

Volunteer-in-Training (VIT) for Seniors and Ambassadors – for Girl Scouts currently in 9th grade or above

Volunteer In Training (VIT) Facilitator Guide

The Volunteer-in-Training (VIT) award is for Girl Scout Seniors and Ambassadors who would like to mentor a Girl Scout Daisy, Brownie, Junior, or Cadette group outside of the camp experience. If a girl currently in ninth grade or above, she is eligible to earn this award. It is suggested that seniors work with Daisy, Brownie and Junior Level Girl Scouts, while Ambassadors can work with all levels. A Volunteer-in-Training project needs to span a three-to-six-month period. To earn the Volunteer-in-Training award, a girl:

- Finds an adult volunteer mentor who is currently the volunteer for a 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 three-to-six-month period.
- Completes a council-designed Volunteer-in-Training leadership course. Materials are downloadable via the Council website and can be completed together as a group or independently.
- Creates and implements a thoughtful journey project that lasts over four 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 girl is passionate about a topic such as art or technology she could design the activities around this topic.
- There are no pre-requisites

Volunteer in Training Pathway:

- Take VIT Training as a Group or work through as an individual
- Select the age-group you wish to work with
- Identify and shadow a troop leader for a minimum of one meeting
- Identify a mentor (an adult) to help you. This may not be the same person as the Troop Leader. The role of the mentor is to oversee and provide guidance to the VIT.
- Create a thoughtful program based on a Journey that lasts for more than 4 sessions. If you'd prefer it can focus on a badge rather than a Journey – The process of delivering the programming should last 3-6 months.
 - The design and plan for the activities should be based on program materials already available
 - The VIT should consider researching alternatives, if necessary, and discuss program plan with the troop leader and/or mentor

- The program should use GSLE standards
- At the conclusion a VIT form must be submitted to earn the VIT pin.

Materials – if conducted in a group setting

- Name Tags
- Blank Paper
- First Aid Kit
- Blank paper
- Flip Chart Paper
- Markers
- Pens
- Candy for prizes
- Snack
- Water
- Bandanas – girls keep bandanas at the conclusion
- Girl characteristics chart
- Cards with “types” of people
- Scenarios
- Journey books
- Journey adult guides
- 12 Safety Standards
- Safety activity checkpoint
- Goal worksheet
- Poster or PP Slide with Girl Scout Promise and Law
- U.S. Flag
- Questions for line-up game

| Topic and Purpose | Suggested Activities | Time | Suggested Resources and Materials | Notes |
|-------------------|---|--------|---|--|
| Pre-Course | Girls Sign-In, Make Name Tags | | <ul style="list-style-type: none"> To prepare, have name tags that the girls can create ready along with markers Registration/attendance forms, first aid kit, name tags, girl print-outs, blank paper, extra pens, VIT Class Activity Bin | <ul style="list-style-type: none"> Girls can be instructed to pick a name for the day and not use their real name on their name tag to keep it fun, perhaps their camp name, if they don't know what that is, the concept can be explained to them. They can pick a name that describes an interest or characteristic about them. |
| Introduction | <ul style="list-style-type: none"> Start with the Girl Scout Promise and Law Have the girls introduce themselves in a fun way | 15 min | <ul style="list-style-type: none"> PP Slide with Girl Scout Promise and Law U.S. Flag Who am I Icebreaker To prepare, create sticky notes with a variety of names for example: wonder woman, Juliette Gordon Low, Batman etc. As the facilitator place a sticky note on the back of each girl and they have to ask yes and no questions to other girls to guess who they are. | |
| Explain VIT | <ul style="list-style-type: none"> Explain what the Volunteer in Training Award is Explain the Requirements to Earn the VIT Award | 10 min | <ul style="list-style-type: none"> PP Slide with VIT | <ul style="list-style-type: none"> The Volunteer in Training award is for girls are currently in 9th grade or above, and would like to mentor a Girl Scout Daisy, Brownie, Junior or Cadette troop Requirements to earn the VIT award include choose an age group, shadow a troop leader, identify a mentor Steps to earning the VIT Award are 1) taking the VIT training as part of a troop or as an individual, 2) creating a thoughtful program based on a Journey or |

| | | | | |
|--------------|--|------------|---|---|
| | <ul style="list-style-type: none"> Steps to earning the VIT Award | | | <p>badge, as a VIT, the girls are responsible for designing, planning and evaluating the activities – it should be girl led, 3) design a program that lasts four or more sessions and spans a 3-6 month period 4) the role of the mentor is to oversee and provide guidance to the VIT's, 5) submit a form at the conclusion of the project confirming completion of the training and delivery of the sessions.</p> |
| Line-up Game | Introduce line-up game | 10 min | <ul style="list-style-type: none"> Prior to the training - Prepare a list of questions List of questions | <ul style="list-style-type: none"> Girls stand in a line, one behind the other to start, they are asked a question and move side to side, such as do you like vanilla or chocolate ice cream, etc. You can make up your own questions. The girls look around to see similarities and differences |
| Leadership | Discuss what makes an effective leader | 25 minutes | <ul style="list-style-type: none"> PP Slide with discussion questions Flip chart paper Post it notes Pens To prepare place large pieces of flip chart paper around the room, have post it notes ready and pens | <ul style="list-style-type: none"> Place large pieces of flip chart paper around the room Ask girls to write down on post-it notes what leadership means to them in single words or phrases Place notes throughout the room on the large flip chart paper based on different categories of leadership Have a discussion with the girls about the words selected – discussion questions may include: <ol style="list-style-type: none"> What is a common trait that makes an effective leader? What do you think makes an effective leader? Why is honesty important? What is hard about being an effective leader? Is it important for a leader to keep an open mind? If yes, why? Name a person close to you that you consider to be a good leader? What is one leadership quality you possess? What is one leadership quality you hope to continue to develop? Other considerations for effective leaders – organized, prepared, on-time, open-minded, friendly, a good listener, sets clear |

| | | | | |
|--------------------------------------|---|------------|---|--|
| | | | | <ul style="list-style-type: none"> • expectations, conscientious, focused, patient, etc. |
| Leadership as a VIT | Discuss what makes an effective VIT leader | 10 min | <ul style="list-style-type: none"> • PowerPoint slide with questions • Flip chart paper • Post it notes • Prepare flipchart paper and post it notes | <ul style="list-style-type: none"> • Discuss with the participants what makes an effective VIT. Ask some or all of the following questions 1) What characteristics make a good VIT? 2) What traits did your favorite troop leaders, mentors, leaders have? 3) What skills do you have that will make you a good VIT? • 4) As a VIT, how do you think you will impact the Girl Scouts you are delivering programming to? 5) What are things you should do as a role model to younger girls? 6) What are some things you should not do as a role model? 7) When you are a role model there is a difference between being a friend and being friendly, what do you think is the difference? 8) What are some things you may discuss with friends that you should not do or discuss with younger girls. Other considerations include using appropriate language, scaling the program to support the ability of the group, understands that she is a role model, etc. |
| The Girl Scout Leadership Experience | Discuss the Girl Scout Leadership Experience and the 3 keys of leadership | 15 minutes | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • The 3 Keys to the Girl Scout Leadership Experience are: 1) Discover – look inward to discover who you are and what you value, 2) Connect – team up with some of the millions of your worldwide Girl Scout sisters to create a network 3) Take action – get out there and make the world a better place. Also discuss girl led – what that means, learning by doing and cooperative learning, etc. |

| | | | | |
|--------------------------|---|------------|---|--|
| Don't Stereotype program | Teach girls through an interactive session about stereotyping and the effects it can have | 20 minutes | <ul style="list-style-type: none"> Bandanas Prepare a list of different types of people on small cards, folded, such as cheerleader, athlete, musician, video gamer, honor student, teacher's favorite, trouble maker, science Olympian, chess player, bookworm, football player etc. | <ul style="list-style-type: none"> The group places the cards on their forehead, each participant needs to guess what stereotype they are by asking questions, similar to the game Headbandz At the conclusion of the game, open a discussion with the group as to why it is not a good idea to stereotype and classify people. Talk about equality. Other considerations – talk about why each person is more than just one thing, for example a girl is not just an athlete. Perhaps use the paper doll activity in the Junior aMuse journey. |
| Girl Development | Talk to the girls about the different characteristics girls have at each level | 20 minutes | <ul style="list-style-type: none"> Girl development characteristics and chart Prepare: Ensure there is a copy for each participant | <ul style="list-style-type: none"> This information is also in the PA Core Books Review the characteristics chart Have the girls pick a characteristic and act it out in front of the group, have the other girls guess the characteristic, once the girls have guessed the characteristic have them also share which level displays that characteristic |
| Group Dynamics | Talk to the girls about the various scenarios they may encounter as a VIT, have them in small groups act out a scenario | 20 minutes | <ul style="list-style-type: none"> 4 scenarios Prepare – Create scenarios for the girls to present | <ul style="list-style-type: none"> Break down the group into 4 different teams/groups. Give each group a scenario, give them 10 minutes to determine how they'd like to present the scenario and include each of the team members, ask them to act out the scenario in front of the group then provide information on how they would resolve it, open the discussion up to the entire group so they can also contribute ideas to the resolution |
| Journeys | Based on teamwork, girls select a journey then presents that activity | 20 minutes | <ul style="list-style-type: none"> Journey books Journey adult guides Ensure there are enough journey books | <ul style="list-style-type: none"> Divide girls into teams, different teams than from previous exercises, team should select a journey that interests them, then each team should select an activity in the journey and present it to the group, the presenting team should share challenges they did not consider when delivering the activity to this age group. |