

Cadette Program Aide


girl scouts
of northern california





Girl Scout

Promise and Law

The Girl Scout Promise

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

The Girl Scout Law

*I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
responsible for what I say and do,
and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.*



Cadette Program Aide

Volunteer Position Description

Purpose of Volunteer Position

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

Accountability

Adult Guide

General Responsibilities

Working under the guidance of an adult guide, the Cadette Program Aide is responsible for teaching specific skills determined by the needs of the group and her personal strengths.

Requirements

A Cadette Program Aide must:

- Register as a member of Girl Scouts of the USA.
- Complete the LiA award prior to taking a Council-approved Program Aide training.
- Take a Council-approved Program Aide training prior to assuming their responsibilities.
- Work directly with younger girls over six activity sessions. This might be assisting girls on Journey activities (in addition to work she did toward her LiA award), badge activities, or general Girl Scout activities. She might work with a group at their meeting, day camps, or during a special council event.

Qualifications

A Cadette Program Aide:

- Lives by the Girl Scout Promise and Law
- Understands the importance of accepting and understanding kids of all needs, interests, races/ethnicities, and religions.
- Is able to put the needs of her group before her own personal needs.
- Is confident in her abilities.
- Is interested in working with younger girls and within the setting for which she applied.



Cadette Program Aide Bill of Rights

The Cadette Program Aide will:

1. Be assigned a qualified adult guide to whom they will be accountable to and to whom they can go to if they are in need of assistance.
2. Work with her adult guide to create an assignment that allows her to teach/share the knowledge and skills she has.
3. Receive assignments that are challenging, yet appropriate to her knowledge, skills, and abilities.
4. Be consulted regularly regarding her viewpoint of the experience and responsibility. She will be given the opportunity to determine if the scope of her assignment should be broadened or changed to meet her or the adult guide's expectations.
5. Be kept informed of developments, plans, and changes throughout her assignment.
6. Be given the opportunity to help evaluate the program, both from the perspective of her experiences as a Cadette Program Aide and a participant.
7. Receive an evaluation of her work during her assignment. This evaluation will include the hours worked and suggestions for improvement.
8. Not be:
 - o The only person asked to perform errands; she will be willing to take her turn.
 - o Solely responsible for supervising a group of kids at any type of activity.
 - o Act as a first aider, troop camp certified adult, lifeguard, or other solely adult activities.
 - o Responsible for discipline, but will serve as a role model of appropriate Girl Scout behavior, modeling the Girl Scout Promise and Law.



Tips for Working with Adult Guides

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



I'm a Role Model?

Yes you are! As a Cadette Program Aide you have the opportunity to be a role model to younger girls. A role model is someone who serves as an example and whose behavior is emulated (copied) by others. This means that you must be aware of how you act at all times because you never know who is watching.

Things to Keep in Mind: Behavior

- The way you work with others, handle problems, and solve differences of opinions is very important. The things you say and the way you speak will be listened to, copied and quoted at home. If you wouldn't say it in front of your parents or teachers, then don't say it around the girls you are working with.
- Girl Scouts always make sure that everyone feels welcome. This means that you shouldn't make any racial, ethnic, or sexual jokes that may make someone feel uncomfortable. You may think that they are harmless, but you never know whose feelings you might hurt. This also includes any songs you may sing.
- Have you ever noticed that girls seem to be everywhere all the time? This means that even when you think you are alone with friends girls may be around. Remember that subjects of boyfriends/girlfriends, parties, etc. are not for girls to hear.
- It's okay to get involved, get excited, and be enthusiastic, but make sure you are still in control of yourself and the group. If you get too crazy, so will the girls, and then someone might get hurt.
- Never argue or criticize anyone in front of the kids. If you are feeling emotional, angry, or upset, ask someone to fill in for you while you go to calm down.



Things to Keep in Mind: Dress

- At Girl Scout events you should dress modestly and appropriately for the occasion. This means appropriate length shorts (too-short shorts are never appropriate), short or tight dress, halter or crop tops, bikini bathing suits, low-cut shorts, underwear showing, or anything that is see through or too revealing.
- Remember basic safety rules. Always wear closed-toes shoes and the appropriate clothing for the event. If the girls are required to wear special clothing for the event (long pants, boots, helmets, etc.) then you are expected to wear it too!
- Look at what your clothes might say or look like. You may find some slogans humorous or funny, but the parents of the girls may not. Never wear anything that promotes alcohol, tobacco, or illegal substances.
- Be careful about symbols or attire that promotes a certain lifestyle or anything personal in nature, like politics or religion. Small religious symbols (like a cross or Star of David) are acceptable.

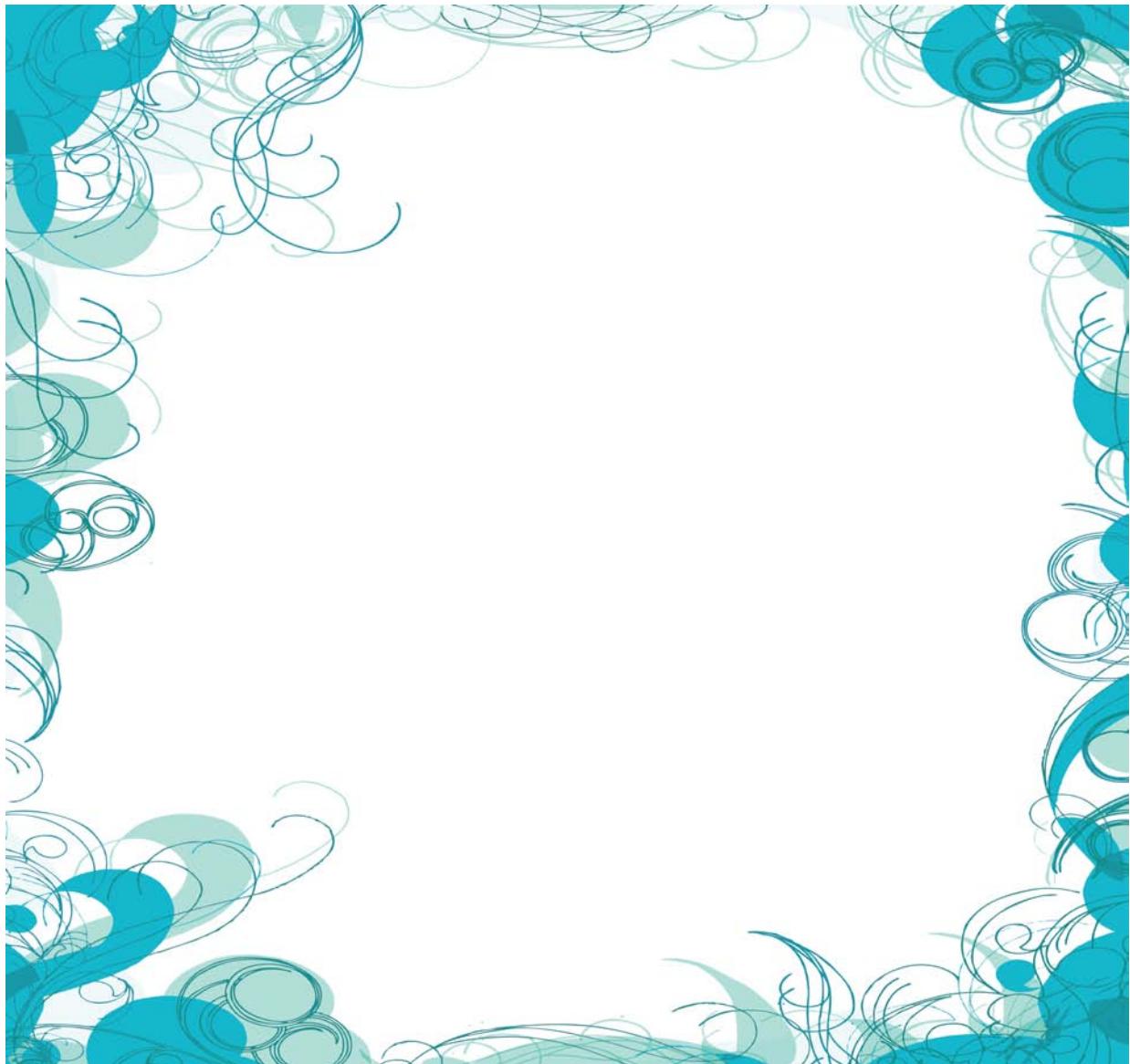


The Leader in You

One of the greatest gifts you have as a leader is your ability to inspire others – your family, your friends, your community, the media, even the world. To inspire others is to influence them in positive ways!

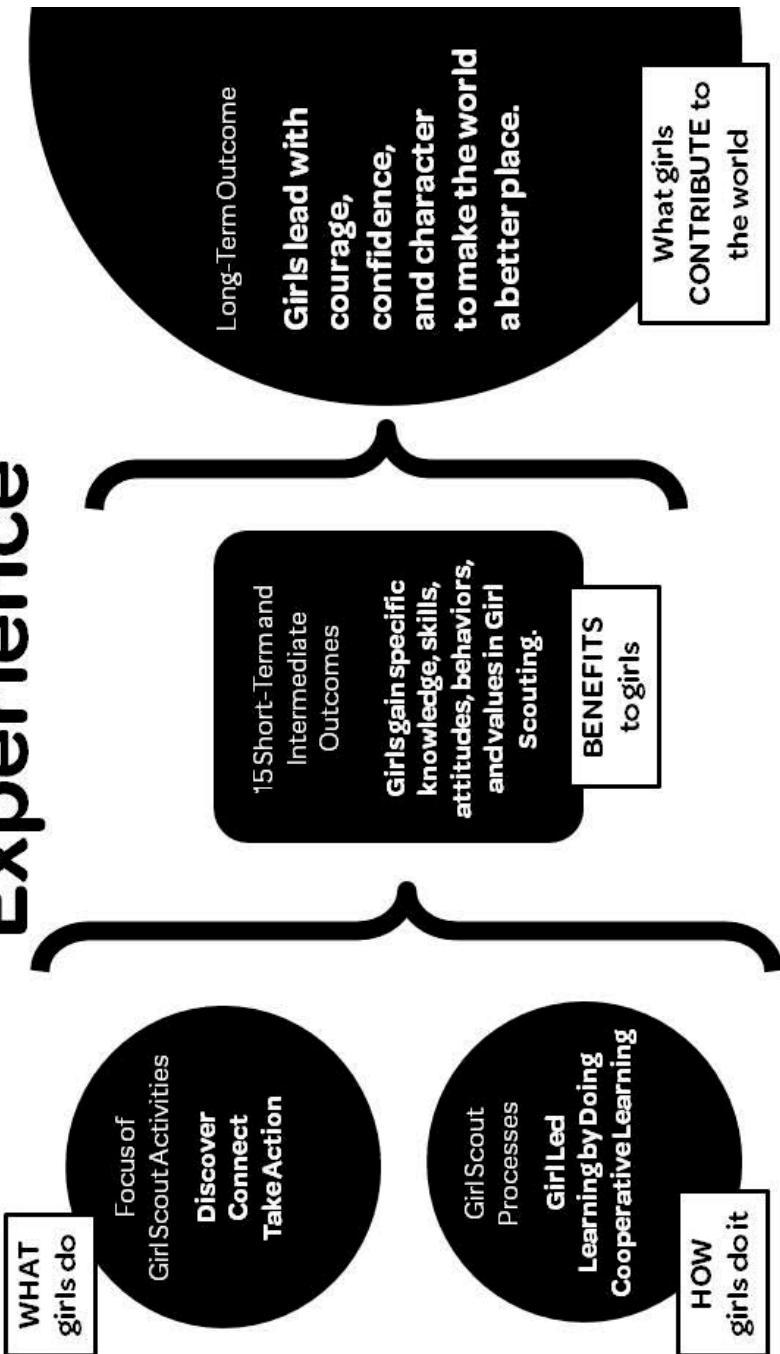
Your strengths and talents are the boxes which wrap those gifts. They're what give character to your voice. They are directly tied to your passion, and your passion is what propels you to create change.

What is inside you that makes you a good leader? What strengths and talents do you have that allow you to inspire others? Create a collage using or write a poem or story that paints a picture of the qualities that you have as a leader.





Girl Scout Leadership Experience





Understanding the Girl Scout Leadership Experience

The Girl Scout Leadership Experience is a model that engages girls in **discovering** themselves, **connecting** with others, and **taking action** to make the world a better place. A leader is defined not only by the qualities and skills one has, but also by how those qualities and skills are used to make a difference in the world.

What the three keys of the GSLE look like:

Discover – Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect – Girls care about, inspire, and team with others locally and globally.

Take Action – Girls act to make the world a better place.

What the three keys of the GSLE gives girls:

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.

Discover + Connect + Take Action = Leadership



Understanding the Girl Scout Leadership Experience

Girl Scout Leadership Experience	How do you get this in Girl Scouts as a Cadette?	How do you get this in Girl Scouts as a Daisy/Brownie?
Girls...		
Discover	Discover	Discover
1. Develop a strong sense of self. 2. Develop positive values 3. Gain practical life skills. 4. Seek challenges in the world. 5. Develop critical thinking.	1. 2. 2. 3. 3. 4. 4. 5.	1. 2. 2. 3. 3. 4. 4. 5.
Connect	Connect	Connect
1. Develop healthy relationships. 2. Promote cooperation and team building. 3. Can resolve conflicts 4. Advance diversity in a multicultural world. 5. Feel connected to their communities, locally and globally.	1. 2. 2. 3. 3. 4. 4. 5.	1. 2. 2. 3. 3. 4. 4. 5.
Take Action	Take Action	Take Action
1. Can identify community needs. 2. Are resourceful problem solvers. 3. Advocate for themselves and others, locally and globally. 4. Educate and inspire others to act. 5. Feel empowered to make a difference in the world.	1. 2. 2. 3. 3. 4. 4. 5.	1. 2. 2. 3. 3. 4. 4. 5.



Girl Development

Daisies

When planning activities, keep in mind that kindergartners and first-graders:

Have loads of energy and need to run, walk, and play outside	So they will enjoy going on nature walks and outdoor scavenger hunts.
Are great builders and budding artists, though still developing their fine motor skills.	So encourage them to express themselves and their creativity by making things with their hands. Girls may need assistance, however, holding scissors, cutting in a straight line, etc.
Love to move and dance.	So they might especially enjoy marching like a penguin, dancing like a dolphin, or acting out how they might care for animals in a jungle.
Are concrete thinkers and focused on the “here and now.”	So show them firsthand how things happen. Then let them practice the skills you want them to learn.
Are just learning about number concepts, time, and money.	So take opportunities to count out supplies together, or read the clock, or count dues.
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.
Know how to follow simple directions and respond well to recognition for doing so.	So be specific and offer only one direction at a time. Acknowledging when the girls have followed directions well will also increase their motivation for listening and following again.



Brownies

When planning activities, keep in mind that second and third-graders:

Have lots of energy and need to run, walk, and play outside	So take your activities outside whenever possible. Girls' creativity might even be further inspired by nature and fresh air.
Enjoy doing things in groups.	So allow them to team up for art projects and performances.
Want to help, and appreciate being given responsibilities.	So let girls lead, direct, and help out in activities whenever possible. Allow the group to make decisions about roles and responsibilities.
Are concrete thinkers and are focused on the "here and now."	So ask them questions to gauge their understanding of stories and allow them to role-play their own pretend visit to a new country.
Need clear directions 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 becoming comfortable with number concepts and time.	So offer support only when needed – have the girls help create the schedule and flow of their get-togethers, and count out money for trips.
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.
Love to create music and dance.	So they might like to create a play or tell a story through dance.
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

When planning activities, keep in mind that fourth and fifth-graders:

Want to make decisions and express their opinions.	So allow them to do so frequently through guided discussions and active reflection activities.
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.
Are sensitive to the expectations and judgments of others.	So share your own mistakes and learnings, and create an environment where girls can be comfortable sharing theirs.
Are concerned about fairness and equity.	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 appropriate challenge their own and others' perspectives.
Have strong fine and gross motor skills and coordination.	So engage them in moving their minds and their bodies! Allow them to express themselves through the written word and choreography.
Love to write plays, create music, and dance.	So they might like to tell a story through playwriting, playing an instrument, or sharing a song or dance.
May be starting puberty	So be sensitive to girls' needs to adjust to their changing bodies and create an environment that celebrates this transition.



Communicating with Girls

- Give clear directions (be specific).
- Give directions one step at a time, with demonstration.
- Be enthusiastic.
- Act confident and let the girls know that you know what you are doing.
- Speak directly to the girls.
- Bend or stoop so that you are near their eye level.
- Maintain eye contact.
- Listen.
- Ask questions to make sure that they understand your directions.
- Let them learn by doing.
- Be positive, instead of saying no running, tell them what you want them to do instead (walk).



Giving Praise

When giving girls praise you should focus on:

Effort

Strategies

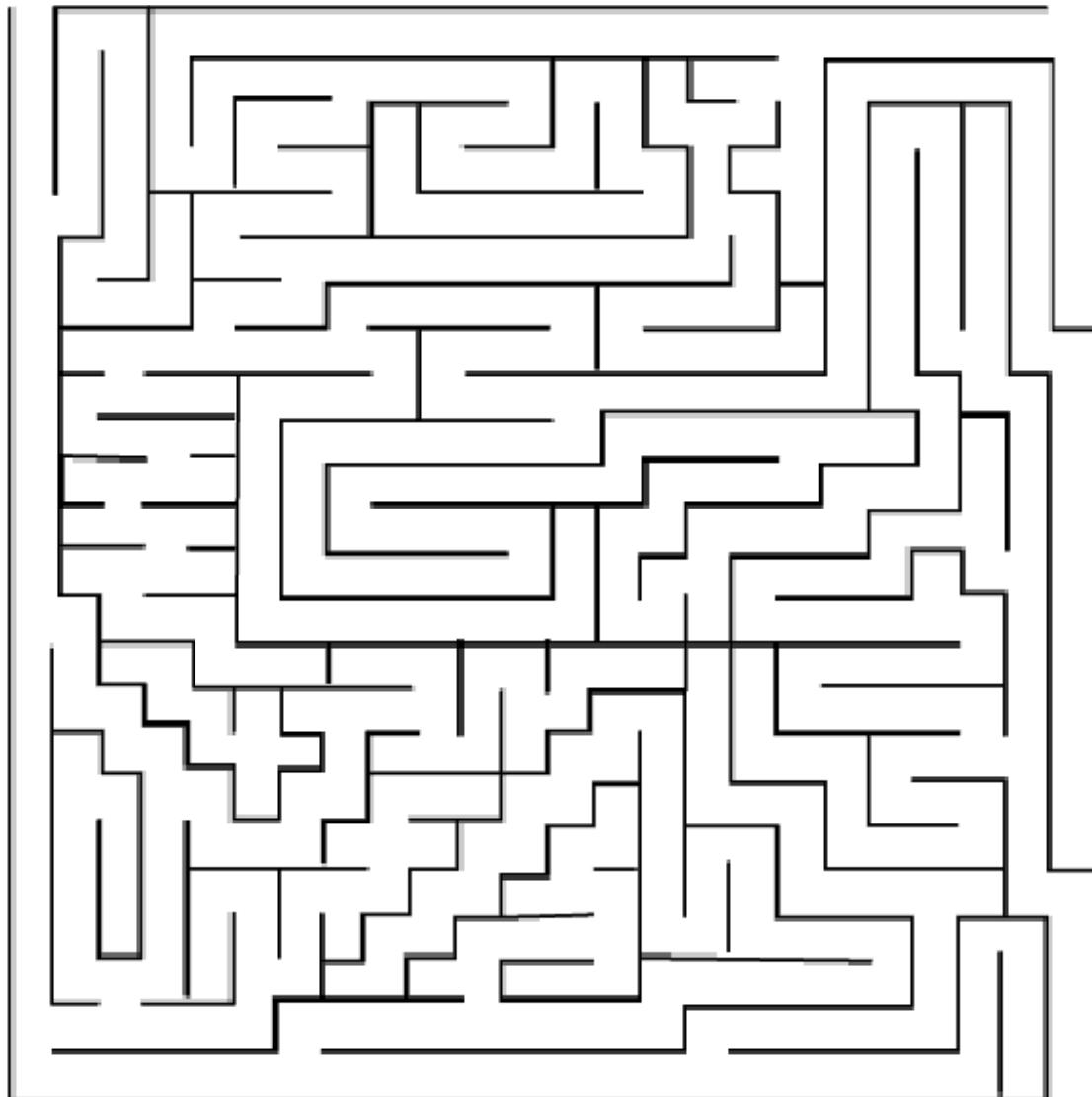
Seeking Help

Examples:



Group Dynamics: aMAZE!

Your life is your own! Show all its twists and turns below – regular everyday ones and special ones. Maybe you can think of times when you tried really hard to work something out with others – resolved a conflict with a sibling, said “sorry” to a friend, reached out to someone beyond your usual circle. How does it feel to interact at your very best?





Group Dynamics: Girl Scout Ways

Quiet Sign: When your hand goes up your mouth goes shut

Traditionally the Quiet sign is the open hand (referring back to an older version of the Girl Scout Law – the fifth law was ‘to be courteous’ so when you raised your five fingers and were quiet, you were being courteous to the speaker).

Talking Sign

If someone wishes to talk, they tap two fingers in front of them. Tradition refers to the old Brownie sign, made with two fingers instead of three.

Talking Stick (Object)

No one may talk unless they are holding the talking stick (object).

What other Girl Scout Ways or traditions does your troop use?



Group Dynamics: More Bright Ideas

Sit Next to a Girl

Sometimes sitting next to a girl who is acting out can help her settle down.

Minnie Mouse Time

Only allow talking in polite little whispers.

Sit and Watch

Have girls sit out for a while if they are disruptive or being overly sensitive – don't stop the whole group.

Change Activities

Often, girls are trying to tell you they are ready to move on to the next activity

Ignore Bothersome Behavior

Sometimes behavior is attention getting. Ignore it if you can.

Positive Rewards

Give stickers (or draw a happy face on a girl's hand) for the desired behaviors.

What other ideas do you have for managing groups?



Journeys

On every Leadership Journey, everything girls do—whether it's performing science experiments, creating art projects, cooking simple meals, or learning to protect the planet's water supply—is aimed at giving them the benefits of the Girl Scout "Keys to Leadership": Discover, Connect, Take Action.

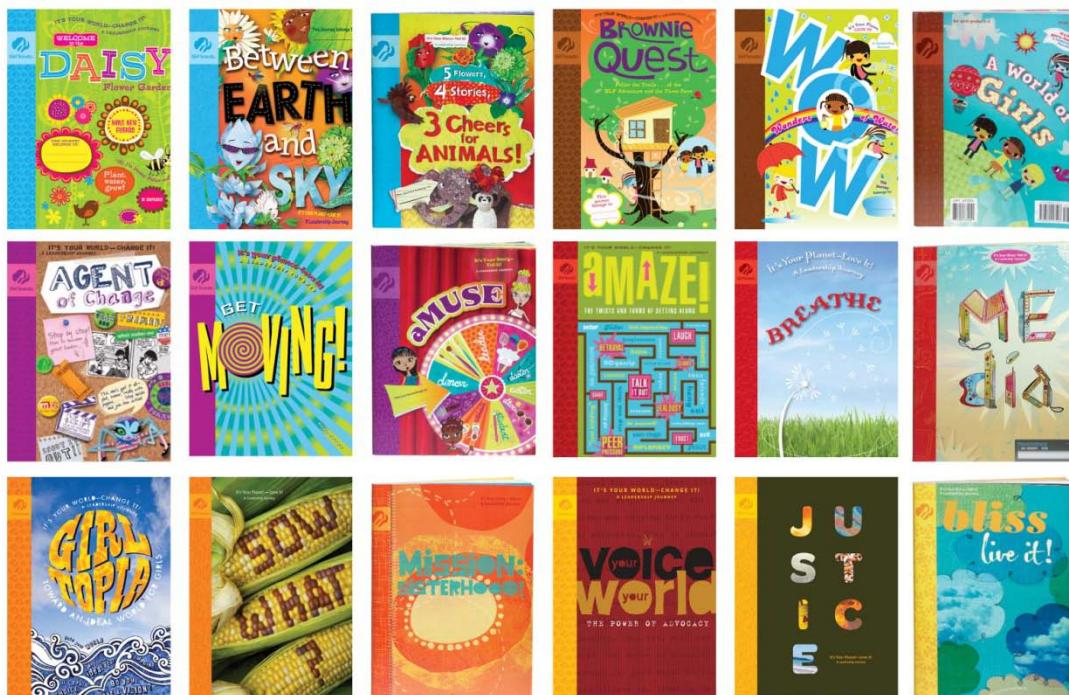
Here's how they work:

A girl **Discovers** her special skills and talents, finds the confidence to set challenging goals for herself and strives to live by her values. This includes being proud of where she came from as well as where she's going.

A girl **Connects** with others, which means she learns how to team up, solve conflicts, and have healthy relationships. These skills help her in school right now and prepare her for any career she chooses in the future.

A girl **Takes Action** and makes the world a better place, learning a lot about her community and the world along the way.

For all three leadership Journey series, the adult guide and the girl book have everything a volunteer needs to help inspire the girls and to assist them as they go. It's all there for you!





High-Quality Experience

It's not just what girls do, but how you engage them that creates a high-quality experience. In Girl Scouting, girls enjoy activities based on the three keys to leadership and built on three processes that make Girl Scouting unique from school and other extracurricular activities. The keys and processes are written right into the journey in the Sample Sessions plans!

We already know the keys: Discover, Connect, Take Action

Now we have the processes: Girl Led, Learning by Doing, and Cooperative Learning.

Girl Led is just what it sounds like – girls play an active part in figuring out the what, where, when, how, and why of their activities. So encourage them to lead the planning, decision-making, learning, and fun as much as possible.

What might Girl Led look like in real life?

Daisies	<ul style="list-style-type: none">• Repeating an activity that girls say they really enjoyed.• Listening to their ideas on how to make activities even more fun.• Identify activities that girls can take the lead on.
Brownies	<ul style="list-style-type: none">• 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.
Juniors	<ul style="list-style-type: none">• Encourage girls to plan and lead a session, activity, project, or event.• Model and provide strategies for solving problems and making decisions.• Expose girls to diverse ideas, geographies, and culture.



Learning by Doing, also known as Experiential Learning, is a hands-on learning process that engages girls in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of practical skills.

What might Learning by Doing look like in real life?

Daisies	<ul style="list-style-type: none">• Set up opportunities for girls to explore and create.• Demonstrate hands-on activities that require assistance from a girl.• Develop activities that get girls “out of their seat” and involved.
Brownies	<ul style="list-style-type: none">• 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.
Juniors	<ul style="list-style-type: none">• Talk with the girls about ways to connect their learning to their daily life.• Guide girls to reflect on their learning by using the many ideas in their journey.• Support girls’ hands-on testing of their own ideas, skill-building, and teaching skills.

Through **Cooperative Learning**, girls work together toward shared goals in an atmosphere of respect and collaboration that encourages the sharing of skills, knowledge, and learning.

What might Cooperative Learning look like in real life?

Daisies	<ul style="list-style-type: none">• Set up opportunities for girls to explore and create.• Demonstrate hands-on activities that require assistance from a girl.• Develop activities that get girls “out of their seat” and involved.
Brownies	<ul style="list-style-type: none">• Make the most of teamwork activities.• Encourage girls to decide as a team how to accomplish a task.• Demonstrate giving others equal opportunity to participate in decisions.
Juniors	<ul style="list-style-type: none">• Structure experiences so that girls “need” one another to complete tasks.• Use role-play scenarios to guide girls in working effectively within groups.• Give examples of how to assign roles within the group, assess how they are doing, and stay on task.



Personalization-Sparks



What is my spark?

Interview your partner. Take notes on your paper as you respond.

What do you love doing so much that you can't wait to do it? (What can't you wait to get up and do every morning?)

Describe something you have done that you are proud of.

If you could spend a whole day doing anything you wanted (money and resources are unlimited) what would you do? Why?

What knowledge, skills, or abilities can you not wait to share with the girls you are going to work with?



Sparks List

1. Music: Instrumental
 - a. Piano
 - b. Guitar
 - c. Violin
 - d. Cello
 - e. Saxophone
 - f. Clarinet
 - g. Bass
 - h. Drums
 - i. Percussion
 - j. Trumpet
 - k. Trombone
2. Music: Conducting
 - a. Directing a choir
 - b. Directing a band
 - c. Conducting an orchestra
3. Music: Composition
 - a. Writing song lyrics
 - b. Composing musical scores
 - c. Creating beats, composing hip-hop or rap
4. Music: Performance
 - a. Singing in a choir
 - b. Singing, playing solo
 - c. Band
 - d. Orchestra
5. Art
 - a. Painting
 - b. Drawing
 - c. Sketching
 - d. Sculpture
 - e. Graphic art
 - f. Pottery
 - g. Illustrating
6. Writing
 - a. Poetry
 - b. Plays
 - c. Stories
 - d. Fiction
 - e. Nonfiction
 - f. Journaling
7. Dance/Movement
 - a. Modern dance
 - b. Ballroom dance
8. Other Creative Arts
 - a. Cooking
 - b. Sewing
 - c. Fashion design
 - d. Knitting
9. Building and Design
 - a. Woodworking
 - b. Carpentry
 - c. Cabinetry
 - d. Construction
 - e. Drafting
 - f. Architecture
10. Leadership
 - a. Problem solving
 - b. Bringing people together
 - c. Motivating people
 - d. Conflict resolution
 - e. Student government
 - f. Engagement in civic decision making
 - g. Membership on committees and boards
11. Entrepreneurship
 - a. Creating business plans
 - b. Marketing
 - c. Sales
 - d. Management
 - e. Creating inventions
 - f. Developing new products
 - g. Designing services
12. Sports and Athletics
 - a. Basketball
 - b. Football
 - c. Soccer
 - d. Tennis
 - e. Golf
 - f. Baseball
 - g. Softball
 - h. Running
 - i. Skateboarding
 - j. Skiing
 - k. Rowing
13. Learning
 - a. Science
 - b. Math
 - c. Archeology
 - d. History
 - e. Languages
 - f. Literature
 - g. Political science
 - h. Religion
 - i. Psychology
 - j. Anthropology
 - k. Geography
 - l. Sociology
14. Teaching and Instructing
 - a. Swimming
 - b. Rock climbing
 - c. First aid/CPR
 - d. Computers
 - e. Sports
 - f. Individual sports
 - g. Academic subjects (such as math, history, or science)
 - h. Languages
15. Relationships
 - a. Making friends
 - b. Supporting friends
 - c. Being a peacemaker
 - d. Empathy
16. Serving, Helping, Volunteering
 - a. Making my community better
 - b. Volunteering
 - c. Helping people
 - d. Helping children
 - e. Tutoring



- f. Mentoring
- g. Counseling
- 17. Nature, Ecology, Environment
 - a. Exploring the natural world
 - b. Protecting endangered species/wildlife
 - c. Conservation
 - d. Floral arranging
 - e. Growing flowers
 - f. Preservation
 - g. Landscaping
 - h. Gardening
- 18. Animals
 - a. Raising animals
 - b. Caring for animals
 - c. Training animals
 - d. Animal medicine
- 19. Computers
 - a. Keyboarding
 - b. Programming
 - c. Software development
 - d. Hardware
 - e. Computer repair
 - f. Computer graphics
 - g. Web page design
- 20. Comedy
 - a. Making people laugh
 - b. Telling jokes
 - c. Writing sketches
 - d. Improvisation
- 21. Speech
 - a. Public speaking
 - b. Debate
 - c. Broadcasting
- 22. Spirituality
 - a. Meditation
 - b. Worship
 - c. Ritual
 - d. Sacred music
 - e. Studying sacred texts
 - f. Experiences of unity and harmony
 - g. Experiences of transcendence
 - h. Practice (yoga, for example)
 - i. Prayer
- 23. Drama, Theater
 - a. Acting
 - b. Directing
 - c. Lighting
 - d. Set design
- 24. Photography and Film
 - a. Nature photography
 - b. Filmmaking
 - c. Videography
 - d. Animation
 - e. Portrait photography
 - f. Movie production
- 25. Being Committed to Living in a Specific Way
 - a. Joy
 - b. Passion
 - c. Tolerance
 - d. Caring
 - e. Optimism
 - f. Idealism
- 26. Reading
 - a. Fiction
 - b. Poetry
 - c. Nonfiction
- d. Memoirs
- e. Biography
- f. Autobiography
- 27. Advocacy
 - a. Environment
 - b. Children
 - c. Social justice
 - d. School reform
- 28. Family
 - a. Family history
 - b. Helping family
 - c. Celebrating family
 - d. Being with family
- 29. Outdoor Life
 - a. Fishing
 - b. Hunting
 - c. Camping
 - d. Hiking
 - e. Bicycling
- 30. Journalism
 - a. Newscasting
 - b. Newswriting
 - c. News editing
 - d. Radio and TV production
- 31. Mechanics, Engineering
 - a. Electronic
 - b. Auto mechanics
 - c. Car audio
 - d. Bridge, highway design
 - e. Machine repair
 - f. Customizing
- 32. Solving Social Problems
 - a. Global warming
 - b. Poverty
 - c. Racism
 - d. At-risk children
 - e. Pollution
 - f. Homelessness



Safety

Nothing is more important within Girl Scouting than ensuring the health and safety of girls. Health and safety extend to developing safety consciousness in girls and adults, as well as training staff, volunteers, and girls to ensure proper supervision, prevention of accidents and incidents, and maintenance of program resources.

There are two resources that you should become very familiar with as you plan activities and events with younger girls:

- *Girl Scout Safety Guidelines*, an overview of the 12 most important safety tips.
- *Safety Activity Checkpoints*, in-depth safety information and tips that adult volunteers use for Girl Scout sports and activities; girls can also use these checkpoints to ready their group for a girl-led activity.

The following activities are never allowed for any girl:

- Flying in noncommercial aircraft, such as small private planes, helicopters, sailplanes, untethered hot-air balloons, or blimps
- Hang gliding, parachuting, or parasailing
- Shooting a projectile at another person (such as paintball)
- Potentially uncontrolled free-falling (bungee jumping, hang gliding, parachuting, parasailing, and on trampolines).
- Exception: If girls would like to trampoline at an indoor facility where the trampolines are completely enclosed and go all the way to the edge of the room with no exposed springs (i.e. there is no possibility that girls could fall off of the trampoline), this activity can be approved if the vendor is on the approved vendor list.
- Creating extreme variations of approved activities (such as high-altitude climbing and aerial tricks on bicycles, skis, snowboards, skateboards, water skis, and wakeboards)
- Hunting
- Riding all-terrain vehicles and motor bikes
- Taking watercraft trips in Class V or higher whitewater

The following packet contains 3 activities that are very typical of a Girl Scout activity or outing. In order to see all of the Safety Checkpoints and to ensure that you are following safety guidelines for the activity you are leading, go online to:

www.girlscoutsnorcal.org/pages/for_volunteers/safety_checkpoints.html



Girl Scout Safety Guidelines

Every adult in Girl Scouting is responsible for the physical and emotional safety of girls, and we demonstrate that by agreeing to follow these standards at all times. (Note: See Council Resource Guide: Volunteer Essentials for details on each standard.)

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 (as grade-level appropriate) before engaging in activities with girls.

2. 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, depending on 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 the 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. Find the adult –to-girl ratios in GSNorCal’s Council Resource Guide: Volunteer Essentials.

3. 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.

4. Report abuse. Sexual advances, improper touching, and sexual activity of any kind with girl members are forbidden. Physical, verbal, and emotional abuse of girls is also forbidden. Follow your council’s guidelines for reporting concerns about abuse or neglect that may be occurring inside or outside of Girl Scouting.

5. Be prepared for emergencies. Work with girls and other adults to establish and practice procedures for Emergencies related to weather, fire, lost girls/adults, and site security. Always keep handy a well-stocked first-aid kit, girl health histories, and contact information for girls’ families.

6. 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.

7. 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. Any adult attending an overnight event must be screened. www.GirlScoutsNorCal.org/screening When parents are staffing events, daughters should remain in quarters with other girls rather than in staff areas.

8. 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.

9. 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.

10. Ensure that no girl is treated differently. Girl Scouts welcome all members, regardless of race, ethnicity, background, disability, family structure, religious beliefs, and socioeconomic status. When scheduling, helping plan, 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.

11. 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 Web sites, publish girls’ first names only and never divulge their contact information. Teach girls the Girl Scout Online Safety Pledge (www.girlscouts.org/help/internet_safety_pledge.asp) and have them commit to it.

12. Keep girls safe during fundraising. 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 that are not Girl Scout-approved product sales and efforts.



Introduction to 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. **Note:** In addition to reading these checkpoints yourself, you can also e-mail or print them for co-volunteers, parents/guardians, and girls.

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-aider 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

Links guide you to the best-known and best-respected Web sites.

Know-How for Girls offers games, mini-lessons, and other fun ways to expand girls' knowledge.

Jargon helps you and the girls master activity-specific terminology.



Swimming: Safety Activity Checkpoints



A longtime Girl Scout tradition, swimming is one of the many ways that girls develop athleticism, leadership, and team-building skills. Whether swimming outdoors at camps and competitive events or in indoor pools, safety is one of the keys to having fun in the water. Girls and adults adhere to council requirements for swimming levels—in addition to the requirements of the organization you are working with—to participate in water activities. Consult a local organization such as your local parks and recreation department, YMCA, or [American Red Cross](#) for swimming lessons, or locate a swimming instructor in your area at swim.com.

Know where to go swimming. Girl Scout camps, lakes, rivers, pools, and other camping facilities. Connect with your Girl Scout council for site suggestions.

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations. Learn more about the resources and information that [USA Swimming Disability Committee](#) and [International Federation of Adapted Physical Activity](#) provide to people with disabilities.

Swimming Gear

Basic Gear

- Bathing suit (a one-piece is usually less cumbersome than a two-piece)
- Waterproof sunscreen (SPF of at least 15)
- Sunglasses
- Beach towel
- Dry clothing and sunglasses to wear after swimming
- Goggles, swim cap, and/or nose and ear plugs for girls who need them

Specialized/Rescue Gear

- Participants who are weak swimmers wear a U.S. Coast Guard–approved life jacket (Type III recommended) that fits according to weight and height specifications. Inspect life jackets to ensure that they are in good condition and contain no tears. Read about Coast Guard life jackets [here](#).
- Reaching pole
- Ring buoy or throw bag with firmly attached line approximately 30 feet long

- Rescue tube
- Backboard
- At least one graspable and throwable personal flotation device (Type IV buoyant cushion or ring buoy or equivalent) is immediately available for each group on the water

Prepare for Swimming

- Communicate with council and parents.** Inform your Girl Scout council and girls' parents/guardians about the activity, including details about safety precautions and any clothing or supplies that may be necessary. 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.
- Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- Arrange for transportation and adult supervision.** The recommended adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:
 - 6 Girl Scout Daisies
 - 12 Girl Scout Brownies
 - 16 Girl Scout Juniors
 - 20 Girl Scout Cadettes
 - 24 Girl Scout Seniors
 - 24 Girl Scout Ambassadors
 Plus one adult to each additional:
 - 4 Girl Scout Daisies
 - 6 Girl Scout Brownies
 - 8 Girl Scout Juniors
 - 10 Girl Scout Cadettes
 - 12 Girl Scout Seniors
 - 12 Girl Scout Ambassadors
- Ensure the presence of watchers.** A watcher is a person trained in the use of basic water-rescue equipment and procedures who works under the direction of the lifeguard. American Red Cross Basic Water Rescue certification or equivalent is appropriate. Lifeguards and watchers are stationed at separate posts and stay out of the water, except in emergencies. An American Red Cross Lifeguarding Instructor or American Red Cross Water Safety Instructor (WSI) can provide training in Basic Water Rescue.

Swimming Lifeguards and Watchers Ratios

# of Swimmers	Lifeguards	Watchers
1–10	1 adult	1*
11–25	1 adult	2*
26–35	2 persons, at least 1 is an adult; others may be 16 years of age or older.	3*
36–50	2 persons, at least 1 is an adult; others may be 16 years of age or older.	4*

*Some states allow watchers to be under the age of 18, but in all states, they must be at least 16 years of age.

These numbers are a minimum. The ratio of lifeguards and watchers to swimmers may need to be increased depending on the number of girls in one area, swimming level and ability, girls with disabilities, age level and ability to follow instructions, type of swimming activity (instruction, recreation), type of swimming area, weather and water conditions, and rescue equipment available. If you are unsure whether your swimming lifeguards and watchers ratios are sufficient, be sure to contact your council.

- Ensure participants are able to swim.** Participants' swimming abilities are classified and clearly identified (for instance, with colored headbands to signify beginners, advanced swimmers, etc.) at council-approved sites, or participants provide proof of swimming-test certification. In the absence of swimming-test certification, a swim test is conducted on the day of the activity. Consult with your Girl Scout council for additional guidance.
- Ensure the presence of lifeguards.** For swimming activities in public pools, hotel and cruise-ship pools, and backyard pools, the lifeguards are at least 16 years old and have American Red Cross Lifeguard Training certification or the equivalent. For swimming activities in lakes, slow-moving streams, and rivers, one adult lifeguard (certified in American Red Cross Lifeguard Training plus Waterfront Lifeguard course or the equivalent) is present for every 10 swimmers, plus one watcher. When girls are wading in water more than knee-deep, an adult with American Red Cross Basic Water Rescue certification or with documented experience according to your council's guidelines, as outlined in *Volunteer Essentials*. For swimming and wading activities, consult the "Swimming Lifeguards and Watchers Ratios" chart for standards.
- Assess safety of swimming site.** Whether using council-owned or -operated swimming sites or using public, loaned, or donated facilities, the swimming site posts that its water quality passes the local [health-department tests](#) and sanitation regulations. In addition:

For pools:

- Pool water depths are clearly marked, and shallow areas are marked "no diving." Diving areas are separate from other swimming areas.
- The facility makes periodic maintenance checks. Maintenance requests are repairs are documented, and records are retained.
- Water pH and chlorine are tested and maintained at safe levels. Tests are documented, and records are retained.
- The decks around the pool are kept clean and clutter-free.
- The surrounding fence and gate or doors are locked when the pool is unsupervised.

For beach and other waterfront areas:

- Hazards are eliminated or clearly marked.
- Girls are instructed to avoid strong currents, sharp drop-offs, quicksand bottoms, rough surf, and other potentially dangerous conditions.
- As best as can be determined, the water is free of dangerous marine life.
- The bottom is relatively free of debris, sharp stones, and shells.
- Swimming, diving, and small-craft areas are separate. They are clearly marked or roped off or both.

- Follow sliding safety standards.** The following rules are respected for activities that include slides:
 - A watcher signals that the next person may slide when the landing area is clear.
 - Only one person may be on the slide at a time.
 - Girls slide in a sitting position, never headfirst.
 - The landing area is off-limits to other swimmers.
 - The water in the slide landing area is at least 4 feet deep.

- Follow diving-area safety standards.** The following rules are respected for activities that include diving:
 - The diving area is divided from the swimming area by a buoied line.
 - The water in the landing area is a minimum of 10 feet deep for recreational diving boards. The boards are usually 12 to 14 feet long and less than 3 feet above the water's surface.
 - The water in the landing area is a minimum of 12 feet deep for competitive diving boards. The boards are usually 16 feet long and 3 to 10 feet above the water's surface.
 - Diving is restricted to water of sufficient depth and checked in advance for submerged obstructions. Diving is prohibited in waters of unknown depth and conditions.
 - Recreational divers do not manipulate the adjustable fulcrum on the springboards. During recreational swimming periods, the adjustable fulcrum is locked in a fixed position, preferably in its most forward position, to reduce the spring of the board.
 - The maximum water depth extends 10 feet on each side of the center line of the board. If tides, drought, and similar forces affect the water depth, it is checked each time before diving is permitted.
 - Girls do not dive off the side of the board.
- Follow water-park safety standards.** When participating in water activities at water parks, adults and girls must:
 - Read and follow all park rules and the instructions of lifeguards.
 - Know their physical limits. Observe a water ride before going on.
 - Not dive. Always know the depth of the water before wading in.
 - Not run. Most minor injuries at water parks are caused by slips and falls.
 - Use extra care on water slides. They cause a significant number of injuries. See "Follow sliding safety standards."
 - In wave pools, stay away from the walls.
- Prepare for emergencies.** Ensure the presence of a waterproof first-aid kit and a first-aid responder, who is prepared to handle cases of near-drowning and immersion hypothermia. See *Volunteer Essentials* for information about first-aid standards and training.
- Compile key contacts.** 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.

On the Day of Swimming

- Get a weather report.** If swimming outdoors, never swim on a stormy day. On the day of the activity, consult weather.com or other reliable sources to assess temperature and weather and water conditions. If weather conditions prevent the trip, be prepared with a backup plan or alternative activity.
- Safeguard valuables.** Don't leave personal belongings and valuables unattended in a public place.
- Use the buddy system.** Girls are divided into teams of two. Each person chooses a buddy and 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.
- Be prepared in the event of a storm with lightning.** Exit water immediately, and 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 heads between them. During storms, if shore cannot be reached, keep a sharp lookout for boats and other obstructions.

- Keep track of girls' whereabouts.** In a controlled waterfront, a checkboard system is used to indicate which girls are in the water and in which swimming area. In crowded areas, a color system is used for identification (for example, non-swimmers, novice swimmers, and skilled swimmers each have a wristband, hair band, or other marker of a different color).
- Monitor time in water.** The length of a swimming period is determined by the swimmer's condition and comfort, weather conditions, and water temperature. Generally, 30-minute swimming periods are sufficient.
- Respect basic swimming rules and safety precautions.**
 - Girls do not dive into above-ground pools, shallow areas, etc.
 - Girls swim in supervised areas only.
 - Girls swim only during daylight hours or in a well-lit pool at night.
 - Girls do not swim immediately after eating, when overheated, or when tired.
 - Girls swim at a safe distance from any diving board.
 - Electrical appliances are not used in or near swimming areas.
 - Bottles, glass, and sharp objects are not allowed in swimming area.
 - An emergency telephone is available, whenever possible.
 - Drink water to avoid dehydration.

Swimming Links

- **American Red Cross Swimming and Water Safety program:** www.redcross.org/portal⇒Preparing and Getting Trained⇒Get Trained⇒Swimming and Water Safety⇒Learn to Swim
- **Swim America:** www.swimamerica.org
- **USA Swimming:** www.usaswimming.org
- **YMCA Programs for Aquatics:** www.ymca.net/programs/programs_for_aquatics.html
- **State and national parks and forests (may certify swimmers):** www.llbean.com/parksearch/us_search.html

Swimming Know-How for Girls

- **Learn swimming strokes.** Before you hit the water, read up about the [five basic strokes](#): freestyle, backstroke, breast-stroke, butterfly, and sidestroke.
- **Create swimming games.** Marco Polo and Find the Penny are popular swimming games. What games can you create?

Swimming Jargon

- **Flip turn:** A tumbling turn in which the swimmer somersaults and twists her body as she approaches the pool wall, and then pushes off the wall with her feet
- **Leg:** One-fourth of a relay swum by four swimmers



Horseback Riding: Safety Activity Checkpoints



One of the most important aspects of horseback riding is showing respect for horses. Before riding, inspect horses to ensure that they have no cuts, injuries, or rocks in their feet.

The purpose of these checkpoints is to provide tips for trail riding and ring or corral riding. Some activities, such as vaulting, pack trips, driving, and games, may require special equipment, as well as horses and instructors with specialized training. Horseback riding is not recommended for Girl Scout Daisies, but Daisies may participate in pony rides when the horses are led by persons on foot.

Know where to ride. Locations with firm grounding that are designated for horseback riding. Riding is done during daylight hours; riding at night is in an enclosed, well-lit area. Avoid horseback riding in wet areas, mud, and on streets and parking lots. Connect with your Girl Scout council for site suggestions.

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations. Learn more about the resources and information that [Saddle Up!](#) provides to people with disabilities.

Horseback Riding Gear

Basic Gear

- Long pants and appropriate protective clothing (clothing is snug to prevent tangling with saddle)
- Boots or closed-toe shoes with a smooth sole and at least a half-inch heel to prevent feet from sliding through stirrups (no steel-toe shoes, which could bend in stirrups)
- Well-fitting gloves to protect hands from blisters, rope burns, and cuts

Specialized Horseback Riding Gear

- Protective headgear with properly fitting safety harness that meets the American Society for Testing and Materials ([ASTM](#)) F1163-88 requirements, displaying the Safety Equipment Institute (SEI) seal
- Saddle (size is appropriate for each rider) with tapaderos (pieces of heavy leather around the front of the stirrup of a stock or range saddle to protect the rider's foot and to keep the foot from sliding through the stirrup); if the saddle does not have tapaderos, the rider should have riding boots with at least a 1-inch heel to prevent the foot from slipping
- Saddlebag

September 5, 2010

Specialized Trail Riding Gear

- Rain gear
- Halters
- Lead ropes

Prepare for Horseback Riding

- Communicate with council and parents.** Inform your Girl Scout council and girls' parents/guardians about the activity, including details about safety precautions and any appropriate clothing or supplies that may be necessary. 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.
- Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- Organize groups and arrange for adult supervision.** The recommended adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:
 - 6 Girl Scout Daisies (pony rides only—when the ponies are led by persons on foot)
 - 12 Girl Scout Brownies
 - 16 Girl Scout Juniors
 - 20 Girl Scout Cadettes
 - 24 Girl Scout Seniors
 - 24 Girl Scout AmbassadorsPlus one adult to each additional:
 - 4 Girl Scout Daisies (pony rides only—when the ponies are led by persons on foot)
 - 6 Girl Scout Brownies
 - 8 Girl Scout Juniors
 - 10 Girl Scout Cadettes
 - 12 Girl Scout Seniors
 - 12 Girl Scout Ambassadors
- Verify instructor knowledge and experience.** Riding instructors are adults (at least 18 years old) who have current certification from an accredited horsemanship instructor training organization, such as the [Certified Horsemanship Association](#) and [American Association for Horsemanship Safety](#), or documented proof of a minimum of three years' experience successfully instructing in a general horseback riding program. Assistant riding instructors are at least 16 years old and are certified by an accredited horsemanship instructor training organization or have documented proof of at least one year's experience successfully instructing in a general horseback riding program. Riders are supervised by instructors or assistant instructors at all times when in the proximity of horses, whether mounted or not. For ring or corral riding and trail riding, at least one instructor and one assistant instructor supervise a group of 10 or fewer riders. For ring and corral riding, one additional instructor is required for every five additional riders. For beginners and younger girls, or for difficult trails, in trail riding, increased instructors may be needed.
- Compile key contacts.** 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.
- Assess participants' maturity level.** Girls must possess sufficient physical coordination and balance to participate in riding. They are old enough to understand and practice safety procedures, to use good judgment in reacting to situations, and to take responsibility for themselves and their horses. (Some stables have weight limits for rider eligibility. Check when making reservations.)

- Select a safe site.** Obtain permission and any necessary permits before riding on public or private lands; records of maintenance checks, requests, and repairs must be kept. The stable operator provides evidence of liability insurance and instructor certification and references from other youth-group users of the stable. For both Girl Scout council-owned and non-Girl Scout riding facilities, the riding area is away from outside distractions and free of debris; the barn and riding areas do not have exposed barbed wire fencing; the instructional rings, corrals, paddocks, and stables have clearly posted rules and regulations; the horses are properly cared for, and the stables, corrals, and barns are clean and uncluttered. Tack (saddles, bridles, and so on) is clean and in good condition. Communicate with the horseback-riding organization about any rider weight limitations; in some cases, heavier riders can cause a horse pain, which, in turn, may cause horses to exhibit dangerous behavior.
- Dress appropriately for the activity.** Make sure girls and adults avoid wearing dangling earrings, bracelets, and necklaces. Riders may not ride barefoot, in sandals, or in hiking boots with lug soles. Riders do not wear backpacks, day packs, or fanny packs.
- Take safety precautions.** An emergency vehicle is readily available. Plans for communication with emergency services and fire officials are arranged in advance and known by each instructor. Plans for response in an emergency—such as a fire, severe weather, an injured rider, or an injured or loose horse—are known by all participants and instructors. At Girl Scout facilities, communication between the riding area and the site director or healthcare personnel is possible. In stable and ring areas, telephone numbers for the fire department, local hospital or emergency ambulance service, and veterinarian are conspicuously posted, and the location of the fire alarm is known to all girls and adults.
- Prepare for emergencies.** Ensure the presence of a waterproof first-aid kit and a first-aider with a current certificate in First Aid, including Adult and Child CPR or CPR/AED, who is prepared to handle cases of injury from falls as well as abrasions and sunburn. If any part of the activity is located 60 minutes or more from emergency medical services, ensure the presence of a first-aider (level 2) with Wilderness and Remote First Aid. See *Volunteer Essentials* for information about first-aid standards and training.

On the Day of Horseback Riding

- Get a weather report.** On the morning of horseback riding, 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, 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.
- Use the buddy system.** Girls are divided into teams of two. Each girl chooses a buddy and 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. If someone in the group is injured, one person cares for the patient while two others seek help.
- Safeguard valuables.** Secure equipment in a dry, locked storage area.
- Girls learn about safe horseback riding.** A pre-ride demonstration is given to first-time riders, including mounting, dismounting, starting, stopping, steering, and maintaining a balanced body position. Avoid changing clothing, such as putting on raingear, while mounted on the horse, because it may scare the horse; instead, dismount for clothing changes or adjustments.
- Test and classify riders according to riding ability.** The horse and the riding area are assigned according to the rider's ability. Beginning riders attend an introductory safety lesson, including information on horse psychology and behavior and approaching, handling, and leading a horse. Before trail riding, all riders warm up in a ring or corral to ensure that they are well suited to their horses and can control all the gaits and functions required during the trail ride. Ensure that riders feel

confident and demonstrate basic skills in controlling the horse (stop, start, and steer) and maintaining proper distance.

- Follow basic horseback safety standards.** To ensure that equipment fits properly and/or is properly adjusted, an instructor makes a safety check of each rider's clothing, footwear, helmet, and saddle. He or she checks stirrup length by ensuring that riders are able to raise their behinds off the saddle about one hand's depth. Front and rear cinches are checked for tightness, twigs, folds, and bends. The instructor also checks the safety of the riding area before each session. Only one rider is allowed on a horse at any time, and there is no eating or drinking while riding. Riders should dismount before going through small gates.
- Respect ring- or corral-riding standards.** Each horse and rider is under the observation of an instructor at all times, and the riding ring has good footing for the horses and is free of dangerous obstructions. The fencing is at least 42 inches high, visible, and well maintained. Gates to the ring are shut.
- Inspect and don't spook horses.** Horses displaying uncomfortable or abnormal behaviors should be dismounted and checked for injuries and poor equipment fitting, and may need to be walked back to the stable on foot. If a horse gets loose, do not chase it; instead, one person calmly attempts to retrieve the horse.
- Respect trail-riding standards.** The length of the trail ride and the gait of the horses are geared to the ability of the least experienced rider. Riding trails have good footing and are free of dangerous obstructions such as low-hanging branches. Trails are marked, mapped, regularly inspected, and maintained. The participants ride single file, one full horse length apart, with an instructor at the head and at the rear of the group. Riders have control of horses, maintain the spacing between horses, and increase distances between horses when the horses' speed increases. Horses are walked (not ridden) up and down hills, and are walked for the final 10 minutes of any riding period in order to cool down.
- Avoid public roads and highways whenever possible.** If a group must cross a road, the instructor first halts the group in a line well before the road, checks for traffic, and then signals the group to cross. At the signal, all horses are turned to face the highway and all cross at the same time.

Horseback Riding Links

- **Certified Horsemanship Association:** www.cha-ahse.org
- **International Federation for Equestrian Sports:** www.fei.org
- **United States Pony Clubs:** www.ponyclub.org

Horseback Riding Know-How for Girls

- **Get to know your horse.** Did you know there are more than 50 colors of horses? Thoroughbreds are identified by their colors, which include bay, black, chestnut, dark bay or brown, gray, and roan. Visit www.thinklikeahorse.org to learn more about horses.
- **Hold your horses.** Before horseback riding, learn how to mount, dismount, rein, and other horseback riding procedures at www.mahalo.com/how-to-ride-a-horse.
- **Respect the horse.** Did you know that horses feel less comfortable when they can't see the rider's eyes? For that reason, avoid wearing sunglasses.

Horseback Riding Jargon

- **Breaking (or breaking in):** The education of the young horse, in which it is taught the skills necessary for its future as a riding or driving horse
- **Nearside:** The left-hand side of the horse; offside is the right-hand side of the horse
- **Leg up:** Method of mounting in which an assistant stands behind the rider, supports the lower part of his left leg, and gives a boost as necessary as the rider springs up off the ground



Arts and Crafts: Safety Activity Checkpoints



Whether girls are painting, knitting, bookbinding, sculpting, making origami or jewelry, or doing any one of a number of arts-and-crafts projects, the options for artistic and self-expression are endless. Girls are encouraged to plan details of arts-and-crafts activities, and it's important that activities are appropriate to each girl's age, experience with tools, attention span, and the complexity of the project. Also keep environmentalism in mind; for instance, when doing arts and crafts outdoors, don't use materials such as glitter that will pollute campgrounds.

Know where to do arts and crafts. Connect with your Girl Scout council for site suggestions. Ensure that the location is well-ventilated.

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations. Learn more about the resources and information that [The National Institute of Art and Disabilities](#) and [National Arts and Disability Center](#) provide to people with disabilities.

Arts and Crafts Gear

Basic Gear

- Age-appropriate materials (for example, with younger girls, use water-based paints and products that are easily removed from clothes, and scissors with blunt ends)
- Clothing appropriate for the activity, such as gloves for handling hot objects
- Long hair is tied back; girls do not wear loose clothing or jewelry when using machinery or tools with moving parts

Specialized Gear

- Protective face- and eye-safety equipment, such as masks, shatterproof lenses, eyeglass guards, or goggles are worn when appropriate, for protection against sparks, dust, fumes, and debris.
- Due to a potential for extreme allergic reactions to latex, Girl Scouts recommends the use of vinyl or nitrile gloves when such gloves are necessary for an arts-and-crafts project.

Prepare for Arts and Crafts

- Communicate with council and parents.** Inform your Girl Scout council and girls' parents/guardians about the activity, including details about safety precautions and any appropriate clothing or supplies that may be necessary. 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.
- Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- Arrange for transportation and adult supervision.** The adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:
 - 12 Girl Scout Daisies
 - 20 Girl Scout Brownies
 - 25 Girl Scout Juniors
 - 25 Girl Scout Cadettes
 - 30 Girl Scout Seniors
 - 30 Girl Scout AmbassadorsPlus one adult to each additional:
 - 6 Girl Scout Daisies
 - 8 Girl Scout Brownies
 - 10 Girl Scout Juniors
 - 12 Girl Scout Cadettes
 - 15 Girl Scout Seniors
 - 15 Girl Scout AmbassadorsSupervision is increased when advanced equipment, such as soldering irons, burners, or power saws, is used. Use of cutting tools, hammers, and spray paints is carefully supervised.
- Verify instructor knowledge and experience.** For activities beyond those described in Girl Scout publications, the instructor must have documented experience and skill in teaching arts and crafts. The instructor teaches girls the basic skills and demonstrates the safe use and care of equipment—for example, cutting tools are used with the blade away from the body.
- Compile key contacts.** 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.
- Select a safe arts-and-craft site.** Ensure that girls have sufficient space to move around while working; there is space for table work for each girl, when appropriate. Work sites are well ventilated for activities involving hazardous materials and spray paints (for example, turpentine, spray fixatives, varnishes) or ceramic dust. Flammable material is used only in work spaces away from ignition sources such as open flames, heaters, and candles. Provision is made for proper and safe disposal of all waste materials. Fire exits are clearly marked, and fire safety equipment is on hand. Food and beverages are not consumed in activity areas.
- Prepare for emergencies.** When specialized equipment, power machinery, or chemicals are being used, ensure the presence of a first-aider with a current certificate in First Aid, including Adult and Child CPR or CPR/AED; also ensure a first-aid kit is available. Emergency procedures are clearly posted for swallowing a chemical, getting a chemical in the eyes, skin contact with a chemical, and so on. See *Volunteer Essentials* for information about first-aid standards and training.

- Use safe equipment and materials.** Art materials are purchased from reputable sources, such as school-supply houses. Product labels clearly indicate what the material is and how to write or call the manufacturer. Girls never use donated or discarded material whose ingredients are not known; very old or unlabeled materials may be toxic and are not used. Care is taken to protect children from dyes, pigments, preservatives, and other chemicals that may provoke allergies. Children who are physically or psychologically disabled, or who are on medication, may be at greater risk from toxic materials. Kilns are ventilated, and children using them are directly supervised.
- Educate about potentially hazardous materials.** The following materials may be used only after girls have received adequate safety instruction:
 - Dusts or powders that can be inhaled or that can get in the eyes
 - Organic solvents, volatile glues, or solvent-containing products such as aerosol sprays
 - Anything that stains the skin or clothing (or that cannot be washed out of clothing)
 - Acids, alkalis, bleaches, or other irritating or corrosive chemicals
 Also be sure that girls wash their hands after using supplies that are labeled as hazardous. If transferring hazardous materials to another container, ensure this container is labeled "hazardous."

On the Day of the Arts-and-Crafts Activity

- Get a weather report.** If the arts-and-crafts activity takes place outdoors, on the morning of the activity, check weather.com or other reliable weather sources to determine if conditions are appropriate. If weather conditions prevent the activity, be prepared with a backup plan or alternate activity, 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.
- Use the buddy system.** Girls are divided into teams of two. Each girl chooses a buddy and 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. If someone in the group is injured, one person cares for the patient while two others seek help.
- Safeguard valuables.** Secure equipment in a dry, locked storage area.
- Exercise caution when handling and storing equipment and supplies.** Equipment and supplies are locked in a storage area whenever possible. Safety and operating instructions for dangerous equipment (for example, power tools and kilns) are reviewed and posted. Scissors, knives, and other cutting tools are cleaned, oiled, and sharpened, as needed. Flammable materials, such as paints and solvents, are labeled and stored in a dry, well-ventilated area out of the reach of young children. Equipment and supplies are used for their intended purpose only. Turpentine or paint thinner may be used as a paint solvent with adequate ventilation. Gasoline is never used as a paint solvent. Solvent- or oil-soaked rags are kept in waste cans that meet fire safety codes and are emptied daily. Containers of solvents are covered. They evaporate quickly, and inhalation can be hazardous. Manufacturers' labels on paints, chemicals, and aerosol cans are read before product use; use these substances in well-ventilated areas only and do not expose to a flame. When transferring substances into other containers, label each container as to content and procedures for use and disposal. When girls gather natural materials (such as leaves), conservation principles are taught and practiced.

Arts-and-Crafts Links

- **National Safety Council:** www.usc.org

Arts-and-Crafts Know-How for Girls

- **Select cool craft projects.** What kinds of projects have you never participated in, but have always wanted to try? After discussing themes, available supplies, and techniques, create a list of potential projects and begin researching how to create the project. Perform keyword searches for the craft projects. These sites (among others) provide arts-and-craft projects: Girl Scout council of the

Catawba Valley Area (www.cvgirlscouts.org/adults/crafts/index.htm), <http://familyfun.go.com/crafts>, and www.enchantedlearning.com/crafts.

Arts-and-Crafts Jargon

- **Assemblage:** An artistic process in which a three-dimensional piece of art is made from assembling found objects
- **Mosaic:** Artistic images and designs created by putting together small pieces of glass, stone, and other materials