Counselor-in-Training (CIT) Handbook for Girl Scout Staff

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SECTION 1:

Introduction for Girl Scout Councils

Chapter 1: Girl Scouts' National CIT Program

Introduction

Welcome to Girl Scouts' national resource for council staff developing a CIT program. This program consists of two levels, CIT 1 and CIT 2, which take about two weeks each for Girl Scouts to complete at their council camps. The program has been designed to foster the growth of Girl Scout Seniors and Ambassadors toward becoming proficient camp counselors.

This guide outlines the essential components of successful Girl Scout CIT programs. Geared toward cultivating staff leadership skills (particularly in the outdoors) and mentorship, the guide outlines national guidelines from GSUSA that support a standardized experience across CIT programs implemented by Girl Scout councils.

While GSUSA encourages council adoption of this guidance, we know it may take multiple camp seasons to adopt the requirements outlined—so understand that "requirements" is used in this resource in the same spirit as in "badge requirements."

To begin, this chapter looks at:

- CIT Program Background
- CIT 1 Requirements
- CIT 2 Requirements

CIT Program Background

Through Girl Scouts' national CIT program, Girl Scout Seniors and Ambassadors build leadership skills relevant to the camp counselor role, by caring for younger campers and planning activities in a camp setting. The program is a progression for Girl Scout Seniors and Ambassadors and is divided into two levels—CIT 1 for Senior and Ambassador Girl Scouts and CIT 2 for Ambassador Girl Scouts—each with their own progressive sets of award requirements. (See the following section for detailed program requirements.)

- **Counselor in Training 1 (CIT 1):** CIT 1 programming provides Senior and Ambassador Girl Scouts with the foundational skills they need to serve as camp staff. Through observing and assisting with small group activities (such as song leading and games), CIT 1s learn the role of camp staff, how campers of all different ages behave, and what day-to-day activities are most effective in engaging campers.
- **Counselor in Training 2 (CIT 2):** CIT 2 programming gives Ambassador Girl Scouts the opportunity to build on the skills they learned in CIT 1. CIT 2s must have completed CIT 1 programming. CIT 2s are given more responsibility than CIT 1s, working within different units and with larger groups of campers. They learn how to support individual campers, plan and implement group activities for small and large groups, and continue to learn how to adapt to the ever-changing atmosphere of a typical day at camp.

CIT 1 Program Requirements

Purpose: Girl Scout Seniors and Ambassadors prepare to become camp counselors by role modeling for younger Girl Scouts and assisting and leading small-group activities.

Requirements: Girl Scouts complete a council CIT program through which they...

1. **Live and work in a camp community** by role modeling, helping to build a culture of belonging, and taking care of themselves.
2. **Interview, observe, and assist camp staff** throughout five activity sessions to understand different areas of camp.
3. **Practice and lead songs and games** daily with campers. Develop a resource of songs and games with their CIT unit.
4. **Do a service project with their CIT unit.** Leave camp a better place than before, such as by pulling weeds, building a new bench, or reorganizing an area of camp.
5. **Reflect on their experience**, including through daily self-reflection, group reflection, and staff evaluation at the end of camp.

Through CIT 1 programming, Girl Scouts develop these skills:

- Positive behavior modeling
- Game and activity leadership
- Teamwork
- Problem solving
- Accountability

Did You Know?

Some councils and camps offer wrangler-in-training (WIT) programs that focus on equestrian arts and how to teach them to younger campers. The CIT 1 program can be used as a strong foundation for the WIT program, as it teaches Girl Scout Seniors and Ambassadors the basics of working with and caring for children.

CIT 2 Program Requirements

Purpose: Girl Scout Ambassadors prepare to become camp counselors by leading small and large group activities and assisting staff to support individual campers.

Requirements: Girl Scouts complete a council CIT program that builds on the CIT 1 experience as they...

1. **Care for younger campers.** Spend at least half of their time with younger camp units under the supervision of camp unit staff, supporting individual campers and camper groups.
2. **Assist camp staff** throughout five activity sessions to understand the responsibilities of working in camp areas ranging from arts and crafts to the climbing wall.
3. **Plan and lead camp activities** for campers of different ages and different group sizes.
4. **Lead younger campers in planning and executing a service project** that leaves camp a better place than before.
5. **Reflect on their experience,** including through daily self-reflection, group reflection, and staff evaluation at the end of camp.

Through CIT 2 programming, Girl Scouts develop these skills:

- Conflict management
- Giving and receiving feedback
- Group leadership
- Persuasion and influencing
- Planning

Chapter 2: Building Your CIT Program

Introduction

CITs are not yet staff, but campers with additional responsibilities and opportunities for learning and growing in pursuit of one day becoming camp counselors. Depending on your council and larger program schedule, your CIT program can be planned and implemented at day or overnight camp.

To support the development and maintenance of your CIT program, this chapter looks at:

- Camp Safety and the CIT Role at Camp
- Creating Your Council's CIT Program
- CIT Registration
- CIT Accommodations at Camp
- CIT Skill Development and Training Activities
- CIT Program Schedule
- Transitioning from Camper to CIT to Camp Staff

Camp Safety & the CIT Role at Camp

When it comes to your camp's liability, remember that CITs are not considered staff—they are campers. However, as CITs take on additional responsibilities, it's important that they know what's required of them both in the day-to-day and in emergencies. In addition, as future camp staff and role models for younger campers, they need to learn that appearance and words matter.

CIT Role in Risk Management and Emergencies: Again, CITs are not considered staff—they cannot be counted in your camper-to-staff supervision ratio and should never be left alone with minors. While CITs can lead an activity, staff must always be present to provide coaching and oversight. Teach CITs your camp's emergency procedures, enabling them to assist with camper safety and security.

Professional Boundaries: Both camp staff and CITs are expected to be professional when interacting with parents, staff, campers, camp visitors, and one another. Whether they're at camp, on a field trip, or in public wearing camp attire (T-shirts, polos, sweatshirts, etc.), CITs are role models for younger campers, and what they say and do reflects on your camp as well. What's more, establishing professional boundaries is useful in limiting the types of relationships that staff have with their campers, protecting campers' personal information, clarifying roles and responsibilities in situations, and cultivating respectful relationships. At all times, CITs and camp staff should maintain professional boundaries and appearances.

Creating Your Council's CIT Program

To complete the CIT 1 and CIT 2 levels, Girl Scouts must complete the requirements outlined in this resource. Each level of a council's CIT program should:

1. **Average two weeks.** While it's suggested that programming be delivered across two consecutive weeks in a summer camp setting, the experience may be divided into multiple week-long experiences.

2. **Include the national standards provided in this resource.** By following this guidance, all CITs across Girl Scout camps receive standardized training that develops their leadership skills and prepares them for employment at Girl Scout camp. While the layout and activities of your council's program may vary, ensure that all candidates complete all of the requirements for either the CIT 1 or CIT 2 level (listed in the previous chapter).

CIT Registration

CIT registration should be part of your larger process for camp registration, with the program open and available to members through your council's regular camp registration system. Historically, some Girl Scout councils have implemented an application process as part of the CIT program; while this is okay, the national recommendation is to remove this process, as it creates additional barriers to accessing the program.

Nationally, the only requirement for either CIT level is to be at the corresponding age level (Senior or Ambassador for CIT 1, Ambassador for CIT 2), and CIT 2s must have earned the CIT 1 pin. After registration, you may want to send specialized information for the CIT program as part of CITs' camp confirmation packet.

CIT Accommodations at Camp

One of the three Girl Scout processes is cooperative learning, and the Girl Scout CIT program is a great example of this in action. (The other two processes, girl-led and learning by doing, are present as well!) Whether attending day camp or overnight camp, CITs are campers and should be organized into units with CITs of similar ages and supervised by at least two CIT-specialized staff. Together, CITs can live, learn, and have fun while becoming a source of support and joy for one another at camp.

An important difference in the expectations of a CIT and a regular camper of similar age is your camp's buddy rule. At camp, campers are not allowed to roam around camp property without supervision and must always move as part of a buddy system. This rule also applies to CITs, who must always stay with their designated buddy—though they may have more independence to move around camp as they shift responsibilities between units and activities. This is a privilege that shows staff trust CITs as they take on more hands-on responsibilities throughout the camp session.

CIT Skill Development and Training Activities

Breakdown of 2 and 3 Chapters by CIT Requirement

Section 2: CIT 1	Section 3: CIT 2
Chapter 4: Live and Work in a Camp Community	**Chapter 10:** Care for Younger Campers
Chapter 5: Interview, Observe, and Assist Camp Staff	**Chapter 11:** Assist Camp Staff
Chapter 6: Practice and Lead Songs and Games	**Chapter 12:** Plan and Lead Camp Activities
Chapter 7: Do a Service Project	**Chapter 13:** Lead a Service Project
Chapter 8: CIT 1 Reflection and Evaluation	**Chapter 14:** CIT 2 Reflection and Evaluation

CIT Program Schedule

When developing your own CIT program, please feel free to substitute the included activities with others that better suit your council, camp, or CITs. While it's important that your program fulfills all requirements, the activities, schedule, and modes of learning can vary. Below is a suggested schedule for CIT 1 and CIT 2 programming across two weeks at an overnight summer camp. This can be adjusted to accommodate your particular camp or council.

Suggested CIT Program Timeline

Program	**Week 1 Objectives:** CITs will...	**Week 2 Objectives:** CITs will...
CIT 1	■ Learn about the role of CITs and set goals for the camp session. ■ Learn the stages of each camper age group (Daisy through Cadette) and how they act. ■ Observe and interview camp staff. ■ Participate in daily camp activities. ■ Learn and practice camp traditions such as flag ceremonies and campfires. ■ Decide on a service project and create a plan as a CIT unit.	■ Lead small group activities such as songs and games every day. ■ Assist camp unit staff and work with younger campers over five activity sessions. ■ Develop a camp song and game box or binder as a CIT unit. ■ Do the service project as a CIT unit. ■ Complete CIT 1 final self-reflection and evaluation with camp staff.
CIT 2	■ Support CIT 1s in learning about camp and set individual goals for the camp session. ■ Spend half of each day with a CIT 2 buddy as assigned unit helpers, supporting individual campers and the unit as a group. ■ Assist staff with two to three activity sessions. ■ Plan and lead camp activities and traditions such as flag ceremonies and campfires. ■ Decide on a service project for younger campers and create a plan with them.	■ Reflect on what you did in week one and find ways to improve as you do it again in week two. ■ Lead younger campers to do the service project. ■ Complete CIT 2 final self-reflection and evaluation with camp staff.

No matter how you set up your program schedule, make sure to:

- **Reflect.** Schedule a daily group reflection to discuss and reflect on the activities CITs participated in.
- **Evaluate.** Check in regularly with camp staff to understand how CITs have performed in their roles.
- **Have fun.** Organize down time and group activities for CITs—remember they're still campers!

Tip: Use your program schedule as an example, to serve as a foundation to help campers' and CITs' create personal routines at camp, such as showering, brushing teeth, and changing clothes. Helping CITs make these routines their own can contribute to their well-being by helping them plan ahead and approach each day with less anxiety.

SECTION 2:

CIT Level 1

Chapter 3: Introduction to CIT 1

Introduction

CIT 1s are Girl Scout Seniors and Ambassadors who are beginning their journey toward working at a Girl Scout camp. As they complete this level, they're expected to learn the basic skills needed to serve as camp staff and engage younger campers in camp activities. This includes knowing what Girl Scout camp is all about and what their role and expectations are as CITs.

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, pages 2–3**

Support these burgeoning counselors as they learn what it means to be a CIT and grow in their responsibilities throughout the camp session. When challenges occur, remind CITs of any expectations for their role and how they should interact with campers, staff, and other CITs. As needed, refer to your camp's Camper Behavior Management Policy (or the equivalent).

To begin, share a summary of your CIT 1 programming and requirements so CITs know what to expect from the camp session. Let them know they will be evaluated on their performance at the end of the camp session. (See chapter 8 for more information if needed.)

Then, review the following with CITs, conducting drills as possible and if necessary:

- CITs' role as campers and counselors in training (*not* camp staff)
  - ☐ Camp rules and any altered or additional rules specific to CITs
  - ☐ Emergency procedures, including what CITs are expected to do in emergency situations; this includes aquatic and equestrian emergency procedures if your camp includes LITs (lifeguards in training) and/or WITs (wranglers in training)
- Expectations regarding behavior and dress code around campers, staff, and caregivers

CITs may participate in a role-play to understand what is and what is not allowed at camp. For example, write different camp scenarios on strips of paper (or invite CITs to brainstorm scenarios), such as instances where appropriate boundaries, safety protocols, and emergency procedures are and are not followed. Once everyone has added their ideas, a CIT can select a strip to read aloud and the rest of the group can decide if the situation constitutes a green light (all good!), yellow light (be cautious!), or red light (100% not okay!). Make sure to let everyone share their ideas before explaining any related camp rules or expectations and what the consequences could be of not following them.

Chapter 4: Live and Work in a Camp Community

Introduction

CITs are part of many different camp communities: in community with their CIT unit, supporting different camp units and camper activities, and part of the all-camp community. As they transition from their past role as a camper exclusively and into their new role as CIT, they'll be tasked with leading traditions, upholding the values of your camp community, and serving as role models for younger campers. At the same time, they'll be navigating their own experiences and relationships with each other.

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, page 3**

During camp, CITs may also experience and/or need to process stressful situations such as:

- **Feeling overwhelmed or unsure of their new responsibilities**—needing support to balance their responsibilities and tasks efficiently while still trying to have fun and make friends.
- **Facing their own changing relationships**, including friendships and even romantic relationships. CITs also may encounter situations such as favoritism, cliques, tension bullying, and other social situations.
- **Supporting or witnessing difficult camper situations**, such as a bathroom accident, panic attack, or injury. While it's not the CIT's responsibility to handle the issue, they'll need skills to help them process it.
- **Ruminating or dwelling on distressing thoughts and emotions.** Instead of problem solving, ruminating takes individuals out of the present moment and exacerbates their distress. CITs can be encouraged to address issues rather than ruminate on them—consider homesickness, which can often be resolved by reflecting on enjoyable activities and positive moments at camp.

Form a community circle with CITs to discuss and do any training activities that emphasize the following.

Camp Traditions: Introduce the importance of building your camp community by teaching CITs the history of your camp, its traditions, and how to plan and carry them out. While traditions will vary for each camp, the *CIT Guide for Girl Scouts* includes a list of traditions that are common across many Girl Scout camps.

Being a Role Model for Younger Campers: Discuss the importance of role models, asking CITs to share their own role models and what qualities they admire in them. Through the discussion, create a list of qualities of a role model, such as integrity, empathy, and responsibility. Then brainstorm how CITs can exhibit these qualities throughout their time at camp. Use the list of tips in the *CIT Guide for Girl Scouts* for ideas. Remind CIT's that though they aren't staff yet, younger campers will be watching them and mimicking the behavior they see.

Building Community at Camp: Go over community contracts, community circles, and any other community communication methods used by your camp. Then support CITs to create a community contract for their CIT unit. Ask questions like: "What

is important for you to feel comfortable and safe at camp?"; "What do you think is important for campers to feel comfortable and safe at camp?"; and "What are some guidelines you follow at school or in your troop that could be helpful here at camp?" After, post the community contract where the group can refer to it as issues arise.

Caring for Oneself While at Camp: To help CITs manage their tasks, priorities, and any stressful situations that arise, teach them about time management and how to apply coping skills. You might show them how to create to-do lists, make prioritization matrixes, or fill out a blank camp schedule with their own personal schedules, integrating daily coping skills and reflection into their routines. For teaching coping skills, what works best will vary from person to person—the *CIT Guide for Girl Scouts* offers several ideas, including a coping toolbox and the 5-4-3-2-1 mindfulness technique.

Throughout the Camp Session

Help CITs emulate and live out your camp's values every day while making camp an inclusive and fun place for all. They'll also need your guidance, feedback, and reminders to take care of themselves. Support them when they're feeling overwhelmed, and make sure to always give clear instructions (such as timing for the start and end of an activity). You can encourage them to ask for suggestions or help as needed and remember to take care of their body (hydrate, eat, shower, etc.). These things may seem simple but take time and practice to learn. Finally, support CITs in reflecting on their experiences and practicing their coping skills daily, individually, and even together as a group during a CIT community circle. Check in periodically to see if the group wants or needs to add or update anything in the community contract.

Note: As a Movement committed to diversity, equity, inclusion, and racial justice, periodically evaluate and update your camp's traditions and practices.

Chapter 5: Interview, Observe, and Assist Camp Staff

Introduction

The primary role of a CIT is to learn the skills it takes to be a counselor at Girl Scout camp. They can also gain additional training and experience to support camp activities such as horseback riding, waterfront activities, and more. Throughout the camp session, CITs should work with unit counselors and camp staff over five or more activity sessions to understand the responsibilities of caring for campers and engaging them in camp activities. They can support any activity, from arts and crafts to canoeing.

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, page 7**

Through the five sessions, CIT 1s should:
1) conduct one or more interviews with camp staff,
2) observe two or more activity sessions, and
3) assist with two or more activity sessions.

Discuss the role of a unit counselor and other camp staff positions with CITs. If needed, the *CIT Guide for Girl Scouts* includes a sample unit counselor job description. Some other areas that CITs might gain experience in are:

- Kitchen (culinary, food safety, daily tasks)
- Aquatics (safety, cleaning, daily tasks)
- Maintenance (daily responsibilities, overview)
- Program (daily responsibilities, cleanup, preparations)
- Camp store (daily tasks, basic operations)
- Upper management/support (daily tasks, supervising staff, ensuring safety protocols are followed, budgeting, securing vendors)
- Health (daily tasks, supervised managing collection and distribution of meds, treating injuries, communicating with parents and staff, monitoring health of camp community—though take care not to violate HIPPA)

While CIT roles and expectations will vary each camp's specialties, generally, CITs:

- Are not allowed in specialty areas without a staff member trained in the specialty.
- Must listen to instructions from staff members and follow all safety rules.
- Are role models for campers while in the specialty area.

CIT Roles and Expectations for Specialty Areas

All CITs require supervision by specialty area staff at all times.

Specialty Area	**What CITs Can Do:** CITs can...	**Safety and Training:** CITs should...
Swimming	■ Lead the introduction of waterfront rules. ■ Play water games with younger camper groups. ■ Lead games and activities, such as sandcastle building, on the beach for campers who don't want to swim.	■ Be a strong swimmer. ■ Be 15+ years of age and certified in lifeguard training.* ***Note:*** *Some states allow watchers to be under 18, but they cannot be under 16.*
Boating and Paddle Sports	■ Take younger camper groups out on the water and be at the stern of the boat. ■ Lead the introduction of waterfront rules and paddle instructions (under the guidance of waterfront staff). ■ Lead games while on the water with younger campers.	■ Meet with the waterfront director or boat specialist to go over small craft safety and more advanced paddling techniques.
Ropes and Challenge Courses	■ Learn about the challenge course and help with parts of setup (under the supervision of ropes staff). ■ Assist with the introduction of rules and expectations of the challenge course to camper groups.	■ Know (or learn) how to belay and tie basic climbing knots. ***Note:*** *A trained staff member must be present and actively supervising CITs while they're belaying.*
Archery	■ Lead games for campers not directly participating in archery. ■ Assist in archery sessions with younger campers (under the supervision of archery staff).	■ Know (or learn) how to handle bows and arrows and target sports range safety. ***Note:*** *A trained staff member must be present and actively supervising CITs while they're teaching archery.*
Horseback Riding	■ Assist with the care of the camp's horses and maintain barn equipment. ■ If meeting the council's WIT requirements, build on their riding skills and techniques. ■ If 16+ years old, assist riding instructors.	■ Be advanced riders and comfortable around horses. ■ Meet with the wrangler or riding director to learn about the horses, participation requirements, and the stables or barn and its setup.
Sailing	■ Assist with the care and maintenance of sailboats and equipment. ■ Take younger campers out on a free sail while the CIT skippers the boat. ■ Continue to build on their sailing skills and techniques.	■ Be advanced sailors, comfortable out on the water, and excellent swimmers. ■ Meet with the waterfront director to learn basic sailing instruction. ***Note:*** *The waterfront director should determine when CITs are ready to assist with beginner sailing lessons.*
First Aid	■ Recognize specific behavior of campers when they are feeling unwell and what steps to take next. ■ Treat minor injuries.	■ Know basic first aid. If there's a trained staff member, have CITs complete a first aid and CPR course.*

* *Many programs offer hybrid courses, which require participants to watch videos and answer quizzes, so a strong internet connection and access to computers is needed.*

Did You Know? Some councils and camps support all their CITs to become certified in first aid and CPR, just like camp counselors! Consider this when building your budget and program.

Next, explain the opportunities available for CITs to practice working in various positions throughout the camp session, including observations, interviews, and shadowing experiences.

1. **Interview:** Interviews help CITs learn more about staff roles at camp as they talk with various camp staff members about their own career paths and experiences at camp. Help CITs choose staff members for their interview(s). For example, they might interview specialty staff in an area they're interested in or a unit staff member who works with the age of campers they wish to work with. During the interview, CITs can take notes to later debrief on with camp staff and/or CIT staff.

2. **Observe:** When observing, CITs are simply there to watch and understand what the staff member is doing while on the job—they aren't there to assist. Observations can take place in any area of camp (not just camper units) and should last for at least an hour. Make sure all staff being observed are informed about it and give consent. If they'd like, observed staff can also share information about, and their role in, the activity underway. CITs can take notes to later debrief on with the camp staff and/or CIT staff. If there's time after the hour of observation, CITs may assist for the remainder of the activity. (Make sure to go over the difference between assisting and observing!)

3. **Shadow (Assist):** When shadowing, CITs assist counselors and support staff members throughout an activity. Before shadowing, CITs should meet with camp staff for an introduction to the area and the expectations for their role, to learn the participation requirements, and to see how the area is set up. They should also be aware of any related Safety Activity Checkpoints or other safety requirements. During the session, CITs can act as assistants, with their main objective to see how the activity runs. If there are multiple CITs shadowing at once, they can take turns observing and assisting, rotating about every 15 minutes. After, CITs should have a conversation with the CIT staff who observed them to discuss any questions as well as the CIT's strengths and areas for growth.

Finally, have CITs share what roles they think they're interested in exploring and let them know how to schedule their five activity sessions, including 1+ interviews, 2+ observation sessions, and 2+ shadowing sessions. As necessary, support CITs in taking additional trainings to ensure they have any certifications and/or knowledge needed for assisting or leading an activity (especially for any specialty areas).

Throughout the Camp Session

CITs should work with unit counselors and camp staff over five or more activity sessions as they:
1) conduct one or more interviews with camp staff,
2) observe two or more activity sessions, and
3) assist with two or more activity sessions (details outlined earlier in this section).

While supporting camp staff, CITs can practice accountability by following directions, being reliable, maintaining a positive attitude, and taking notes to record their thoughts and questions. Camp staff supervising CITs should meet with CITs following any session to discuss their thoughts and questions and to evaluate each CIT's performance (when assisting).

Chapter 6: Practice and Lead Songs and Games

Introduction

CITs should be assigned to support units of campers (Daisies through Cadettes; Seniors and Ambassadors are too close in age so should not be assigned CITs) in all camp activities. This way, CITs are exposed to many different types of situations, from what happens with the campers at mealtime to what can happen on a hike or even a field trip. They should be familiar with each age group, what the Girl Scout Leadership Experience (GSLE) is, and why it's important at camp.

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, pages 8–15**

CITs are also responsible for assisting with large group and all-camp activities as well as leading songs and games each day. They'll work as a team to develop a collection of camp songs and games using Girl Scout resources.

Gather CITs to learn about campers of different ages and stages:

1. Review the table (outlining the GSLE and outlining the GSLE for each Girl Scout level, Daisy through Cadette) in the *CIT Guide for Girl Scouts*.
2. Divide into four groups and assign each group a Girl Scout level (Daisy, Brownie, Junior, or Cadette) to create a visual representation (on butcher paper or posterboard, with sidewalk chalk, or anything else) of a camper of that age using the information in the *CIT Guide for Girl Scouts*.
3. Have groups share what they made with the CIT unit and explain the characteristics and needs of their camper.

Then, let CITs know they're expected to practice and lead songs and games for campers each day as well as develop a camp song and game box or binder that can be used by a CIT or camp counselor, or in any kind of childcare profession. They'll need to learn the songs and games that are important to your camp, how and when they're used, and how to teach each song or game. To prepare them:

1. Have the group identify camp activities (songs and games).
2. Go over your camp's most important songs and games, making sure CITs learn each song the way your camp sings it and each game the way your camp plays it.

To help CITs, tips and teaching methods for leading songs and games as well as a variety of team-building and large group/all-camp activities can be found in the *CIT Guide for Girl Scouts*.

Throughout the Camp Session

The best way to teach CITs how to learn songs and games is to set the tone (no pun intended) from day one. Sing songs with them before their first meal. Play table games to make meals more fun. Gather together before bedtime for nighttime songs. If you have CIT 2s, they can support CIT 1s with song leading. CITs will also be involved in planning and leading large group activities for campers, collaborating with others, and leveraging what they know about campers to tailor activities to suit campers' interests and needs.

Finally, CITs will learn, observe, lead, and participate in all different songs and games throughout their camp session. A great way to help CIT 1s remember the songs and games they learn is to have them work together to build a song and game box or binder. This is a tool they can use as a CIT 2 or counselor, or in any kind of childcare career. While it's recommended that they include at least 10 songs and games for each level (Daisy through Cadette), the more they can include, the better and more useful the tool will be!

Chapter 7: Do a Service Project

Introduction

For over 100 years, Girl Scouts have taken action in the outdoors to protect the planet and become environmental stewards. Part of being a Girl Scout is making the world a better place, and it's no different for CITs!

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, page 16**

During their camp session, CITs should work together in their CIT unit to plan and execute a service project with the goal of leaving camp a better place than when they arrived. The focus of this requirement should not be the result of the project (of course, impact and need are still important!), but instead on creating a project together as a unit, building CITs' skills related to teamwork and problem-solving.

At the start of the camp session, introduce CITs to the importance of service in Girl Scouting. Let them know that service is a tradition as old as Girl Scouts itself and that leaving a place better than you found it is an important part of being both a Girl Scout and someone who cares about other people and the planet.

Discuss the program requirement with CITs and any initial ideas they might have for their service project. Let them know they'll be starting conversations and planning for the project soon and that the project will need to be completed by the end of the camp session.

Throughout the Camp Session

In the first half of the camp session, support CITs to explore camp and identify small problems or issues that they may be able to address with their service project. For example, you might ask CITs for ideas and updates as part of their daily group reflection. Help them schedule meetings with the camp director, ranger, and any other staff who can share with them what's important to the camp and what kind of service project might be most useful.

About halfway through the camp session, support CITs in deciding on and planning one service project as a group, using what they know about their camp and its needs, and their campers. For example, they might pull weeds from a garden, plant a rain garden to help with erosion, paint a fence to preserve the wood, or build new benches for the program area. Encourage the CITs to self-manage and use relevant skills they've learned, such as teamwork, time management, and communication, to plan the project. Help them decide on roles and create a to-do list, timeline, materials list, and anything else they might need for the project.

Finally, support CITs in following their plan and executing their service project. Throughout, help them work together as a team and experience how fun and meaningful it can be to give back to your community with others.

Chapter 8: CIT 1 Reflection and Evaluation

Introduction

Girl Scout camp days often begin and end with reflection activities for campers and CITs, to help them think about the challenges they've faced, how they've grown, and what they're excited for. These moments can help campers and CITs process their camp experience; develop critical thinking, self-awareness, and mindfulness skills; and facilitate personal growth. What's more, to earn CIT pins, CITs must reflect on their experience and participate in a final CIT 1 and CIT 2 performance conversation with the camp director, CIT director, and/or other camp staff.

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, page 17**

More than just a program requirement, building in daily reflection and evaluation as part of your council or camp's CIT program can help CITs feel better prepared to take on any challenges and opportunities during the current camp session and as future camp staff.

To support CIT reflection and evaluation, this chapter looks at:

- Daily Reflection and Evaluation
- Final Performance Conversations

Daily Reflection and Evaluation

There are four ways this happens every day at camp.

1. **CIT Debrief with Camp Staff:** After each activity session they observe, assist, or lead, CITs should debrief with the camp staff who led or supervised the activity—sharing their ideas, asking any questions, and discussing their performance (if assisting or leading the activity). For more information, see chapter 5.
2. **CIT Staff and Camp Staff Conversation:** Each day, CIT staff should check in with any camp staff who worked with CITs that day to understand each CIT's performance and solve any potential issues before they escalate (e.g., managing a CIT's performance, supporting group dynamics).
3. **CIT Self-Reflection:** Self-reflection can help CITs process their experience at camp while better understanding their own skills, talents, interests, and areas for growth. At the beginning of the camp session, support CITs in exploring their interests and creating goals for the camp session. Throughout the session, encourage CITs to take time to reflect daily, using a practice of their choice such as journaling or meditation.
4. **CIT Unit Reflection:** Daily group reflections help foster a culture of community, sisterhood, and continuous improvement. CITs can connect with one another while talking about their challenges and successes. At the start of the day, reflection time can serve a practical purpose; for example, participants might go over the day's schedule

and address any questions. At the end of day, group members can debrief one another on their experiences, offering everyone the space to share their feelings, learn from their peers, and develop essential interpersonal skills. Group reflection might be done in a community circle (see chapter 4 for more), and you might even find somewhere unique to do it each day of camp.

Final Performance Conversations

At the end of the camp session, each CIT either completes the program and earns the CIT 1 pin or has not fulfilled the requirements and needs to repeat the training program. Hold an individual performance conversation with each CIT to reflect on their progression throughout their time at camp, highlight their achievements, and identify areas for improvement.

Before the conversation, gather feedback from camp staff to evaluate each CIT's performance. CITs can also reflect on their entire experience using the questions in the *CIT Guide for Girl Scouts* (or your camp's equivalent process). The conversation can then center on several relevant questions.

- **Performance:** How did the CIT perform in their role throughout the summer? How did they grow into a leader within the camp community?
- **Interest Areas:** What areas did the CIT explore? What age groups did they work with? Which were their favorites and why?
- **Skill Development:** What skills did the CIT develop throughout the session? What areas could be improved?
- **Accomplishments:** Did the CIT fulfill each program requirement? What were some specific accomplishments?
- **Improving Your CIT Program:** How can the CIT program be improved? What would make the CIT experience even better?

At the end of the discussion, if the Girl Scout has met all of the CIT 1 requirements, then they have completed the level and earned their pin. CITs who did not meet the requirements may choose to repeat the session (if the council approves).

Following the camp session, share information with CITs who have completed the level about how they can continue their leadership journey at camp, and support those who did not complete the level in deciding if and when they'll repeat the session.

Throughout the Camp Session

Camp staff can help nurture a supportive environment in which CITs can grow their aspirations and refine their skills. Encourage CITs to regularly reflect individually (such as by journaling or meditating) and as a CIT unit on their experience while at camp, noting what skills they've learned, their strengths, and areas for improvement. Resources such as the *CIT Guide for Girl Scouts* offer tips for successfully navigating the camp session and CIT program.

SECTION 3:

CIT Level 2

Chapter 9: Introduction to CIT 2

Introduction

Girl Scouts' CIT 2 programming furthers the leadership journey at camp for Girl Scout Ambassadors who have already completed the CIT 1 level. To become a CIT 2, Girl Scout Ambassadors should build on their experience from CIT 1 by leading activities and assisting staff to support camper groups of all sizes.

With an emphasis on hands-on experience, CIT 2s learn under the guidance of camp staff as they directly engage with and support younger campers. They care for campers, including by learning group management techniques and assisting in conflict resolution. They also plan and lead camp activities, including a service project with younger campers.

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, page 18**

This chapter includes a summary of CIT 1 concepts and important reminders for council and camp staff facilitating CIT 2 programming. For more information on these topics, see "Camp Safety and the CIT Role at Camp" in chapter 2 and CIT 1 concepts in section 2.

Reminders for Council and Camp Staff Facilitating the CIT 2 Program

CITs and Camper to Staff Ratio: Remember, CITs are not considered staff. That means they cannot be counted toward the supervision ratios you are required to meet and should never be left alone with minors. While it's OK for a CIT to take the lead in an activity, staff must always be present to provide coaching and oversight.

To begin, share a summary of your CIT 2 requirements so CITs know what to expect from the camp session. Next, provide a quick review of what the CIT 2s did during their previous (CIT 1) camp session. They can reflect on their experience as CIT 1s to inspire ideas for their camp session as CIT 2s. Use the table on the following page to review any important concepts related to the CIT 1 requirements.

CIT II

Summary of CIT 1 Concepts		
Chapter	**Requirement**	**Concepts Included**
4	**Live and work in a camp community**.	Camp basics (Promise and Law, camp traditions, CIT role), community contracts, community circles, coping skills, time management
5	**Interview, observe, and assist camp staff**.	Role of unit counselor and other camp staff, any required specialty trainings, observations, interviewing, assisting
6	**Practice and lead songs and games**.	GSLE, ages and stages of campers, song leading, common songs and games at your camp
7	**Do a service project**.	Importance of service and giving back, teamwork and communication, designing something to help others
8	**Reflect on the experience**.	Giving and receiving feedback, self-reflection, performance evaluation

Finally, review the following with your CITs, conducting drills as needed:

- Their role as campers (*not* camp staff)
- Camp rules and any altered or additional rules specific to CITs
  - Expectations regarding behavior and dress code around campers, staff, and caregivers
  - What CITs are expected to do to enforce the rules with campers
- Emergency procedures, including what CITs are expected to do in emergency situations; this includes aquatic and equestrian emergency procedures if your camp includes LITs (lifeguards in training) and/or WITs (wranglers in training)

Chapter 10: Care for Younger Campers

Introduction

By understanding where campers are at developmentally and the dynamics of a camper group, CITs can better assist camp staff, and even lead activities. Through these opportunities, CITs not only enhance their leadership skills but also cultivate a sense of teamwork and mutual respect among campers, creating a positive and enriching camp environment for all.

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, pages 19–24**

For more information on role modeling (first learned in CIT 1), check out chapter 5.

Review the GSLE and GSLE by level in the *CIT Guide for Girl Scouts* with CITs and invite them to share knowledge and experience with each level from their time as a CIT 1. Then explain to CITs their role, expectations, and limitations when supporting and caring for campers (what to do, what not to do, who to escalate issues to, etc.).

Through the discussion, invite CITs to share camp and out-of-camp situations where they've encountered conflict, how it made them feel, and how (and if) the conflict was resolved. Highlight how CITs can support both individual campers' and groups' changing needs, from first getting to know one another to encountering conflict or reaching a group decision. The *CIT Guide for Girl Scouts* includes group management activities, including icebreakers, dialogue starters, and practices that support decision-making, processing, and reflection. If you have time, do several activities from the lists, taking turns facilitating.

Finally, have CITs improvise two "yes, and?" scenarios: the worst and best camp days ever. Invite them to each add an idea into each scene, acting out different roles such as counselor, CIT, and camper. After, discuss what the characters did that helped or made the situation more difficult, such as implementing group management techniques, aiding in conflict resolution, asking for help, actively listening, or making the environment more inclusive and welcoming to all. Remind CITs that their goal should always be to make sure everyone is having the best experience possible. Encourage them to intervene early to prevent any situations from escalating and to involve camp leadership when necessary.

Throughout the Camp Session

Whether planning a skit, organizing a service project, or resolving a conflict with campers, CITs can help foster creativity, collaboration, and inclusivity. They can encourage campers to share their ideas, actively listen to their perspectives, and guide them through the activity process.

As needed, help CITs practice supporting individuals and camper groups, reminding them of their role as CIT and their goal to always make sure everyone is having the best experience possible at camp.

Chapter 11: Assist Camp Staff

Introduction

The primary role of a CIT is to learn the skills required to be a counselor at Girl Scout camp, including leading camp activities such as horseback riding, archery, and more. In CIT 1, CITs learned the basics of different camp areas through conducting interviews, observing, and shadowing. (See chapter 6 for more information.) CIT 2s build on this experience by assisting camp staff in their roles over five activity sessions.

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, page 25**

Before meeting with CITs, make sure to meet with camp leaders who can share an updated staff list of camp areas, including any specialty areas. Review and brainstorm what opportunities are available for CITs to assist camp staff, meeting with camp leadership and staff from the respective areas to confirm.

When introducing this requirement to CITs, explain the different opportunities available for them to assist camp staff. Then have CITs share what roles they're interested in exploring and let them know how to schedule their five activity sessions.

As necessary, support CITs in taking any additional trainings required for their roles when assisting or leading an activity. (See chapter 6 for more information.)

Throughout the Camp Session

CITs should assist unit counselors and camp staff over five or more activity sessions to understand the responsibilities of working with campers in areas ranging from arts and crafts to the climbing wall.

Then, following the activity, the staff member can lead a debriefing session with each CIT to discuss their experience and performance and answer any questions the CIT may have. Camp staff (especially CIT staff) should also encourage CITs to reflect on their performance as part of their daily individual and group reflection.

Chapter 12: Plan and Lead Camp Activities

Introduction

Throughout the camp session, CITs will plan and lead camp activities for younger campers. They'll learn how to create memorable experiences for campers while also contributing to the overall success of your camp program.

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, page 26**

Before the program begins, check on your camp's procedures for planning an activity and find a camp program description to later share with CITs. If possible, meet with the camp director to discuss the possibility of scheduling CIT-designed and led activities.

Then, with CITs, share your experience planning activities and programs. For example, what's been your favorite, most memorable, and most difficult experiences? What went into planning each? As you can, mention different camp activities available at your camp, especially those that CITs will be able to plan and lead. Next, share the camp program description with CITs and go over "How to Plan a Camp Activity" in the *CIT Guide for Girl Scouts*. Then divide CITs into small groups, assigning each a grade level(s) and number of camper(s) to plan an activity that fits within your camp's program theme.

As they begin, support the small groups in deciding on an activity before planning who will do what: who will gather supplies, who will make the event announcement to the rest of camp, etc. You might even have them fill out your camp's program request form (if applicable) with supplies. And because unexpected things can happen at camp, have the CITs also plan what to do if a rainy day occurs. After, have the small groups come together and present their activities for feedback.

Throughout the Camp Session

If possible, support CITs in leading their planned activity with campers under the guidance of camp staff. Support CITs in brainstorming, planning, and leading other activities regularly. Remember that while CITs may lead, they must be supervised by camp staff at all times.

Tip: If the group needs help brainstorming or deciding on an activity, encourage them to try one of the techniques in the *CIT Guide for Girl Scouts*.

Chapter 13: Lead a Service Project

Introduction

For over 100 years, Girl Scouts have taken action in the outdoors to protect the planet and become environmental stewards. Part of being a Girl Scout is making the world a better place, and it's no different for CITs!

As CIT 1s, Girl Scouts worked in their CIT unit to do a service project, highlighting their skills in teamwork, communication, and problem-solving. Now, as CIT 2s, Girl Scouts can take the lead and include campers in their service project. This allows them to use their growing camper and group management skills as they support and teach campers the importance of leaving camp a better place than when they arrived.

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, page 27**

NOTE: The focus of this requirement should not be the result of the project (of course, impact and need are still important!), but instead on building CITs' skills around group management. Support them in finding a project that's simple but meaningful to lead a group of younger campers through.

At the start of the camp session, introduce CITs to the importance of service in Girl Scouting. Let them know that service is a tradition as old as Girl Scouts itself and that leaving a place better than you found it is an important part of being both a Girl Scout and someone who cares about other people and the planet.

Discuss the program requirement with CITs and any initial ideas they might have for their service project. Let them know they'll be starting conversations and planning for the project soon, with both camp staff and campers, and that the project will need to be completed by the end of the camp session.

Throughout the Camp Session

In the first half of the camp session, support CITs in exploring camp and identifying small problems or issues that they may be able to address with their service project. For example, you might ask CITs for ideas and updates as part of their daily group reflection. Help them schedule meetings with the camp director, ranger, and any other staff who can share what's important to the camp and what kind of service project might be most useful.

About halfway through the camp session, support CITs in deciding on and planning one service project to lead with younger campers as a group, using what they know about their camp and its needs, and their campers. For example, they might pull weeds from a garden, plant a rain garden to help with erosion, paint a fence to preserve the wood, or build new benches for the program area. Then encourage CITs to use skills they've learned around planning activities, group leadership, supporting campers, and even conflict resolution (as needed) to plan the project. Help them to decide on roles and use group management activities to help themselves and/or the campers create a to-do list, timeline, materials list, and anything else they might need for the project.

Finally, support CITs in incorporating and guiding campers, following their plan, and executing their service project. Throughout, encourage them to take the lead, help younger campers work together as a team, and experience how fun and meaningful it can be to give back to your community with others.

Chapter 14: CIT 2 Reflection and Evaluation

Introduction

Girl Scout camp days often begin and end with reflection activities for campers and CITs to help them think about the challenges they've faced, how they've grown, and what they're excited for. These moments can help campers and CITs process their camp experience; develop critical thinking, self-awareness, and mindfulness skills; and facilitate personal growth. What's more, to earn CIT pins, CITs must reflect on their experience and participate in a final CIT 2 performance conversation with the camp director, CIT director, and/or other camp staff.

Reference
***Counselor-in-Training (CIT) Handbook for Girl Scouts*, page 28**

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To support CIT reflection and evaluation, this chapter looks at:

- Daily Reflection and Evaluation
- Final Performance Conversations

Daily Reflection and Evaluation

There are four ways this happens every day at camp.

1. **CIT Debrief with Camp Staff:** After each activity session they assist or lead, CITs should debrief with the camp staff who supervised the activity to share their ideas and ask any questions. The staff can also share their observations of the CIT's performance, including strengths and areas for improvement. For more information, see chapter 11.
2. **CIT Staff and Camp Staff Conversation:** Each day, CIT staff should check in with any camp staff who worked with CITs that day to understand each CIT's performance and solve any potential issues before they escalate (e.g., managing a CIT's performance, supporting group dynamics).
3. **CIT Self-Reflection:** Self-reflection can help CITs process their experience at camp while better understanding their own skills, talents, interests, and areas for growth. At the beginning of the camp session, support CITs in exploring their interests and creating goals for the camp session. Throughout the session, encourage CITs to take time to reflect daily, using a practice of their choice such as journaling or meditation.
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might be done in a community circle (see chapter 4 for more), and you might even find somewhere unique to do it each day of camp.

Final Performance Conversations

At the end of the camp session, each CIT has either met the requirements and earns the CIT 2 pin or has not fulfilled the requirements and may repeat the training session. Hold an individual performance conversation with each CIT to reflect on their progression throughout their time at camp, highlight their achievements, and identify areas for improvement.

Before the conversation, gather feedback from camp staff to evaluate each CIT's performance. CITs can also reflect on their entire experience using the questions in the *CIT Guide for Girl Scouts* (or your camp's equivalent process). The conversation can then center on several relevant questions.

- **Performance:** How did the CIT perform in their role throughout the summer? How did they grow into a leader within the camp community?
- **Interest Areas:** What activities did the CIT lead? What age groups did they work with? Which were their favorite and why?
- **Skill Development:** What skills did the CIT develop throughout the session? What areas could be improved?
- **Accomplishments and Their Future:** Did the CIT fulfill each requirement? What were some of their specific accomplishments? Do they want to be a camp counselor in the future?
- **Improving Your CIT Program:** How can the CIT program be improved? What would make the CIT experience even better?

At the end of the discussion, if the Girl Scout has met all of the requirements to move up to the next level (junior counselor or counselor, depending on age and camp), then they have completed the level and earned the CIT 2 pin. CITs who did not meet the requirements may choose to repeat the session (if the council approves) or can be encouraged to try another camp program such as a wrangler-in-training (WIT) or adventure program.

Following the camp session, share information with newly awarded CITs about how they can continue on their leadership journey to becoming camp professionals.

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