



Preparing Teen Mentors

Cadette Program Aide

Facilitator's Guide

girl scouts 
of northern california





Preparing Teen Mentors

Cadette Program Aide

When girls guide or teach others, they act as mentors. An exciting part of a Girl Scout's leadership development, teen mentoring is a win-win proposition. As teen mentors, Girl Scout Cadettes, gain experience by sharing skills, testing knowledge, and trying out new leadership roles. For the girls being mentored, it means a chance to be with and learn from teens – some of their favorite people!

Cadettes who earn the Program Aide mentoring award are given a special opportunity to serve as champions for the Girl Scout Leadership Experience. As they serve in their roles, they can help make people aware of Girl Scouting's goal to deliver fun with purpose: enjoyable and challenging activities that help girls' leadership in their daily lives and in the world.

As you facilitate the Cadette Program Aide training you will frame your efforts in the context of the Girl Scout Leadership Experience, which engages girls in discovering themselves, connecting with others, and taking action to make the world a better place. Throughout the training you will engage the girls in understanding the three keys to leadership, explore how the Leadership Experience relates to everyday life, and inspire girls to think about ways to serve as leaders in the world. The more teens consciously step into the Girl Scout Leadership Experience, the more they will want to encourage younger girls to think for themselves as leaders as well.

Requirements

To earn the Cadette Program Aide, a sixth-, seventh-, or eighth-grade girl must:

- Register as a member of Girl Scouts of the USA.
- Complete the LiA award **prior** to taking a Council-approved Program Aide training. LiA is the prerequisite for Program Aide. Pre means before and requisite means required. This means that the LiA **must** be completed prior to attending 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.



Training Agenda

1. Introduction (20 minutes)
2. What is a Cadette Program Aide? (10 minutes)
3. The Leader in You (40 minutes)
4. Understanding the Girl Scout Leadership Experience (25 minutes)
5. Girl Development (60 minutes)
6. Break (10 minutes)
7. Group Dynamics (25 minutes)
8. Lunch (30 minutes)
9. Journeys (75 minutes)
10. High Quality Experiences (45 minutes)
11. Break (10 minutes)
12. Personalization (15 minutes)
13. Safety (45 minutes)
14. Wrap Up and Evaluation (15 minutes)

Supplies

1. Nametags
2. Flip charts/butcher paper
3. Copies of Cadette Program Aide Activity book
4. Paper for collage
5. Collage materials
6. Pencils
7. Markers
8. Role play cards (conflict resolution and girl development)
9. Tape
10. Copies of page 40 and 62 of the Cadette aMAZE Journey girl book
11. Girl and adult Daisy, Brownie, and Junior Journey guides (at least 1 set per 4 girls)
12. Blank paper for Me and My Girl Worlds activity
13. Snacks

Introduction

(20 minutes)

1. Provide nametags for each girl and adult attending.
2. Introduce yourself and anyone helping you lead the training.
3. Go through the logistics:
 - Bathrooms
 - Water fountains
 - Emergency procedures, etc.
 - Cell phones on vibrate and away
4. Have the girls play a name game to get to know one another, particularly if they haven't worked together before.

What is a Cadette Program Aide?

(10 minutes)

Objective: At the end of the session girls will be able to describe what their job is as a Program Aide, list what they cannot do as a Program Aide, describe how to work with adult guides and explain why it is important for them to be a role model to the girls they are working with.

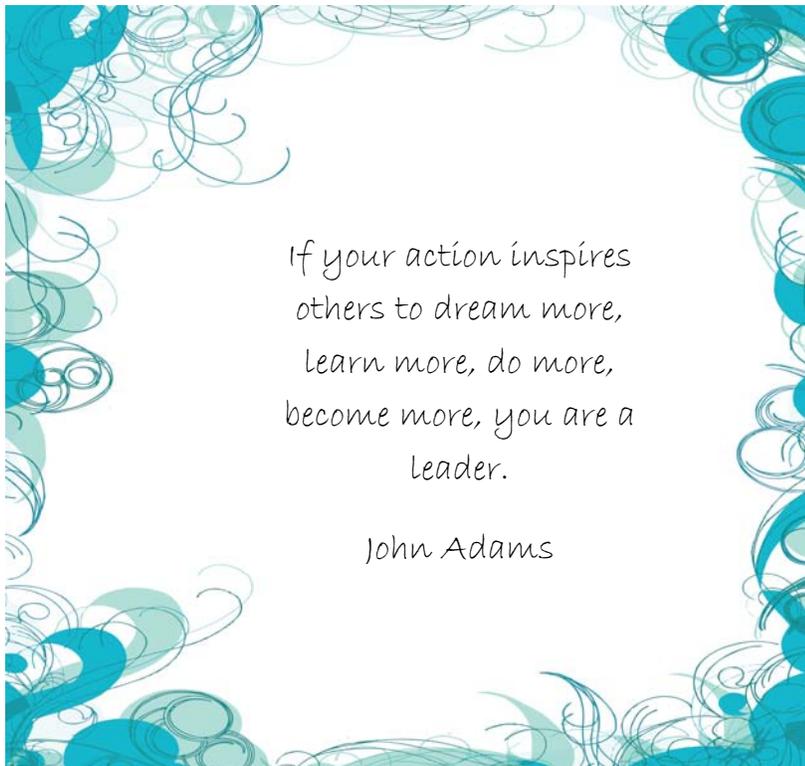
1. Familiarize the girls with the *Cadette Program Aide Volunteer Position Description* and *Bill of Rights*.
2. Facilitate a discussion on what girls can and cannot do as a Program Aide. Ask them why some of these rules might be in place.
3. Review *Tips for Working with Adult Guides*. Ask girls to describe about previous experiences working with adults. Provide opportunities for other girls to suggest how situations might have been handled differently.
4. Review *I'm a Role Model?* Pages in their book. Discuss why it is important to be a role model for the girls you are working with.

The Leader in You

(40 minutes)

Objective: At the end of this session girls will be able to describe themselves as leaders in their lives and in the world.

1. Review *The Leader in You* page in the girl book. This is the girl's opportunity to show what being a leader means to them. Have them choose one of the activities below to visually or verbally depict what being a leader means to them.
 - Have girls create a "me as a Leader" collage using different materials such as cut-up magazines, fabric, paint, colored pencils, etc.
 - Have girls write about their leadership qualities through a poem or story in their book.
2. Facilitate a discussion about leadership allowing time for each girl to describe her leadership qualities. Some questions to consider asking:
 - Are leaders all the same?
 - What are some of the characteristics that leaders have?



Understanding the Girl Scout Leadership Experience (GSLE)

(25 minutes)

Objective : At the end of this session girls will know what it means when we say Girl Scouting is about helping girls be leaders in their daily lives and in the world. Specifically, Cadettes will be able to identify the three keys to leadership and explain what leadership means to them and what it could mean to the younger girls they will work with.

1. Split the girls into small groups.
2. Give each group a paper. Using the page *Girl Scout Leadership Outcomes* (see example below) as a model, the girls should recreate the page on the flip chart.
3. Review the 15 Girl Scout Leadership Outcomes with the girls, and then have the girls fill in the second and third column of their chart.
4. Have the girls share some of the answers.

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

Girl Development

(60 minutes)

Objective: At the end of this session girls will know what to expect from younger girls as they develop physically and emotionally. They will understand that younger girls' needs, interests, and capabilities change. Program Aides will begin to think about how younger girls could be leaders in their lives based on their developmental characteristics. Additionally, they will be able to use growth mindset praise to compliment younger girls in their efforts.

1. Have the girls split into groups and review one of the *Girl Development* pages in their book. Have each group (Daisy, Brownie, Junior) report back on the characteristics of their grade level.
2. Role-play typical troop, series, and camp scenarios that could occur between Program Aides and younger girls. Have girls discuss and describe how their interactions with younger girls will change with different developmental stages.
 - Handout role play cards to small groups and allow them 5 minutes to figure out how they would role play their scenario. Give each group a few minutes to share their role play with the whole group.
3. Review *Communicating with Girls* page in their books.
4. Explain that when girls are giving praise to younger girls (and their peers) they should use what is called growth mindset praise.
 - Growth mindset praise focuses on praising girls for three things: effort, strategies, and seeking help.
 - By using growth mindset praise you will help girls learn to take on more challenges, be more interested in learning, and want to work hard to succeed.
 - The next activity will allow girls to practice deciding whether an activity is growth mindset praise or not.
 - Have girls get into groups of 2-3. Hand each group a package of cards. Have the girls split the cards into 2 piles. One that is growth mindset praise and one that is not. Remember that growth mindset praise is focused on effort, strategies and seeking help.
 - Debrief the activities with the girls. Were any of the cards harder to place than others? Why?
 - What are some of the troop, series, or camp examples you could use?

Group Dynamics

(75 minutes)

Objective : At the end of this session girls will have an increased ability to manage groups effectively. Program Aides will begin to think about how they can be leaders in the world as they spend time with groups of younger girls.

1. Have the girls think about the twists and turns of relationships with other people as they complete the maze in their workbook.
2. Discuss friendship obstacles in the *aMAZE!* Journey on page 40 and 41. Ask girls: How might these obstacles affect how you behave in a group? What obstacles might the younger girls face?
 - Create a graffiti sheet of obstacles. On one side have the girls describe obstacles that they might face at their age and then on the other side have them describe obstacles younger girls might face.
 - How do they compare?

friendship obstacles

Ever feel pressured to do one thing when your gut (which is usually in tune with your values) tells you to do another? That's a pretty common obstacle in the maze of friendships. In fact, you'll probably encounter it in one form or another all your life.

Do this. Don't do that. Fit in. Stand out. Be different. Not so different. Be strong. Not too strong. Get good grades. Why are you carrying all your books around? You've got a flair for style. You're wearing that?!

So take a stand—right now! Pressure isn't just what others do to you. It's also what you might be doing to others. Build up your courage! Make decisions that represent your true self and maybe even inspire others to do the same.

under pressure

Peer pressure can be negative or positive. It can also be silent. Here's an example of silent peer pressure from Melinda, who's 15:

Once when we had a substitute teacher, a couple of the class clowns pranked her by screeching "oy" every time her back was turned. It got really annoying after a while, and the teacher got very upset, but no one told her who was doing it. Telling on a classmate is pretty much social suicide.

Are there rules about where to sit at lunchtime or on the bus? About the kinds of clothing that are "in"? These are also examples of "silent" peer pressure. Can you think of others?

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have you ever ...

- changed your appearance or clothing style to please others?
- done something wrong because you thought it would make you fit in (shoplifting, drinking, smoking . . .)?
- not done something you really wanted to do because kids you want to be friends with weren't doing it?
- pushed your friend to do something she really did not feel comfortable doing?
- made fun of someone who said "no" to something everyone else was doing?
- gone along with the crowd to the mall or the movies even though there were other activities you really would have enjoyed more?
- decided something was "too corny" for you because you saw other kids rolling their eyes, even though you thought it was nice?
- given away answers to a test or a tough homework assignment just to please other kids? (That's different from teaching someone something they don't know!)
- done something against important beliefs of your family?
- silently gone along with something that you knew was just mean?
- dropped friends because other "friends" didn't like them—even though you really did?
- done something else you think was a form of peer pressure?

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- Discuss conflict resolution strategies from *aMAZE!*, *Conflict Resolution: I Can Do It!*, page 63. Have the girls break into small groups and role play with some of the ideas included in the appendix.

CONFLICT RESOLUTION:

I CAN DO IT!

Talking about Friendship dramas can be tough. But when conflicts arise—From gossip, cliques, or other Friendship issues—it's always best to talk about them.

The problem is that when people are upset, they tend to speak in "you-statements" ("You're a liar!" or "You are so stupid!"). "You-statements" immediately put the other person on the defensive. She'll feel attacked and will likely toss some "you-statements" right back at you. Then the conflict might escalate and you'll miss the opportunity to help each other understand what's wrong and how you might fix it.

So instead of a "you-statement," offer an "I-statement." Focus on one specific behavior or action of the other person and how it affected you.

An "I-statement" ("I feel hurt" or "I feel sad") lets you communicate your feelings in a strong way because you're making it about you, not the other person, and your feelings are communicated openly and honestly. It allows the other person to really hear you—without feeling threatened. Check out this formula for expressing yourself with "I-statements":

I feel
(say your feeling)

when you
(describe one specific action)

because
(say why the action connects to your feeling)

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- Using the *Group Dynamics* pages in the girls' books introduce group management techniques for a variety of situations. Give girls an opportunity to practice those techniques.

Journeys

(75 minutes)

Objective : At the end of this session, girls will know that leadership journeys are a key part of the GSLE, that a journey is a coordinated series of activities grouped around a theme, and that each journey is tied to Girl Scouts' 15 national outcomes. Specifically, Program Aides will be able to facilitate journey activities with younger girls.

1. Have girls become familiar with a Journey for Daisies, Brownies, or Juniors. Use Adult Guides as a starting point for activities.
 - Divide the girls into teams to lead activities with the group, using any of the nine adult Journey books.
 - Have the girls review the book and be able to describe the theme of the book and the awards that the girls can earn if they complete the journey.
 - Have the girls select several activities from the Journeys that they might want to facilitate with younger girls.
 - Help girls develop a plan for facilitating those activities.
 - Have the teams present on their plans.

Journey: 5 Flowers, 4 Stories, 3 Cheers for Animals

Girls learn about caring for animals and themselves. They also create their own stories to share.

Activity 1: Team Animal Mural

1. Explain to the girls that a mural is a big picture that tells a story. Usually it is so big that it covers a whole wall! We will be using butcher paper to make our mural of a bald eagle.
2. Invite each girl to use the art materials on hand to make a part of a bald eagle. For instance have one girl make one eye, have another make another one, have someone make the beak, etc.
3. As the girls are making their eagle part, remind them that eagles build the largest nests in North America. Explain that as they complete the journey they will be building a small nest during their next Daisy time together. We are going to call these nests our All About Me Nests, because they will hold all the things you know and learn about caring for yourself.
4. Ask the girls:
 - What do you have in your lives now that is like a nest (your home, room, etc.)
 - What is your "nest"?
 - Do you have any ideas for how you want to make and decorate your nests?

High-Quality Experiences

(45 minutes)

Objective : At the end of session, girls will understand that not only are the activities they facilitate with girls important, but how they engage is important in creating a high-quality experience. Specifically, Program Aides will be able to identify the three processes and explain how to use them with younger girls.

1. Review the *High-Quality Experience* pages in the girls' book. Discuss the three processes and what they mean as well as how they fit with the three keys we already know to create a high-quality experience.
2. Give girls an opportunity to experience two Journey activities (see descriptions below) that they could facilitate with younger girls. Once they have completed the activities, debrief using the following questions as a start:
 - What happened in this activity?
 - How did the girl-led, cooperative learning and learning by doing processes come through?
 - How does this help girls now?
 - How does it help girls in the future?

Me and My Girl Worlds

A World of Girls Adult Guide, Page 39

1. Give each person a sheet of paper and markers. Have them draw a circle that takes up most of the paper. Tell them the circle stands for their world.
2. Tell each girl to divide their circle into quarters. In each quarter of the circle, ask them to draw one of the groups of girls or women who are a part of their world. (Possible groups: Girl Scouts, girls and women in your family; girls and women at your school; girls on the bus; girls in an after-school activity – soccer or dance).
3. After they have drawn their four groups, invite each person to choose one and explain to the others in their small group what she likes about it and how she feels when she's in this group.

Team Animal Mural

5 Flowers, 4 Stories, 3 Cheers for Animals Adult Guide, Page 30

1. Explain to the girls that a mural is a big picture that tells a story. Usually it is so big that it covers a whole wall! We will be using butcher paper to make our mural of a bald eagle.

2. Invite each girl to use the art materials on hand to make a part of a bald eagle. For instance have one girl make one eye, have another make another one, have someone make the beak, etc.
3. As the girls are making their eagle part, remind them that eagles build the largest nests in North America. Explain that as they complete the journey they will be building a small nest during their next Daisy time together. We are going to call these nests our All About Me Nests, because they will hold all the things you know and learn about caring for yourself.
4. Ask the girls:
 - What do you have in your lives now that is like a nest (your home, room, etc.)
 - What is your “nest”?
 - Do you have any ideas for how you want to make and decorate your nests?

Personalization

(15 minutes)

Objective : At the end of this session girls will know how they can infuse their personal passions into their work with younger girls.

1. Explain to the girls that it is time for them to discover their spark(s). A spark is something that they are passionate about; it really fires them up and gives them joy and energy. It comes from within them, and can be a source of motivation. They have the potential to make the world a better place. Sparks can be passions, interests, or talents. Let the girls know:
 - Sometimes your sparks are hidden, it can take work to find them.
 - Sparks can change over time. Your sparks today might be different than it was last year or will be five years from now.
 - You can have more than one spark at a time. For instance my sparks are...
2. Have the girls pair up and interview each other using the *Personalization-Sparks* page in their book.
3. Once they have identified their spark(s) have them brainstorm as a group how they might use their sparks as they are working as program aides.
4. Share with girls the types of Program Aide opportunities available through the council. They determine where their skills and interests best align with council and service unit needs for Program Aides.

Safety

(45 minutes)

Objective : At the end of this session girls will be able to apply the 12 Safety Standards to activities they facilitate with younger girls.

1. Introduce girls to the *Introduction to Safety Activity Checkpoints* in the girl book. These guidelines are an overview of the 12 most important safety tips to follow. The guidelines are general and every Girl Scout leader must follow them regardless of the activity their girls are participating in. Some of the rules are for physical safety and some are for emotional safety. Both are important to the girls we work with. Safety rules are followed because we need to return the girls that we work with to their families whole and enriched without injury to them in any way.
2. Look over the activity specific *Safety Activity Checkpoints* in the girl book and explain to the girls that there are many more checkpoints online. When they are planning an activity they should go online and search for the Safety Activity Checkpoint that applies to their activity. For practice, we are using the four that are sampled in their book. It is important to note that if the Safety Activity Checkpoint says that something is not recommended, it means DO NOT DO IT.
3. In small groups have girls design an activity that involves swimming, horseback riding, or arts and crafts that they would like to facilitate with younger girls. Each group can choose the topic and design their own activity.
4. Have the girls apply the 12 Safety Standards to the activity they have planned, as well as the safety checkpoints. Do they need to make changes to the activity?
5. Have them share out their plan with the rest of the group and cite the safety checkpoints that they have followed.
6. Host a discussion for girls to talk about their roles in helping to keep younger girls safe emotionally and physically. Give the girls the time to discuss why it is important.

Wrap Up and Evaluation

(15 minutes)

Objective : At the end of this session girls will be able to describe what they learned through the day, evaluate the program they attended, and describe next steps for working as a Cadette Program Aide.

1. Have girls work in small groups to list what they have learned. Have the groups share out making one master list.
2. Have the girls complete the Cadette Program Aide Evaluation.
3. Remind the girls that to complete their Cadette Program Aide they must 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.

Girl Development Role Play Cards

1.You have been trying to explain directions to a group of Daisies who have just finished eating a snack and they are starting to squirm around and asking questions before you can finish instructions.

2.You want the group of Daisies you are working with to learn and understand one of the Girl Scout laws that you have been working on. You instruct them to write out the law on a poster that they will take home to post on their wall to see every day. The girls all need help spelling words and many have only written out part of it and then started coloring on the paper.

3.You instructed a group of Daisies to clean up the messes around their seat after an activity, and then pick up the trash around the room and separate the recycling into the recycle bin and the trash into the trash bin, and then put their chairs away and sweep the floor, and then gather all of their stuff and bring their adult to you to check out before they can leave. The girls pick up everything around their chairs and throw it all in the trash can leaving the stuff on the table for you to clean up and start to walk out with their parents and leaders.

4.You gave out instructions on an art project to a group of Brownies and said that they only had 20 minutes to finish the project before they had to wrap it up and clean up to move on to the next thing. You gave warnings as the time was getting close to ending. When the 20 minutes were up, you had a number of girls that were not complete in their project as they took much longer than you anticipated to work on it. They are upset because they are not done and you are saying you need to move forward.

<p>5. You are working with a group of Brownies for the first time and you start out the group instructions with a fun game to get to know them. Some of the girls ask when you are going to do the flag ceremony and other girls ask when they are going to eat snack. You had not prepared a flag ceremony or snack and look to their troop leader for help and guidance. She says that they always do the flag ceremony first and say the promise and law and then have snack before they start activities since it is right after school and they are always hungry. You did not know that because you were so busy planning the activity that you did not think to ask how the normal meeting works.</p>	<p>6. You are working with a group of Brownies and have them sitting at tables coloring a picture of a parrot for a pirate theme. They finish and then you start them into another activity that they must design their own pirate ship drawing. By the third activity of making their own eye-patches, a bunch of the Brownies are looking bored and some are starting sword fights out of rolled up paper drawings.</p>
<p>7. You have instructed a group of Juniors to draw a picture of a water bottle that you have brought along as an example as they make recycling posters for a service project they are about to do. A few of the girls say that they cannot draw and take a lot of coaxing to get started. One keeps crumpling up her paper and starting over. You are running out of paper and out of time.</p>	<p>8. You have brought a badge workshop to a group of Juniors you are working with. You have all of the materials and all of the instructions and get started with them right away so that you can work on it over a few meetings with work in between for them to finish it by the end of the month. Girls are not completing the in between work and falling behind on the badge work and you realize they will not finish in the timeline you put together and you may have to continue working with them into the next month. You call them up and ask them why they have not been working on the badge homework and they tell you that they don't want to and don't really care about earning the badge.</p>

Girl Development Role Play Cards (back)

<p>1. Daisies have loads of energy and need to run, walk, and play outside. If you had a do-over and could start again, what would you do right after snack with the Daisies? Act out both scenarios to demonstrate the difference in how the instruction will go.</p>	<p>2. Daisies don't always have the words for what they want to say. Having them draw a picture of something they are trying to communicate is frequently easier for them and more meaningful. If you had a do-over and could get girls to demonstrate what the portion of the law means to them in a different way, what would you do? Act out both scenarios to demonstrate the difference in how the instruction will go.</p>
<p>3. Daisies know how to follow simple directions and respond well to recognition for doing so. Being specific and offering only one direction at a time is important. Acknowledging when the girls have followed directions well also increases their motivation for listening and following again. If you could have a do-over and could start again, how would you instruct the clean up for the Daisy activity? Act out both scenarios to demonstrate the difference in how the instructions will go.</p>	<p>4. Brownies want to be able to finish things they start. You need to be patient if things take longer than you would have thought. You need to be flexible in your schedule to allow the completion of tasks and potentially cut activities that can be cut. If you could have a do-over and start again with this group of Brownies, what would you do when you could see that many girls are not close to being finished when the time started to run out? Act out both scenarios to demonstrate the difference in how the instructions will go.</p>

<p>5. Brownies need routine, structure, and predictability. Try keeping certain elements of meetings consistent – such as always having openings and closings. You can create your own elements that are particular to when they meet with you as well and this will help with the consistency when working with you, a special guest. If you had a do-over and could start again, how would you prepare for this first meeting? What would you implement of your own? Act out both scenarios to demonstrate the difference in how the meeting will go.</p>	<p>6. Brownies like doing things in groups and like to run, walk and play in groups. Be sure to give them lots of chances to team up in activities and give them active games. If you had a do-over and could start again, how would you plan differently for a pirate themed event for Brownies? Act out both scenarios to demonstrate the difference in how the program will go.</p>
<p>7. Juniors are sensitive to the expectations and judgments of others. Creating an atmosphere that is comfortable and accepting of all abilities will allow girls to express themselves without fear of judgment. Allowing for different ways of expression rather than one way every girl must follow will create comfort in the group. If you had a do-over and could set up the project up in a different way, how would you set it up? Act out both scenarios to demonstrate the difference in how the poster making would go.</p>	<p>8. Juniors want to make decisions and express their opinions. Allow them to do so frequently through guided discussions and active reflection activities. They need to choose their own things to work on in scouting. If you had a do-over and could set up the project up in a different way, how would you set it up? Act out both scenarios to demonstrate the difference in how the poster making would go.</p>

Mindset Cards

Wow, you make it look easy!	Your practice is paying off.
You keep making mistakes.	I really like how you learned from your mistakes.
Would you make up your mind and get this done.	I like how you kept trying new ways to get there.
You need to learn to do this by yourself.	You tried hard. Then you asked a friend for help with starting the fire. Great!
You are so smart!	I like that you put so much effort into your figuring out how to solve that problem.
You are such a gifted artist, you must not have to work that hard at it.	Wow! How did you learn to draw so well?
Maybe you're right—we should pick something easier for you to do.	It is challenging to be a leader. It takes a lot of practice to get it right. So after this project, you'll be even better at it.
You'll never learn to swim.	It might take you a little while, but if you put in the time and effort I bet you can learn to swim.

Conflict Resolution Role Play Cards

<p>You have a morning class with one friend and then meet up with everyone in your group for lunch. Lately, when you and your friend are together in class she always agrees with what you say. But when you're in your full group she says things to put you down.</p>	<p>You are working on a team building activity and you give an idea on what might work. A girl in your groups says the idea is dumb and tells everyone to ignore you.</p>
<p>Your soccer buddy teases you in front of the team about missing a goal.</p>	<p>The girl sitting next to you during the troop meeting keeps poking you.</p>
<p>Another girl in your camp group takes something out of your backpack without asking.</p>	<p>Your older sister or brother keeps tell you that you are a baby for sleeping with your teddy bear.</p>
<p>Nearly every day your friend mentions how expensive her clothes are and tells you that yours are cheap.</p>	<p>A girl in your troop stares at you and makes faces.</p>

EVALUATION (SEE PDF)