

Cadette / Senior / Ambassador



Home Study Course



Welcome to Cadette, Senior, or Ambassador Girl Scouting! Thank you for giving of your time and energy to help girls discover the fun and adventure of Girl Scouts. The Home Study Course for Girl Scout Cadette/Senior/Ambassadors will help you become a confident, knowledgeable, and competent Advisor.

You may complete this training individually or with other Girl Scout Cadette/Senior/Ambassador advisors and volunteers. If more than one person does this workshop, each of you must submit the answers to the questionnaire booklet separately. Additional copies are available if needed.

You will need the following resources for this training: *Safety-Wise* and the *Studio 2B Guide For Advisors*. To ensure that you receive credit for taking this workshop, please fill out the information on this page, along with the answers to the questions and send it to:

Girl Scouts of Southern Illinois
Attn: Volunteer Development Manager
#4 Ginger Creek Parkway
Glen Carbon, IL 62034

Name: _____

Address: _____

Phone: _____ E-mail: _____

Troop #: _____ Service Unit: _____

If you have questions regarding this course, please contact:

Amanda Kaemmerer
Volunteer Development Manager
(618)692-0692 / 800-345-6858
akaemmerer@gsfsi.org



Girl Scouts®

Through the Girl Scout's New Directions research, girls have given their voice as to who they are, what they want, and what challenges they face.

Although each girl is an individual and will develop at her own pace, the following chart can offer you some guidance as to the development pattern of Girl Scout Cadette, Senior, and Ambassador age girls. Remember that the activities the girl's plan should be age-appropriate and based on their needs, interests, and abilities.

Developmental Issues	Girls Ages 11-12	Girls Ages 13-15	Girls Ages 16-17
Physical Changes	Onset of menstruation Begin secondary growth development	Growth in height Voice lowering	Features developing adult characteristics
Social Changes	Accepting changing bodies Seek influences outside family	Greater body and hormonal changes Gaining peer support Explore independent values	Self expression Greater autonomy/ less parental support
Defining Moments	Transition to middle school	Rite of passage—becoming a teenager	New independence—now can drive
Self-Image	Desire to belong	“Me” focused	Pressure to achieve success
Worries	Grades Fitting in Appearance	Grades Will boys like me? Appearance/eating disorders Too much to do!	Grades Success Too much to do!
Pressures	Peer pressures for testing boundaries include dating and smoking issues	Pressure to act a certain way	Worried about getting into the right college
Activity Interest	Improving the world Outdoor activities Hanging out w/friends Improving self confidence Playing sports	Personalize their own space Taking trips Music to express self Developing image through clothes/fashion Dating	Career opportunities Self-defense Managing time Dealing w/emotions Leadership events
You Can Help By...	Creating a safe supportive environment, give them opportunities and connections	Model how to explore and affirm emotions and reactions to new experiences	Empower them encourage their individual interest.

Self-Esteem

There are 4 basic ways in which self-esteem develops:

Achievement/Competence

- Does she feel she does things well?
- Is she learning new skills and becoming more confident?

Success at Influencing Others

- Do others listen to her?
- Does she have an impact on others?
- Does she have your full attention when she speaks to you?

Moral Worth

- Does she feel good about her loyalty to ethical standards?
- Do you look for opportunities to give her positive feedback?

Social Acceptance

- Is she liked?
- Does she feel she fits in?
- Do you praise girls for whom compliments don't come easily?

Setting the stage for self-esteem growth isn't as hard as it may seem. Here are a few tips to help.

Your girls may not be "jocks", but physical activity is proven to help girls focus on their body performance rather than attractiveness. What are some ways to encourage this?

Even the smallest successes help build self-confidence. What are some ways you can help that along?

Girl Scouting believes that girls can do anything! Self-imposed limits often create that "I can't do that" perspective. How can you help create a "can do" attitude?

Dealing with Feelings

The LUTE Model is a method of communication that can help you relate to the girls.

When girls worry, it is often not the situation, but their FEELINGS about the situation that is their real problem. Girls are dealing with changes in their bodies and changes in the way they perceive the world around them. Teenagers tend to react much more strongly and with less self-control at this age. They are also trying to begin to see themselves as adults, separate from the support structures on which they once depended.

When girls are stressed, they need an adult who can accept their feelings and who can help them learn to process and express them constructively.

How does this help you in your Advisor Role?

Remember the simple rule, "It's not about you; it's about her." The real problem is how a girl feels, and not the situation itself. So consequently, fixing a situation does NOT fix the problem. Girls want to know that they have been heard and understood.

**It's not about
you—it's
about her.**

Following LUTE will help you talk with the girls in your group and help them think through their situations. LUTE is an acronym to remind you how to respond. Here is an example: of how the model works:

L = Listen	U = Understand	T = Tolerate	E = Empathize
Hear her out, ask for details and reflect back to her what you hear. "What happened next?" "What did she say?"	Try to be understanding of the girl and her feelings. "So what I hear you saying is..." "I'm sure that upset you." "You seem frustrated." "I understand why you're unhappy."	You can tolerate the feelings that she just can't handle right now on her own. This does not mean that you necessarily agree with her ideas. It just signifies that you can listen & accept how she is feeling about the situation. "Try talking to me about it—I'll listen." "I know you're mad—talking it out helps."	Let her know that you can imagine feeling what she is feeling. "I'm sure that really hurts." "I can imagine how painful this is for you."

I can't believe our troop decided to go camping again. Sometimes it makes me mad that all we do is camp. Why can't we stay in a hotel for a change? Camping is so much work; I hate bugs, the latrines, and feeling dirty all weekend. Nobody listens to me!



Try to avoid these mistakes:

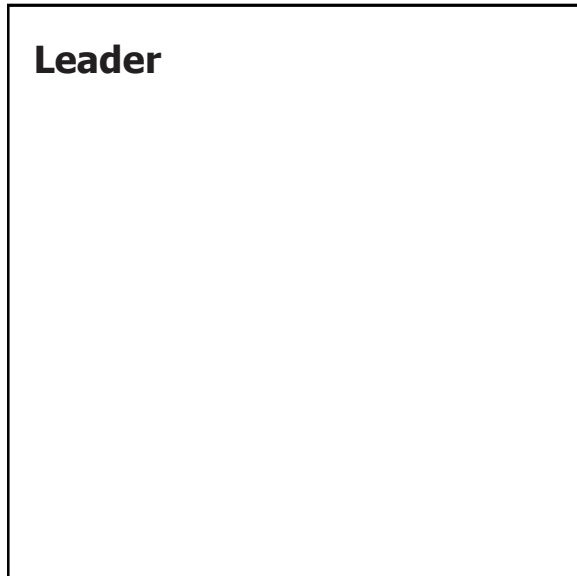
- Interrupting the girl as she talks.
- Assuming that you know what the problem is.
- Judging or belittling her feelings.

Imagine that this girl is in your troop and is angry. Use the LUTE Model to deal with the situation.

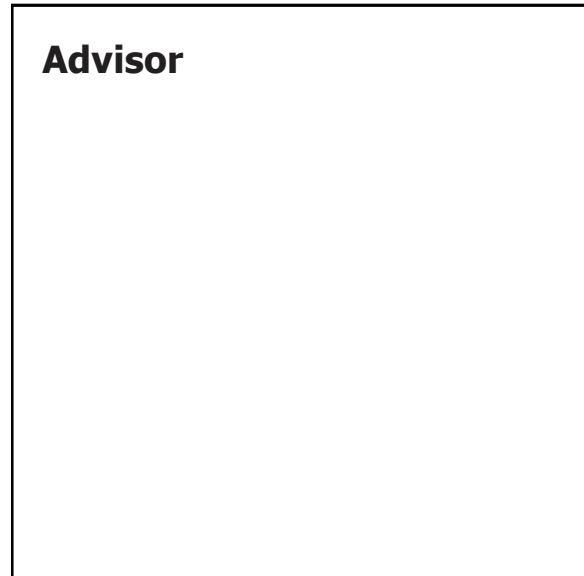
Listening	Understanding	Tolerating	Empathizing

For most people, the hardest transition is understanding the differences of being a Leader and being an Advisor. Based on the information provided in the *Studio 2B Guide for Advisors*, list your ideas on what each means to you.

Leader



Advisor



What Does By Girls, for Girls Look Like in Action?

Here are some real-life stories of volunteer advisors and their efforts to adopt a By Girls, For Girls approach. Read each scenario and consider whether or not it reflects a By Girls, For Girls attitude. Think about why or why not.

We held a leadership day for teens. It was great. Girls planned it all. First, we gave the girls a definition of leadership and the qualities of a good leader. Then we invited someone that one of the volunteers knows to speak to the group. Then we called the girls together to staple the programs and rehearse the introductory remarks we had written for them.

Does this represent By Girls, For Girls? Explain.

The girls in my group said that now that they are teens they want to do something exciting and new. One of their ideas was to get into high-adventure outings. I don't know anything about high adventure. (Personally, I prefer crafts.) I asked the girls how we could meet some adults who would help them do high-adventure outings. We made a list of people we could ask. The girls did some of the asking. We now have two outdoor experts on call to help the girls with their high-adventure outings.

Does this represent By Girls, For Girls? Explain.

If you give them too many choices, girls can't decide anything. It takes them forever to plan. It's best to present them with two or three ideas you like and then let them pick one.

Does this represent By Girls, For Girls? Explain.

The teens in our group want to stay connected and go to some council events together. They talk on-line and on the phone and organize get-togethers about once a month to catch up on each other's lives. One of them asked me to help her work on her Girl Scout Gold Award. Another one goes to a high-adventure club that the council runs.

Does this represent By Girls, For Girls? Explain.

The teens in our group said they want to have a camping weekend, but they don't want to do anything while they are there. They just want to relax and talk. I told them they can have most of the weekend, but they have to do something constructive for at least half of it.

Does this represent By Girls, For Girls? Explain.

I know teens are interested in talking to young adults, so I asked the girls in my group if they would like to have some of their meetings with young adults from our local college. The girls got really excited, and with help from the council staff, I recruited a few college students to run some weekend retreats with the girls in the group. The girls put together a list of topics they want to discuss and activities they want to do with the college students.

Does this represent By Girls, For Girls? Explain.

Today's girls need flexibility. List a few ways you can keep your girls involved and active in Girl Scouting while they maintain their other activities and may not be able to attend every meeting.

1.

2.

3.

One of the best ways of keeping girls interested is by empowering them. An Advisor's role is to provide the opportunity for girls to shine. Every girl should have her say in making decisions and setting goals.

Your girls would like to start working on an interest project. Given your girls grade level, how can you help start this process?

Committees are a great way to get things done, whether it be gathering information for the rest of the group, or making travel plans. How are committees chosen or formed? How can you make this inclusive?

Leadership is often taken by those who are used to leading. How can you ensure a fair chance of leadership for each girl at some time?



Girls learn by doing and experiencing. A "resource" can be anything that is useful whether it be a book, an internet site, an informative person, or a place where girls can go to gain information.

Studio 2B books are a great way to gain resources. So how do you use these books anyway?

Some of the newer 2B books look like a teen magazine. Full of ideas, pictures and "stuff". It's not your traditional book but one that's aimed at gaining the girls attention and inspiring them to ask questions and get involved.



- Have the girls look at the Studio 2B Focus books. See what interests them.
- Something different may appeal to each of them.
- Encourage the girls to divide up and pursue their interests.
- An outing may develop from their inquiry, - like a place or checking out an occupation or business.
- If girls do pursue different topics, have them get together and talk about what they found out.
- The books offer activities, girls can feel free to try them or to create their own.
- Encourage the girls to find out more by asking other adults or using the internet.

- A Focus book is finished when the girls feel that they are.
- To signify their accomplishment, Studio 2B charms are available. The girls can put them on a bracelet, a pin or a necklace.
- Often, the girls may develop a Service Project from an idea they gained from a Focus book.

Name some ways you can use the Focus books in your group:

- 1.
- 2.
- 3.
- 4.

Current Book Resources

As of Fall 2009, below are the current printed resources available for Cadette, Senior and Ambassador groups.

Cadette Girl Scout Handbook
A Resource book for Senior Girl Scouts
Interest Projects for Girls 11-17
Studio 2B Focus Book, Collection

Studio 2B Guide for Advisors
Studio 2B Collection 11-13, guide
Studio 2B Collection 13-15, guide
Studio 2B Collection 15-17, guide

The "It's your world—Change it!" Leadership Journey books:

Amaze—The Twists and Turns of Getting Along, Cadettes
Girl Topia—Toward an Ideal World for Girls, Seniors
Your Voice Your World—The Power of Advocacy, Ambassadors

The new "It's your planet—Love it!" Leadership Journey books:

Breathe—Cadettes
Sow What—Seniors
Justice—Ambassadors

Resources are not limited to only books. Name some other resources where you can get useful information.

Service Projects are a Girl Scout's way of serving her community. The following list is a guide to designing a community service project. After each topic, list a few resources girls can check in to:

Identify a problem ~

Collect information ~

Brainstorm actions, directions, or solutions ~

Make concrete plans ~

More on Service Projects...

In designing a community service project, it is important to follow the policies described in *Safety-Wise*. After working on your project, it should be evaluated. The girls should share the project's successes and challenges. Assessing the project completes the learning experience.

For this section, you will need internet access. If you do not have access, try to get with someone who does. If you cannot complete this section, please contact the Volunteer Development Manager at the Corporate Service Center.

This exercise will take place at the GSUSA web site. To access, please logon to:
www.girlscouts.org

Go to the "Studio 2B" section of the web site. List 7 areas girls can get information from this 'page', and what it contains.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | |

On the Studio 2B section of the web site, select Escapes and choose the "Destinations" area. According to the "Destinations 411" what are the 6 categories of Destinations?

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Trip Planning ~ Sit Back and Relax

Think of your role in girl/adult planning as being one of questioning rather than telling. Ask questions to push the girls to come up with solutions and ideas rather than offering them yourself. Let the girls plan and discover issues and problems for themselves.

Yes—the girls will make mistakes. But you’ve created that safe environment for them to do that in. When they look to you for guidance, help them to become adaptable, to look at the big picture and to show them where to find the answers they need.

Give them the tools to get the job done...

So the girls want to go somewhere... what’s the first step? *Safety-Wise!* Here’s a quick reference of questions to answer. Keep them in mind to use with your girls.

According to *Safety-Wise*, where can you find a ‘Trip Planning Checklist’?

Chapter: _____ Page: _____

“Standard 13” speaks of adult leadership roles and responsibilities; how many adults must accompany your girls when going on a trip?

Chapter: _____ Page: _____

For any trip, funds must be available. What kind of money-earning activities can the girls do to raise funds?

Chapter: _____ Page: _____

How far can you travel with your age group of girls?

Chapter: _____ Page: _____

Where can you find information regarding transporting the girls?

Chapter: _____ Page: _____

There are some activities Girl Scouts are not allowed to do. Where can you find that information?

Chapter: _____ Page: _____



Awards

The prestigious Silver and Gold Awards are a time honored tradition involving a multitude of hours of preparation and hard work.

Each girl should decide for herself whether or not she can make the commitment and put forth the effort it takes to complete the awards.

Detailed information regarding the requirements for the Silver and Gold Awards can be found on-line at the GSSI website, www.gsofsi.org.

Here is some general information regarding the awards:

Girl Scout Silver Award

- Girls must complete the GSSI GS Silver Award Training in order to pursue the award.
- Girls must be a registered GS Cadette to earn the GS Silver Award.
- She must complete the award by Sept. 30th of her 9th grade year (on Oct. 1, she will be registered as a GS Senior)
- Girls may work on the award as an individual or in a group of 2-4 girls. If completing in a group, each girl must have their own distinct part of the project that they are in charge of, along with tracking her own hours and completing her own paperwork.
- The GS Silver Award must benefit a girl's community and CANNOT be done to solely benefit Girl Scouting.
- Each girl pursuing the award must submit both a GS Silver Award Intent form (before the project) and a GS Silver Award Final Report form (after the project). Both of these forms must be approved by the designated Program Manager.

Girl Scout Gold Award

- Girls must complete the GSSI GS Gold Award Training in order to pursue the award.
- Girls must be a registered GS Senior or a GS Ambassador to earn the GS Gold Award.
- She must complete the award by Sept. 30th of the year after she graduates high school (on Oct. 1, she will be registered as a GS Adult).
- A GS Gold Award project should be done by an individual. In some unique cases, a pair will be allowed to complete a project, but each girl must: have their own distinct part of the project that they are in charge of, turn in their own paperwork, and interview by themselves with the GS Gold Award Committee.
- The GS Gold Award must service a need in the community, create change, and is ongoing or sustainable.
- Each girl pursuing the award must submit both a GS Gold Award Project Proposal (before they start the project) and a GS Gold Award Final Report (after they complete the project) and present, interview, and be approved by the GS Gold Award Committee.

Should every girl attempt to earn a Silver or Gold Award? Why or why not?

What is the first step a girl should take if interested in pursuing her Silver or Gold Award?

If some of the girls in your group decide to go for their Silver award, is it fair to use meeting time to work on their projects? Why or why not?

Girl Scouts Cadette/Senior/Ambassador Home Study Course Evaluation

Thank you for completing the Girl Scouts Cadette/Senior/Ambassador Home Study Course. Please take a few moments to answer the following questions.

- 1) What parts of this course were the most useful?

- 2) What, if any, would you like more information on?