s Your Planet—Love It!

Girls become leaders who energize, investigate, and innovate as they explore their own energy, the energy of their places and spaces, and the energy of getting from here to there. Engage them in improving the world's air quality while also supporting and nourishing their own abilities as leaders who are aware, alert, and able to affirm all they do.

- *Between Earth and Sky (Daisy)*
- *WOW! Wonders of Water (Brownie)*
- *Get Moving! (Junior)*
- *Breathe (for Cadette)*
- *Sow What? (for Senior)*
- *Justice (for Ambassador)*

It’s Your Story – Tell It!

Girls learn just how many roles are open to them in the world and the possibilities those roles open for them. Girls also grow as leaders by widening their networks and broadening their world.

- *5 Flowers, 4 Stories, 3 Cheers for Animals! (for Daisy)*
- *A World of Girls (for Brownie)*
- *aMuse (for Junior)*
- *Media (for Cadette)*
- *Mission: Sisterhood (for Senior)*
- *Bliss Live It! Give It! (for Ambassador)*

Journey Activity: (remember to make modifications if necessary for all ages.)

Choose Journey: _____

Pick an Activity:

Answer these questions -

How does the Journey and Activity relate to?

Discover -

Connect -

Take Action -

How would you respond to this question?

“But we did this with Mrs. Smith, our troop leader already.”

High Quality Experiences:

How would you engage younger girls in planning a game?

Trust me – “Blind Folded Walk” (shows the importance of trust and teamwork)

Running an obstacle Course:

The girls will take turns wearing a blindfold and making their way through the course as the rest of the team call out directions.

or

One girl will lead the group of blindfolded girls around outside. Each girl will put their right hand on the right shoulder of the girl in front of her. The leader will tell the girl when to turn right, left, stay straight, move one step one way or another.

1. What makes giving the directions hard? _____

2. What happens if the directions givers can't imagine what it's like to be the one wearing the blindfold – the one who has to follow the directions? Why is that important?

3. How do the two work together? _____

4. Was there good leadership and team work? _____

5. How do you think it would be to lead a group of Juniors through this activity?

6. How are the processes included? _____

7. What is the benefit for the girls now? _____

In the Future? _____

What Makes a Good Leader/Volunteer?

Be Well Prepared	Know that leadership takes work as well as practice
Be Group-Minded	Regard yourself as part of the group. Say "we" instead of "I." Don't try to run the group, instead be guided by the group and their needs.
Like People	Be understanding and friendly
Be Poised	Don't let irritations bother you
Have Humility	Be confident, not cocky. Don't be afraid to reveal the fact that you don't know everything.
Be a Hard- Worker	Don't ask anyone to do something that you would not be willing to do yourself
Be Responsible	Live up to your word and duties
Be Cooperative	Know how to work with others and enjoy working with them
Be a Fun-Lover	Enjoy life- the simple things as well as the big
Be Proud	Be proud of what you do and who you are. Take pride in being a leader, but earn it.
Be Courteous	The words "please" and "thank you" pay dividends. Use them often
Think Ahead	Know others' needs and requirements. Be ready to meet changing situations. Know what will be needed to accomplish the take or event.
Set Goals	Make them high and then work to reach them!
Have Vision	Help the people in your group to learn and grow through the activities
Take Advice	Take others advice and consider it fully. But keep doing your own thinking too.
Get the Facts	Analyze them before you draw conclusions
Do Your Best	At all time. Plan to make the most effective use of our time.

What do you think makes a good Girl Scout Leader/Volunteer?

Why I'm A Girl Scout Leader

I'm not a Girl Scout Leader for the easy hours, high pay, the parents' gratitude,
the power or the prestige.

I'm a leader because I want the world for your daughter and mine ...
a world she can share and help shape, a world of love and laughter
where she can freely show compassion.

I want to help her learn to finish anything she starts and do it well,
to guide her to know her worth with a deeper understanding
of herself.

I want to help shape women who have strength of character and
are sensitive to the needs of others.

I want them to be the best they can be - whether in the workplace or
The home, to be the hearts of their families as loving friends,
mothers and wives.

In giving of my time and of myself, I reap rewards far beyond what I give.
I receive a better world for my children and future generations.

I'm a Girl Scout Leader
because I care.

Author unknown

Groups vs. Teams

Groups	Teams
Individuals work independently; sometimes at cross-purposes with others.	Members recognize their interdependence understand both personal and team goals are best achieved by teamwork.
Members tend to be inwardly focused because they are not part of the organization's planning.	Members feel a sense of ownership in their jobs because they contribute to organizational plans.
Members are told what to do.	Members have the opportunity to apply their unique talents.
Members did trust the motives of colleagues because they do not understand the roles of other members.	Members work in a climate of trust where questions are welcome.
Members are cautious about what they say.	Members practice open and honest communication.
Members are cautious about what they say.	Members practice open and honest communication.
Members find themselves in conflicts they do not know to resolve.	Members understand that conflict is natural and see this situation as opportunities for new ideas.
Members may or may not participate in decisions affecting the group.	Members participate in decisions affecting the team.

Adapted from *Team Building*, Robert B. Maddux

Safety:

Girl Scout Safety Guidelines (12 Safety Standards):

As Program Aides, you are not solely responsible for safety; however, you need to be aware of these guidelines.

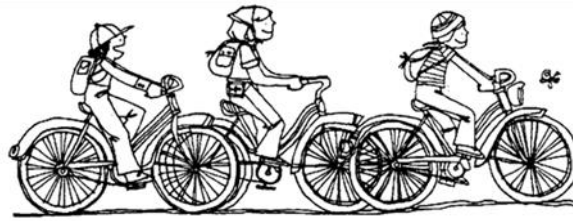
1. **Follow the Safety Activity Checkpoints.** Instructions for staying safe while participating in activities are detailed in the Safety Activity Checkpoints, available on the council's website.
2. **Arrange for proper adult supervision of girls.** Your group must meet the ratios below at all times.
3. **Get parent/guardian permission.** A permission slip is required anytime the meeting is outside of the normal time and place.
4. **Report abuse.** Sexual, physical, verbal, and emotional abuse of girls is forbidden.
5. **Be prepared for emergencies.** Be aware of procedures for emergencies related to weather, fire, lost girls/adults, and site security.
6. **Travel safely.** Every driver must be an approved adult volunteer and have a good driving record, a valid license, and a registered/insured vehicle. Girls with a driver's license cannot transport other girls.
7. **Ensure safe overnight outings.** Prepare girls to be away from home by involving them in planning, so they know what to expect.
8. **Role-model the right behavior.** Never use illegal drugs. Don't consume alcohol, smoke, or use foul language in the presence of girls.
9. **Create an emotionally safe space.** Protect the emotional safety of girls by creating a team agreement and coaching girls to honor it.
10. **Ensure that no girl is treated differently.** When scheduling, helping plan, and carrying out activities, carefully consider the needs of all girls involved.
11. **Promote online safety.** Teach girls the Girl Scout Online Safety Pledge and have them commit to it.
12. **Keep girls safe during money-earning.**

Understanding How Many Adults You Need

Girl Scouts adult-to-girl ratios show the minimum number of adults needed to supervise a specific number of girls. V.I.T.s cannot be counted as an adult for these ratios.

	Group Meetings	Events, Travel, and Camping		
	Two unrelated adults (at least one of whom is female) for this number of girls:	Plus one additional adult for each additional number of this many girls:	Two unrelated adults (at least one of whom is female) for this number of girls:	Plus one additional adult for each additional number of this many girls:
Daisies (K–grade 1)	12	6	6	4
Brownies (grades 2–3)	20	8	12	6
Juniors (grades 4–5)	25	10	16	8

Here are some examples: If you're meeting with 17 Daisies, you'll need 3 unrelated adults, at least one of whom is female. (Follow the chart: you need two adults for 12 Daisies and one more adult for up to six more girls. You have 17, so you need three adults.)



Safety Activity Checkpoints:

When preparing for any activity with girls, always begin with the Safety Activity Checkpoints written specifically for that particular activity. This introduction provides an overview of the format of each set of checkpoints.

Know where to do the activity. Quick list of the most common places girls carry out the activity

Include girls with disabilities. Tips and special Web sites for information on including girls with disabilities

Gear

Basic Gear includes clothing and equipment girls are likely to already have in their possession.

Specialized Gear includes clothing and equipment girls may need to purchase, rent, or borrow

Prepare for the Activity

These checkpoints discuss steps to take in advance of the activity. Not every category is listed here, and not every activity includes these categories.

Communicate with council and parents. Tips for following council guidelines and keeping parents informed

Ensure prerequisites. Ranges from an ability to swim to knowledge of primitive camping

Arrange for transportation and adult supervision. Recommended adult-to-girl ratios for this activity

Verify instructor knowledge and experience. Ensuring the volunteers or on-site instructors possess the proper skill set, knowledge, experience, and/or training/certification

Select a safe site. A game plan for ensuring the safest experience possible

Compile key contacts. Information on itineraries, phone trees, and other contact information

Respect the environment. Tips for ensuring environmental responsibility

Prepare for emergencies. First-aid requirements and other emergency precautions

On the Day of the Activity

These checkpoints include important final reminders on the day of the activity. Not every category is listed here, and not every activity includes these categories.

Get a weather report. Ways to monitor the weather for any outdoor activity and/or activity requiring transportation

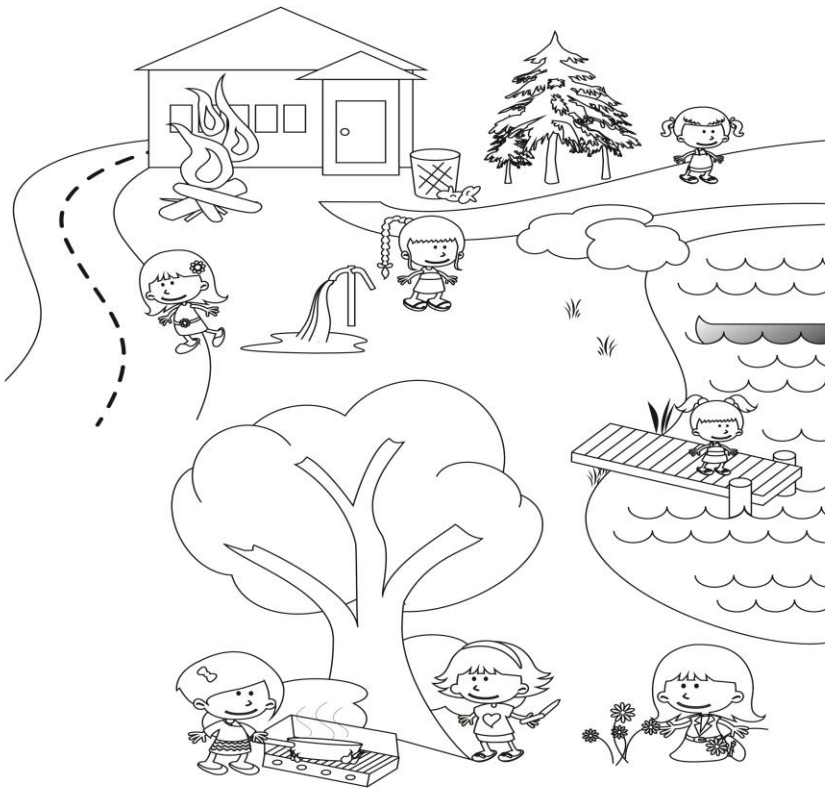
Review rescue tips. Activity-specific rescue tips

Use the buddy system. The best way to ensure no one is separated from the group or unable to get help

Be prepared in the event of a storm with lightning. Special details for outdoor warm-weather activities
The link will take you to all safety activity checkpoints:

<http://www.girlscoutsdiamonds.org/Portals/0/Documents/Program/All%20Safety%20Activity%20Checkpoints%202012.pdf>

Safety Scene – Circle what’s wrong with this picture:



These girls are not following good health and safety standards in this picture, they are also not following minimal impact rules. Circle what is wrong in this picture and answer the questions below.

What changes do you need to make to 3 of the hazards!

1. _____
2. _____
3. _____

Who needs to be made aware? _____

Program Plan:

At the end of this session, you will use the girl-led process to create a plan for the program you will facilitate. Identify what elements you would like to include in your plans.

Journey:

Leader Journey: _____

Create a plan to teach a Sample Session: (Choose 1 Sample Session)

(Remember to make modifications if necessary for all girls)

Sample Session: _____

Age Level: _____

Step (Bullet Point): _____

How would you facilitate the session?:

Girl Guide:

Badge: _____

Step: _____

Choice: 1 _____ 2 _____ 3 _____

Time Needed: _____ Cost: _____

Supplies: _____

Who will Lead: _____


Practice:

"Make it Yours"

Do you have any Girl Scout goals waiting on your plate?

Use the space below to jot down anything you want to accomplish on this journey;

I want to ...



1. What personal goals do you have for your VIT experience? _____

2. Are there other goals you would like to accomplish? _____

3. What skills do you already have to achieve those goals? _____

4. What skills do you need to practice? _____

Volunteer System:

Skills and Interest:

List any skills you could teach or interest you can share.

List any skills you would like to develop or topics you would like to learn about.

Do you speak a language other than English? _____

If so, what is it? _____

Do you know sign language? _____

List any safety certifications you have earned by completing a formal course (e.g. red Cross First Aid, CPR, Baby-sitting). Include the name of the sponsoring organization and the certification date of expiration:

What Girl Scout level do you want to work with? Daisy _____

Brownie _____ Junior _____

If so, which troop? _____

Do you have a time or day preference for troop meetings? _____

If so, what days? _____ What time? _____

Do you have a location preference? _____

If so, where? _____

Are there any times you cannot volunteer? _____

Experience Working with Girls in Girl Scouting:

Position _____

Where did you work? _____

Briefly describe your responsibilities

When were you in this position and how much time did you spend in this position?

Outside of Girl Scouting:

Position: _____

Where do you work/volunteer: _____

Briefly describe your responsibilities:

When and how much time did you spend in this position?

What did you enjoy most about working with young children?

Practical Experience:

Purpose – Girls will complete a troop/council-designed “hands-on” internship. Specifically, Volunteers-in-Training will work with younger girls over a period of three to six months (4 – 1 hour sessions) utilizing all they have learned about themselves as leaders and younger girls to facilitate activities aimed at outcomes that provide fun with purpose.

Guidelines for Working with Girls

When working with girls:

- ❖ What evidence do you see that girls are enjoying themselves?
- ❖ Are all the girls taking part in troop activities?
- ❖ What evidence do you see of girls developing skills and assuming leadership roles?
- ❖ Are girls getting along with each other?
- ❖ Does the facility accommodate the size of the group?
- ❖ Do girls use their handbooks?

When working with leaders:

- ❖ Was an activity available for the first girl to do?
- ❖ How can you tell if the leaders enjoy working with the girls?
- ❖ How does the leader show that she understands the needs of the girls?
- ❖ What methods does the leader employ to keep the group attentive?

When working with troop government:

- ❖ Is there a system of troop government being used? If so, what model?
- ❖ If the patrol system is being used, what is happening in the patrol meeting? Does the patrol leader listen to her patrol?
- ❖ Is there a troop treasurer? What does she do?
- ❖ Does the troop have a budget?
- ❖ What evidence do you find of long-term planning?

When working with program activities

- ❖ Do the girls know when the meeting officially starts and ends? How do they know?
- ❖ How do the girls know which activities will take place? At the end of the meeting, are plans made for the next meeting?
- ❖ Is the program well-balanced? Do the girls do a variety of activities? Are all four program goals emphasized?
- ❖ Do any of the activities call for problem solving?
- ❖ What do the leaders use to stimulate girls’ interest in new activities?
- ❖ Are girls aware of the Girl Scout Promise and Law and do they practice them?
- ❖ What does the meeting place look like after the girls leave?

Strategies for Working with Adults

Do	Don't
Understand the leader has a busy schedule.	Fail to be on time or keep your promise. They are counting on you.
Listen; Adults have a lot to share	Be afraid to share your knowledge
Allow adults to make mistakes. Learn from them	Fail to evaluate with adults. This is an important part of learning.
Set a good example in personal habits, language, and attention to safety.	Let problems between the adults and yourself go. Address problems openly and honestly.
Outline your expectations and give the adult a chance to voice hers.	Be judgmental or negative in your criticism.
Back up the leader in front of her troop	Correct a leader in front of the troop.
Remember you are a minor. You cannot take the place of an adult	Be disrespectful to adults.
Be flexible. Activities don't always go according to schedule.	Settle for a role as "go-fer". You are there to learn in a leadership capacity.
Remember your sense of humor. It's probably your most important tool for working with others.	

Always Follow Safety Guidelines!!

Adult Agreement for Participation in Leadership Project

Instructions:

1. Read and sign the following agreement.

2. Return this form to Girl Scouts Diamonds of Arkansas, Oklahoma, and Texas, 1811 Arkansas Blvd, Texarkana, AR 71854 Attn Program Specialist or email to programs@girlscoutsdiamonds.org

I will attend a phone or in person orientation with the Program or Volunteer Specialist at my Council regional office

I will arrange for a planning time with the older girl who is working with me.

V.I.T.'s Name: _____

I will inform her in advance of a change or cancellation of meeting time.

I will give her opportunities for leadership within my troop.

I understand that I can ask her to do the following things:

- Assist girls in planning and carrying out activities.
- Help plan end-of-year activities, bridging, etc.
- Assist with product sales.
- Assist with record keeping.

I will not allow her to assume adult responsibilities. This means she cannot:

- Be left alone with younger girls
- Be counted as an adult in girl/adult ratios.
- Drive girls or peers.
- Serve as a first-aider without an adult present.

I will give positive feedback and recommendations on an ongoing basis to the girl working with me.

I will participate in the evaluation process.

Adult's Name (printed) _____ Position _____

Adult's Signature _____ Date _____

Phone Number _____

Girl Scouts Diamonds of Arkansas, Oklahoma and Texas Volunteer-In-Training Note Sheet

You will need this information each time you agree to serve as a V.I.T.

Troop Leader's Name: _____
Email address: _____
Phone number: (HOME) _____ (CELL) _____
Age Level: _____ Troop Number: _____ Number of Girls: _____

What Will I Do?

Activity I will be facilitating? _____
How much time will I have? _____
What will I be doing? _____
Do I need to bring anything? _____
Will there be a planning time beforehand? _____
Is there a cost? _____ Is a special permission slip needed? _____
What should I wear? _____

Things To Tell My Parent or Guardian:

Where I am going? _____
Time I must be there: _____ How I am getting there: _____
Time it is over: _____ How I am getting home: _____
Do I need to bring anything? _____
Other Information: _____

REMEMBER TO TAKE A PERMISSION SLIP WITH YOU TO THE LEADER

**Girl Scouts Diamonds of Arkansas, Oklahoma and Texas
VOLUNTEER-IN-TRAINING TIME LOG**

Name _____	Date _____
Troop Number _____	Service Unit _____
Phone Number _____	Email _____
Troop Leaders Name _____	

SESSION #1

DATE: _____

ACTIVITY DETAILS	TOTAL TIME SPENT PLANNING & IMPLEMENTING W/TROOP

How was Discover, Connect, and Take Action used: _____

Which of the 15 outcomes did you use: _____

How were the Safety Guidelines used: _____

SESSION #2

DATE: _____

ACTIVITY DETAILS	TOTAL TIME SPENT PLANNING & IMPLEMENTING W/TROOP

How was Discover, Connect, and Take Action used: _____

Which of the 15 outcomes did you use: _____

How were the Safety Guidelines used: _____

SESSION #3

DATE: _____

ACTIVITY DETAILS	TOTAL TIME SPENT PLANNING & IMPLEMENTING W/TROOP

How was Discover, Connect, and Take Action used: _____

Which of the 15 outcomes did you use: _____

How were the Safety Guidelines used: _____

SESSION #4

DATE: _____

ACTIVITY DETAILS	TOTAL TIME SPENT PLANNING & IMPLEMENTING W/TROOP

How was Discover, Connect, and Take Action used: _____

Which of the 15 outcomes did you use: _____

How were the Safety Guidelines used: _____

DATE: _____

Enrichment Course	TOTAL TIME SPENT IN TRAINING
What course did you attend? What did you learn?	

Location: _____

Signature of trainer: _____

Once all 4 Different Activity Sessions and at least one enrichment course is completed mail both pages to:

Girl Scouts Diamonds of Arkansas, Oklahoma and Texas

1811 Arkansas Blvd

Texarkana, AR 71854

Attn: Program Specialist

programs@girlscoutsdiamonds.org

Girl Scout Diamonds of Arkansas, Oklahoma and Texas

SELF EVALUATION of LEADERSHIP SKILLS

Name: _____ Date: _____

Place a checkmark next to each statement that you feel you
successfully achieved in working with the younger girls.

	Planned and helped coordinate activity.
	Stated the purpose of the activity.
	Spoke loud enough for everyone to hear.
	Involved entire unit.
	Showed enthusiasm and sense of humor toward girls.
	Made eye contact with girls.
	Walked around to make sure all girls understood activity and answered any of their questions.
	Delegated responsibilities when necessary.
	Helped girls to stay on task.
	Allowed lines of communication to stay open between girls.
	Encouraged girls by using positive reinforcement.
	If necessary, reminded girls of expectations regarding behavior.
	Ask girls what they learned from the activity.

Comments:

Girl Scouts Diamonds of Arkansas, Oklahoma and Texas

LEADER EVALUATION OF THE SENIOR/AMBASSADOR VOLUNTEER-IN-TRAINING

Name of VIT _____	Service Unit _____
Activity Observed _____	Date _____
Person Observing _____	Phone _____
Troop Number _____	Meeting Place _____

Check the category that best describes the VIT's level of development for each item:

EX = Excellent / VG = Very Good / G = Good / F = Fair / P = Poor

PERSONAL QUALITIES:	EX	VG	G	F	P
Personal Appearance					
Voice and mannerism					
Promptness					
Ability to stimulate interest and enthusiasm					
Maturity as a V.I.T.					
Poise in front of a group					
Ability to accept direction					
Ability to accept constructive criticism					
Relationship with girls					
Relationship with adults					

PRESENTATION OF MATERIAL / TASK PERFORMANCE:	EX	VG	G	F	P
Organization of material					
Clarity of directions					
Presentation					
Grade level content appropriateness					
Ability to hold interest					
Flexibility					
Timing and pacing of activity					
Knowledge of subject matter					
Overall teaching skills					

Please state any difficulties encountered by the V.I.T. in the time period observed and how they were handled:

Mail to: Girl Scout Diamonds of Arkansas, Oklahoma and Texas
 1811 Arkansas Blvd
 Texarkana, AR 71854
 Attn: Program Specialist
Programs@girlscoutsdiamonds.org

Girl Scouts Diamonds of Arkansas, Oklahoma and Texas SENIOR/AMBASSADOR INFORMATION SHEET

PROJECT TRAINING	GRADE LEVEL	SERVICE	AWARDS
<p>Volunteer-In-Training Program (3-6 months)</p> <p>Works directly with younger girls for 8 different activity sessions. (not in a Day Camp Setting)</p>	<p>Grade 9th – 12th (Senior and Ambassadors)</p>	<p>4 different Activity Sessions (Minimum 1 hour per session)</p> <p>Attend at least one enrichment program</p>	<p>VIT Pin (Awarded after completion of 4 different activity sessions.)</p> <p>Mail log sheet to: 1811 Arkansas Blvd Texarkana, AR 71854 Attn: Program Specialist Programs@girlscoutsdiamonds.org</p>
<p>Supplemental Enrichment Programs (Requirements: Enrollment or completion of VIT course)</p> <ul style="list-style-type: none"> • Songs & Games • Ceremonies and Traditions • Journey Training • Outdoor Skills • Other areas of interest 	<p>Grade 9th – 12th (Senior and Ambassadors)</p>		<p>Certificate of Completion</p>

*Enrichment programs are provided by the Council twice a year during Super Saturday trainings and additional enrichment programs can be found on the adult training calendar on the Council website at www.girlscoutsdiamonds.org

Girl Scouts Diamonds of Arkansas, Oklahoma and Texas VOLUNTEER-IN-TRAINING COURSE EVALUATION

Your Name: _____
Trainers Name: _____ Date: _____

1. Understanding the Sessions (Below mark yes or no for each session, if no explain)

Understand the Sessions	YES	NO	If No Explain:
Session 1 The Leader In You			
Session 2 Understanding the Girl Scout Leadership Experience (GSLE)			
Session 3 Girl Development			
Session 4 Group Dynamics			
Session 5 Journeys			
Session 6 High – Quality Experience			
Session 7 Safety			
Session 8 Program Plan			
Session 9 Practice			
Session 10 Volunteer Systems			
Session 11 Practical Experience			

2. The part I like the best about my training, and why:

3. The part I liked the least about my training, and why:

4. Did this course meet your expectations? (rate below)

_____ Excellent _____ Good _____ Fair _____ Poor

5. Do you feel this course has prepared you to work as an Older Girl Volunteer?
(Explain why or why not)

6. How can we further help you accomplish your goals?

Please feel free to make any additional comments or suggestions on your training or future Older Girl Projects.
