



VOLUNTEER-IN-TRAINING

Self-Study Guide

DECEMBER 22, 2015

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Program and Troop Support Specialist
Older Girl and Highest Awards

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Overview

The Volunteer-in-Training award is for girls who would like to mentor a Girl Scout Daisy, Brownie, Junior, or Cadette group outside of the camp experience. If you've completed ninth grade, you're eligible to earn this award. Your VIT internship should span a three-to-six-month period and should involve the following major elements:

- Find a mentor volunteer who is currently the adult volunteer for a group of girls at the level you would like to work with. This volunteer will help you through your training and internship, and you'll help the volunteer with their group of girls.
- Read this council-approved Volunteer-in-Training self-study guide.
- Create and implement a thoughtful program based on a Journey or badge that spans **four or more sessions**. Be responsible for designing, planning, and evaluating the activities. If you're passionate about a topic like art or technology you could design the activities around the area you love or in which you have expertise.

Volunteer-in-Training Objectives

- VIT will be able to describe their leadership style.
- VIT will understand the purpose of the Girl Scout Leadership Experience (GSLE) and be able to facilitate activities aimed at meeting those outcomes.
- VIT will understand and be able to describe basic characteristics of younger girls.
- VIT will have an increased ability to manage groups effectively.
- VIT will know how to facilitate Journey or badge activities with younger children.
- VIT will be able to identify the three processes of GSLE and explain how to use them with younger girls.
- VIT will be able to plan and facilitate activities that address and follow Girl Scout Safety Guidelines.
- VIT will understand the volunteer roles available at the troop and Service Unit levels.

Procedure

1. Complete and submit documents for the approval process.
 - a. Information Sheet (page 12)
 - b. Volunteer-in-Training and Volunteer Mentor Agreement (page 13)
2. After council approval, meet with your volunteer mentor and outline the timeline for you to implement your program based on a Journey or badge that lasts four or more sessions. You should also outline your participation for the remainder of your 3-6 month internship.
 - a. Timeline Template (page 15)
3. Create and plan each lesson involved in your Journey or badge program.
 - a. Lesson Plan Template (page 16)
4. Implement your program of four or more sessions over 3-6 months. Evaluate and adjust future lessons as you go.
 - a. Lesson Evaluation Template (page 17)
5. Complete and submit final VIT documents.
 - a. VIT Final Report (page 18)
 - b. Two or more lesson plans used during your Journey or badge program
6. After receiving completion confirmation from the GSSN Older Girl Specialist, purchase VIT pin at the GSSN Shop.

Leadership Development Materials

Girl Scout Program Level Characteristics

Girl Scout Daisy

Grades: Kindergarten - 1st grade

Characteristics of Girl Scout Daisies:

Emotional Characteristics

- Wants to do things herself to bolster her growing independence.
- Needs the approval and support of adults and peers.
- Is learning the power of words.

Social Characteristics

- Likes to play with peers.
- Has a strong link to parent(s) or main caregiver and other family members.
- Needs support in completing cleanup, in putting things away and in being neat.

Physical Characteristics

- Usually has better control of large muscles rather than small muscles.
- Is developing good eye-hand coordination.
- Often works in cyclic bursts of energy.

Intellectual Characteristics

- Knows letters and numbers, but may not read or write.
- Enjoys a sense of competence, socially and intellectually.
- Centers her ideas and her perceptions around herself and how she experiences the world.

Girl Scout Brownie

Grades: 2nd - 3rd grades

Characteristics of Girl Scout Brownies:

Emotional Characteristics

- She needs a lot of praise and encouragement.
- Her mood may change from minute to minute.
- Is interested in the difference between good and bad.

Social Characteristics

- Enjoys playing in groups.
- Wants to have lots of friends but may also select one "best friend".
- Likes to help others.

Physical Characteristics

- Has more large muscle skills like throwing a ball, jumping rope, or skipping.
- Can trace around hand and draw.
- Can reproduce letters and words.

Intellectual Characteristics

- Her vocabulary is developing at a high rate.
- She has started to read.
- Very interested in make-believe and fantasy stories.

Girl Scout Junior

Grades: 4th – 5th grades

Characteristics of Girl Scout Juniors:

Emotional Characteristics

- Has a vivid imagination.
- Is critical of herself and evaluates her performance.
- Is more responsible and independent.

Social Characteristics

- Friendships are more intense and complex.
- Is more talkative.
- Wants to be on her own.

Physical Characteristics

- Experiences growth spurts and begins physical change.
- Is active.
- Loves food.

Intellectual Characteristics

- Is interested in a variety of reading materials.
- Can make up her mind easily.
- Better use of language as a means to exchange ideas.

Girl Scout Cadette

Grades: 6th – 8th grades

Girl Scout Senior

Grades: 9th – 10th grades

Girl Scout Ambassador

Grades: 11th – 12th grades

Characteristics: Many psychologists agree that young people at this age have the following developmental needs:

- Opportunities to engage in positive, social interaction with both peers and adults.
- Clear emotional and behavioral boundaries.
- A recognition of the distinct developmental needs of girls 11-13, 13-15, and 15-17.
- Forums for free and creative expression.
- The opportunity to create and lead programs.
- Involvement in family, school, and community activities.
- A chance for self-discovery and definition as an individual.
- The option to participate when and how best serves their needs.
- Opportunities to bond with adults 18-29.

Girl Scout Leadership Experience

Girl Scouts has a special definition of leadership. Everything girls do, from performing science experiments to creating art projects, from cooking simple meals to protecting the planet's water supply, is aimed at giving them the benefits of the Girl Scout "Keys to Leadership": Discover, Connect, Take Action. When working with girls it's not just *what* you do - it's *how* you do it! That's what makes Girl Scouts a fun and meaningful experience for girls.



WHAT GIRLS DO (Girl Scout keys)

DISCOVER
 themselves and their values, and use their knowledge and skills to explore the world.

CONNECT
 with others, locally and globally, in a changing and diverse world.

TAKE ACTION
 to make the world a better place.

HOW THEY DO IT (Girl Scout processes)

GIRL-LED:
 Girls choose and direct their own activities.

LEARNING-BY-DOING:
 Girls engage in hands-on activities.

COOPERATIVE LEARNING:
 Girls work together as a team.

HOW THEY BENEFIT (short-term, intermediate, and long-term outcomes)

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.

1. Girls develop healthy relationships.
2. Girls promote cooperation and team-building.
3. Girls can resolve conflicts.
4. Girls advance diversity in a multi-cultural world.
5. Girls feel connected to their communities, locally & globally.

1. Girls can identify community needs.
2. Girls are resourceful problem-solvers.
3. Girls advocate for themselves and others, locally & globally.
4. Girls educate and inspire others to act.
5. Girls feel empowered to make a difference in the world.

LONG-TERM OUTCOME: Girls lead with courage, confidence, and character, to make the world a better place.

Leadership Styles

A leadership style is a leader's style of providing direction, implementing plans, and motivating people. There are many different leadership styles that can be exhibited. Your leadership style plays an important part in implementing the Girl Scout Leadership Experience for younger girls. Below are some examples of leadership styles (retrieved from <http://www.skillsyouneed.com>).

Though every leader has a “go-to” style, most have a few that they rely on. There is no one correct leadership style. Take a quiz to help determine your leadership style related to the six styles below (such as via <http://www.skillsyouneed.com/ls/index.php/325444>).

Affiliative

An affiliative leader values and creates emotional bonds and harmony, believing that “people come first” Such leaders demonstrate empathy and strong communication skills, and are very good at building relationships. This style is most useful when a team has been through a difficult experience and needs to heal rifts or develop motivation. It is not a goal-oriented.

Coaching

A coaching leader will develop people, allowing them to try different approaches in an open way. The phrase that sums up this style is “try it,” and this leader shows high levels of empathy, self-awareness, and skills in developing others. A coaching style is especially useful when an organization values long-term development.

Coercive

Coercive leaders demand immediate obedience. In a single phrase, this style is, “Do what I tell you.” These leaders show initiative, self-control, and drive to succeed. This style does not, however, encourage anyone else to take the initiative, and often has a negative effect on how people feel.

Democratic

The democratic leader builds consensus through participation, constantly asking, “What do you think?” and showing high levels of collaboration, team leadership, and strong communication skills. This style of leadership works well in developing ownership for a project but it can make for slow progress towards goals until momentum has built up.

Pace-Setter

Pace-setting leaders expect excellence and self-direction, and can be summed up as, “Do as I do, now.” The pace-setter very much leads by example but this type of leadership only works with a highly-competent and well-motivated team.

Visionary

Authoritative leaders move people towards a vision, so are often described as visionary. This style is probably best summed up as, “Come with me.” It is the most useful style when a new vision or clear direction is needed and is most strongly positive. Authoritative leaders are high in self-confidence and empathy, acting as a change catalyst by drawing people into the vision and engaging them with the future.

Girl Scout Safety Guidelines

General Safety Guidelines

Every adult in Girl Scouting is responsible for the physical and emotional safety of girls, and we all demonstrate that by agreeing to follow the below guidelines at all times.

1. Follow the Safety Activity Checkpoints. Instructions for staying safe while participating in activities are detailed in the Safety Activity Checkpoints. Read the checkpoints, follow them, and share them with other volunteers, parents and girls before engaging in activities with girls.

Points common to all Safety Activity Checkpoints include:

- a. **Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- b. **Arrange for proper adult supervision of girls.** Your group must have at least two unrelated, approved adult volunteers present at all times, plus additional adult volunteers as necessary (this is dependent upon the size of the group and the ages and abilities of girls). Adult volunteers must be at least 18 years old (or the age of majority defined by your state, if it is older than 18), and must be screened by your council before volunteering. One lead volunteer in every group must be female.
- c. **Get parent/guardian permission.** When an activity takes place that is outside the normal time and place, advise each parent/guardian of the details of the activity and obtain permission for girls to participate. Communicate with council and parents. Follow council procedures for activity approval, certificates of insurance, and council guidelines about girls' general health examinations. Make arrangements in advance for all transportation and confirm plans before departure. Be prepared for emergencies and compile key contacts. Work with girls and other adults to establish and practice procedures for emergencies related to weather, fire, lost girls/adults and site security. Give an itinerary to a contact person at home; call the contact person upon departure and return. Create a list of girls' parents/guardian contact information, telephone numbers for emergency services and police, and council contacts—keep on hand or post in an easily accessible location. Always keep handy a well-stocked first-aid kit, girl health histories and contact information for girls' families. Check Safety Activity Checkpoints to determine the type of first aider needed.
- d. **Get a weather report.** On the morning of the activity, check weather.com or other reliable weather sources to determine if conditions are appropriate. If severe weather conditions prevent the activity, be prepared with a backup plan or alternate activity, and/or postpone the activity. Write, review, and practice evacuation and emergency plans for severe weather with girls. In the event of a storm, take shelter away from tall objects (including trees, buildings, and electrical poles). Find the lowest point in an open flat area. Squat low to the ground on the balls of the feet, and place hands on knees with head between them.
- e. **Use the buddy system.** Using the buddy system, girls are divided into teams of two. Each girl is responsible for staying with her buddy at all times, warning her buddy of danger, giving her buddy immediate assistance if safe to do so, and seeking help when the situation warrants it. Girls are encouraged to stay near the group or buddy with another team of two, so in the event someone is injured, one person cares for the patient while two others seek help.

2. Report abuse. Sexual advances, improper touching and sexual activity of any kind with girl members, as well as physical, verbal and emotional abuse of girls is strictly forbidden. Follow your council's guidelines for reporting concerns about abuse or neglect that may be occurring inside or outside of Girl Scouting.

3. Travel safely. When transporting girls to planned Girl Scout field trips and other activities that are outside the normal time and place, every driver must be an approved adult volunteer and have a good driving record, a valid license and a registered/insured vehicle. Insist that everyone is in a legal seat and wears her seat belt at all times, and adhere to state laws regarding booster seats and requirements for children in rear seats.

4. Ensure safe overnight outings. Prepare girls to be away from home by involving them in planning, so they know what to expect. Avoid having men sleep in the same space as girls and women. During family or parent-daughter overnights, one family unit may sleep in the same sleeping quarters in program areas. When parents are staffing events, daughters should remain in quarters with other girls rather than in staff areas.

5. Role-model the right behavior. Never use illegal drugs. Don't consume alcohol, smoke, or use foul language in the presence of girls. Do not carry ammunition or firearms in the presence of girls, unless given special permission by your council for group marksmanship activities.

6. Create an emotionally safe space. Adults are responsible for making Girl Scouting a place where girls are as safe emotionally as they are physically. Protect the emotional safety of girls by creating a team agreement and coaching girls to honor it. Agreements typically encourage behaviors like respecting a diversity of feelings and opinions; resolving conflicts constructively; and avoiding physical and verbal bullying, clique behavior and discrimination.

7. Ensure that no girl is treated differently. Girl Scouts welcomes all members, regardless of race, ethnicity, background, disability, family structure, religious beliefs and socioeconomic status. When scheduling, planning and carrying out activities, carefully consider the needs of all girls involved, including school schedules, family needs, financial constraints, religious holidays and the accessibility of appropriate transportation and meeting places.

8. Promote online safety. Instruct girls never to put their full names or contact information online, engage in virtual conversation with strangers, or arrange in-person meetings with online contacts. On group websites, publish girls' first names only and never divulge their contact information. Teach girls the Girl Scout Internet Safety Pledge and have them commit to it.

9. Keep girls safe during money-earning activities. Girl Scout cookies and other council-sponsored product sales are an integral part of the program. During Girl Scout product sales, you are responsible for the safety of girls, money and products. In addition, a wide variety of organizations, causes and fundraisers may appeal to Girl Scouts to be their labor force. When representing Girl Scouts, girls cannot participate in money-earning activities that represent partisan politics or are not Girl Scout-approved product sales and efforts.

CAUTION: When activities involve unpredictable safety variables, they are not recommended as Girl Scout program activities. For the full Safety Activity Checkpoints go to GSSN.org, Online Support for Volunteers, Safety Activity Checkpoints.

Communication

Tone of voice is very influential:

1. Quiet, firm tone suggests confidence and is reassuring.
2. Speak in a simple, direct manner with a low pitch.
3. Speak slowly.
4. Move closer to a child rather than shouting.
5. Try to be at their level so that you can have eye to eye contact.
6. Be positive, e.g., "It is time to _____?" "Do you need help?" or "In here, we walk."

Use positive words and phrases instead of negative words and phrases. Tell the child what to do. Make it clear what act gets approval. A positive direction is less likely to prompt resistance than a negative one.

Instead of good or bad, say, "That was helpful or kind or thoughtful of you. I liked the way you picked up the crayons." These kinds of words reinforce a child's feeling of self worth.

When a child asks, "May I _____?", if possible the reply should be, "Yes, just as soon as _____." instead of "No, not until _____." Give specific choices. Instead of asking, "Which game do you want to play?" give a choice like, "Do you want to play Barnyard Bedlam or Sardines?"

"Good" Communication

- Making eye contact
- Helping the younger girls to phrase questions instead of trying to read their minds
- Starting a conversation with a girl who seems nervous or shy
- Speaking slowly and clearly
- Smiling
- Offering to help girls and adults at all times even if they haven't asked.
- Watching for body signals to see if the girls are upset or over-stimulated
- Being proactive, anticipating where you can help without asking

"Bad" Communication

- Thinking ahead to your reply, when you should be listening
- Interrupting or talking for the girl
- Asking "Don't you know how to do that?"
- Disrespecting or publicly shaming a child, no matter what the behavior was
- Telling a girl how "you" think you can make her project better
- Talking about a girl in front of her
- Judging others for their ethnicity, religion, gender identity or intelligence
- Using sarcasm
- Responding defensively, such as "I didn't leave it there"
- Being rude, swearing or yelling at the girls

Inclusion & Social Justice

Inclusion is the belief that all people have a right to belong. Inclusion doesn't just happen on its own—it happens when we commit to the philosophy and make efforts to support the inclusion of ALL people. Inclusion is a process and an ongoing practice (not a one-time event).

Social justice is concerned with achieving **equity**. Equity means being fair and impartial. Social justice approaches challenge inequities (i.e., obstacles to fairness) at their sources and also question social and power relations. Social justice approaches are focused on transforming the status quo so that all individuals can live dignified lives.

Below are some personal identifiers that relate to a person's identity. These identifiers (and others) all shape an individual's complex identity.

- Indigeneity –the quality of being native to a place or region
- Gender - range of characteristics pertaining to masculinity and femininity
- Sexuality - a person's sexual orientation
- HIV status
- Income / Class
- (Dis)ability
- Age
- Skin color
- Spirituality / Religion
- Housing situation
- Citizenship status
- Refugee status
- Education
- Family status

Different forms of oppression and discrimination exclude people based on these above statuses and identifiers. Look at the below list of selected forms of discrimination. Which identity or identities are targeted?

Ethnocentrism _____

Classism _____

Sexism _____

Racism _____

Ableism _____

Homophobia _____

Ageism _____

Transphobia _____

There are multiple societal structures and events that influence discrimination. Some of these contributing elements include a country or region's immigration system, education system, legal system, politics, and economy. War, capitalism, colonization, and social forces also are related factors.

When interacting with girls and planning meetings and activities it is important to consider each participant as an individual and how they will be included or could feel excluded.

Lesson Planning

Lesson planning is imagining the lesson before it happens. This involves prediction, anticipation, sequencing, organizing, and simplifying. When planning a lesson, you will have to make different types of decisions which are related to the following items:

- the objectives to be achieved
- the content to be taught and how it will be presented
- the group to be taught: their background, previous knowledge, age, interests, etc.
- the resources and materials needed, etc.

While lessons in a Girl Scout troop setting may not always involve a topic or concept to be taught as in school, having a lesson is important for the following reasons:

- **Clarity** - Lesson plans help to be clear about what you want to teach or accomplish. Volunteers need to make wise decisions about the strategies and methods they will employ to help girls move toward achieving goals.
- **Framework** - Lesson plans give your meeting a framework, an overall shape.
- **Reminder** - Lesson plans may also play the role of a reminder for volunteers when they get distracted and helps volunteers to be ready to cope with whatever happens.
- **Commitment** - Having a lesson plan suggests a level of preparedness and real commitment to the girls in the troop.

Volunteer Roles within a Troop and Service Unit

While Troop Leader is one of the most well-known volunteer positions within Girl Scouting, there are numerous troop and Service Unit volunteer positions that must be filled to have a successful program. Over the course of your internship, explore the many volunteer opportunities available. If you have never attended a Service Unit meeting, your internship is the perfect time to attend and learn how Service Units work to support girls in their area. Some examples of volunteer roles are listed below.

Troop Volunteers:

Leader
Treasurer
Troop Product Sales Coordinator (TPSC)

Service Unit Volunteers:

Manager
Treasurer
Service Unit Product Sales Coordinator (SUPSC)
Events Coordinator



Volunteer-in-Training Information Sheet

Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Email: _____ Phone: _____
Age: _____ Grade: _____

Have you completed a previous leadership training? (check all that apply)

- Program Aide
- Counselor-in-Training
- Counselor-in-Training II
- Other (school course, etc.)

Where: _____
Date completed: _____
Name of lead trainer: _____

I have read the VIT Self-Study Guide. I understand it is my responsibility to reach out to the GSSN Older Girl Specialist or my volunteer mentor if I have questions regarding information provided in the self-study guide or related to my VIT internship.

Signature: _____

Send completed VIT approval forms to:

Girl Scouts of the Sierra Nevada

605 Washington Street

Reno, NV 89503

Attn: Awards

OR email digital copies to girlscoutshelp@gssn.org

Volunteer-in-Training and Volunteer Mentor Agreement

Please read the following and then sign. The Volunteer Mentor and Volunteer-in-Training should both sign form and maintain a copy for their records.

As a **Volunteer-in-Training** I will:

- Arrange for a planning time with the Volunteer Mentor I will be helping.
- Communicate with the mentor what skills I have, and how best I can help their troop.
- Make sure that *Safety Activity Checkpoints* have been considered before planning is finalized.
- Be clear as to what I plan on doing with the girls at their meeting and who is responsible for any supplies that may be needed.
- Ask for help as needed.
- Inform mentor in advance if I am unable to attend a scheduled meeting.
- Come to the troop meeting prepared for the activity we had agreed in our planning session.
- Set a good example in personal habits, language, and attention to safety.
- Be flexible when working with girls.
- Participate in the evaluation process.
- Communicate with my family where and when meetings and events are and the length.

I understand that as a Volunteer-in-Training I am able and may be expected to do the following things:

- Assist girls in planning and carrying out Journeys, badges, and activities.
- Teach and lead songs, games, and craft projects.
- Assist with troop governance.
- Plan ceremonies and other special activities with my troop.
- Assist with record keeping.
- Assist with product sales.
- Plan, implement, and evaluate program with troop members and leader guidance.

I understand that as a Volunteer-in-Training I am not allowed to assume adult responsibilities and will not be allowed to do the following things:

- Take the place of an adult that is needed to fulfill safety ratios.
- Stay with a group of girls without an adult present.
- Drive girls or peers (even if I am 18-years-old).
- Serve as a first-aider or lifeguard without an adult present or without proper certification.

As a **Volunteer Mentor**, I will:

- Arrange for a planning time for the Volunteer-in-Training who is working with me.
- Communicate with her the needs of my troop; the number of girls; the types of help we are looking for, the time frame involved and other pertinent information.
- Make sure that *Safety Activity Checkpoints* have been considered before planning is finalized.
- Inform her in advance of a change or cancellation of meeting time.
- Give her opportunities for leadership within my troop.
- Not use her as a “go-fer” or expect her to only do activities that have been previously planned.
- Maintain order and will be there for the Volunteer-in-Training while she is conducting an activity.
- Provide money or materials as agreed upon in advance for her activity.
- Give feedback on an ongoing basis to the VIT.
- Participate in the evaluation process.
- Ensure that the VIT has communicated with her family where and when meetings and events are and the length.

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

- Assist girls in planning and carrying out Journeys, badges, and activities.
- Teach and lead songs, games, and craft projects.
- Assist with troop governance.
- Plan ceremonies and other special activities with my troop.
- Assist with record keeping.
- Assist with product sales.
- Plan, implement, and evaluate program with troop members and leader guidance.

I understand that a Volunteer-in-Training is not allowed to assume adult responsibilities and will not ask her to do the following things:

- Take the place of an adult that is needed to fulfill safety ratios.
- Stay with a group of girls without an adult present.
- Drive girls or peers (even if the VIT is 18-years-old).
- Serve as a first-aider or lifeguard without an adult present or proper certification.
- Help at a troop meeting, event, etc. without a signed permission slip.

Volunteer-in-Training’s Name _____ Date _____

Volunteer-in-Training’s Signature _____

Volunteer Mentor’s Name _____ Date _____

Volunteer Mentor’s Signature _____

Troop # _____ Girl Scout Level _____

Volunteer-in-Training Timeline Template

Date of Activity	Description of Activity	Hours of Planning	Hours of Activity

Volunteer-in-Training Lesson Plan Template

Date:	GS level:	Journey/Badge:
Materials:		
Lesson Objectives:		

Lesson Structure

Time:	Activity (include opening and closing):	Strategy and Grouping:
Assessment (How do I know the objectives have been met?):		
Notes:		

Volunteer-in-Training Lesson Evaluation Template

Self-evaluation is a very important part of every lesson. Take time to seriously reflect on your lesson while it is still fresh in your memory. It is important to train yourself to be self-reflective/critical and to “process” what your experience was. It is the primary way to learn from past experience. You may choose to reflect on the questions with your mentor or on your own before discussing the responses with your mentor.

1. What went well in this lesson? Why?
2. What problems did I experience? Why?
3. Was the lesson “girl centered”? How were girls involved?
4. Was I well-prepared? What could I have done differently?
5. Was I clear in my presentation? How was the pacing?
6. Could I have been more creative or used something more interesting?
7. Were my objectives observable and did I meet them?
8. What did I learn from this experience that will help me in the future?



Volunteer-in-Training Final Report

Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Email: _____ Phone: _____
Name of Volunteer Mentor: _____
Mentor Email: _____
Troop Level: _____ Date internship was completed: _____
Dates of lessons facilitated (minimum of four separate dates):

Complete the Girl Evaluation of Leadership Internship and provide copies of at least two lesson plans used during your internship.

Send VIT Final Report documents to:

Girl Scouts of the Sierra Nevada

605 Washington Street

Reno, NV 89503

Attn: Awards

OR email digital copies to girlscoutshelp@gssn.org

Girl Evaluation of Leadership Internship

1. How would you rate this volunteer internship? ___Excellent ___Good ___Fair ___Poor
2. What did you like most about your internship and why?

3. What did you like least about your internship and why?
4. Describe your leadership style.
5. Describe the purpose of the Girl Scout Leadership Experience (GSLE). Give at least one example of an activity you facilitated and explain how it met the goals of GSLE.
6. What age group did you work with over the course of your internship? List at least five basic characteristics of that age group.
7. Describe at least one example of how you managed your group effectively.

8. List the three processes of GSLE and give examples of how you implemented each into your program.

9. Explain how you addressed safety and Safety Activity Checkpoints at each of your meetings.

10. List three personal skills (hard or soft) that you improved during the course of your internship and describe how you improved each skill.

11. List two volunteer positions (other than troop leader) that you learned about and describe why that role is important to a troop or Service Unit.