

# Let's Plan: Events Toolkit



# Introduction

**Thanks for making a difference here and now by helping to plan a Girl Scout Event!**



In this toolkit, you'll find resources and links referred to in the Let's Plan Learning Path in gsLearn. Be sure to check out the courses in gsLearn and to access the most recent versions of required forms by following the links in the Event Planning Checklist to the GSME website.

My Action Steps and Back Burner Items .....	3
Definitions: Opportunities, Events, & Camporees .....	4
Event Checklist Grid .....	5
There's no I in Team.....	13
Event Planning Worksheet.....	14
GSLE.....	16
Six Parts of an Event Template .....	17
Sample Event Schedule .....	18
Materials List .....	19
Other Forms that May be Helpful .....	20

# My Action Steps and Back Burner Items

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## Back Burner Items

◆	_____
◆	_____
◆	_____

# Definitions: Opportunities, Events, & Camporees

## Opportunities

An opportunity is an activity being offered to the Service Unit, or beyond, that allows the girls to represent Girl Scouts and/or experience the larger sisterhood of Girl Scouting while participating in a common activity. These do not necessarily include organized programming. Examples of opportunities include: roller-skating, parades, community events being promoted to GS, bowling.

### Criteria for Opportunities

- **GSLE Content:** Opportunities are not required to include badge or journey work but are encouraged to include at least one of the 3 Processes as possible.
- **Committee/training requirements:** Opportunities should be organized by a minimum of 2 adults with at least one who has completed the *Let's Plan: Events!* training.
- **Intent Form:** Opportunity Intent forms should be signed off by the Service Unit Program Coordinator and received in the GSME Service Center no later than 1 month prior to the opportunity. If the opportunity is a high-risk activity, the intent form should be received 2 months prior to the opportunity.

## Events

Service Unit Events are considered any activity beyond troop experience being offered to the greater Service Unit or beyond, that includes organized programming. An event may be indoors or outdoors but does not include organized overnight outdoor camping (see Camporee requirements). The majority of programs or activities offered by a Service Unit should fall under either small or large events.

### Examples of events include:

Cookie Rally, Outdoor Skills Day, World Thinking Day, STEMposium, Founder's Day, cooking events, Grand Prix, Dances, Badge workshop.

Events can be differentiated by their size and/or scope of the activities.

- **Small Events:** Aim to serve fewer than 50 girls and/or offer 3 or fewer workshops or activity stations. Small events should be planned by a committee of at least 4 people (ideally with at least 2 girls on the committee) and include girl input in the planning process.
- **Large Events:** Large events aim to serve 50 or more girls and offer 4 or more workshops or activity stations. Large events should be planned by a committee of at least 5 people (ideally with at least 2 girls on the committee) and include girl input in the planning.

### Criteria for Events

- **GSLE Content:** Events must include at least one of the 3 Girl Scout Processes and be linked to at least one Girl Scout badge or journey.
- **Committee/training requirements:** For all events, at least 50% of the planning committee should have completed the *Let's Plan: Events!* training prior to planning the event.
- **Intent Form:** Event Intents should be signed off by the Service Unit Program Coordinator and received in the GSME Service Center no later than 2 months prior to the event.

## Camporees

A Camporee is considered any outdoor, overnight activity beyond a troop being offered to the greater Service Unit or beyond. It will include organized programming for more than 30 girls and/or 4 or more workshops/activity stations. A Camporee is a Large Event.

**GSLE Content:** Camporees must include at least the 3 Girl Scout Processes and be linked to at least one Girl Scout badge or journey.

**Committee/training requirements:** Planned by a committee of at least 5 people, including at least 3 adults and 2 girls. Camporees must have at least 50% of the committee complete the *Let's Plan: Events!* AND the *Let's Plan: Camporees!* training prior to planning.

**Intent due (who/when):** Camporee Intents should be signed off by the Service Unit Program Coordinator and received in the GSME Service Center no later than 6 months prior to the Camporee. The intent will be held by the statewide Camporee Coordinator, who will work closely with the Program Specialist and facilities personnel to ensure the committee is preparing for success.



# Event Checklist Grid

Responsible Accountable Consulted Informed

More Than 2 Months Prior to the Event

Names					
<input type="checkbox"/> Determine purpose and initial goals of the event.					
<input type="checkbox"/> With your core committee or Service team, determine the date, time, and location of the event.					
<input type="checkbox"/> Form a committee at least meeting the requirements.					
<input type="checkbox"/> Take or confirm <i>Let's Plan: Events</i> participation					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					

## At Least 2 Months Prior to the Event

Names					
<input type="checkbox"/> Begin keeping detailed notes about meetings and decisions made.					
<input type="checkbox"/> Develop a plan for communication about the event.					
<input type="checkbox"/> Develop event registration procedures.					
<input type="checkbox"/> Develop the program, and include GSLE and NPP activities.					
<input type="checkbox"/> Submit the <a href="#">Intent to Hold an Event form</a> , Service Team Program Coordinator and your Volunteer Support Staff MORE than two months before your event.					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					

## At Least 6-8 Weeks Prior to the Event

Names					
<input type="checkbox"/> Arrange for and contact presenters.					
<input type="checkbox"/> Arrange for event first aider per the <a href="#">Safety Activity Checkpoints</a> .					
<input type="checkbox"/> Develop the <a href="#">Event budget</a> .					
<input type="checkbox"/> Complete the <a href="#">Event budget form</a> .					
<input type="checkbox"/> Submit the budget to the Service Team for approval.					
<input type="checkbox"/> Confirm the site/location and that it meets the <a href="#">Safety Activity Checkpoint</a> standard for a large group gathering.					
<input type="checkbox"/> Develop a written Plan B and cancellation plan.					
<input type="checkbox"/> Publicize the event for registration.					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					

## At Least 4-6 Weeks Prior to the Event

Names					
<input type="checkbox"/> At least the early Registration deadline at 4 weeks prior to the event.					
<input type="checkbox"/> Check in with presenters.					
<input type="checkbox"/> Develop the event's check-in and check-out procedures.					
<input type="checkbox"/> Continue to publicize the event for registration.					
<input type="checkbox"/> Continue to develop the program, including some practice of new (or new to the session leaders) activities.					
<input type="checkbox"/> Request <a href="#">event insurance</a> from <a href="#">Customer Care</a> .					
<input type="checkbox"/> Finalize the program for the event.					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					



## At Least 2-4 Weeks Prior to the Event

Names					
<input type="checkbox"/> Process registrations and send out confirmations.					
<input type="checkbox"/> Order participants' recognitions.					
<input type="checkbox"/> Check in as a committee to review what has been done and what still needs to be done.					
<input type="checkbox"/> Review as a committee who will be responsible for what before, during, and after the event.					
<input type="checkbox"/> Review the event schedule and program for potential problems.					
<input type="checkbox"/> Develop an evaluation form or procedure for the event.					
<input type="checkbox"/> Communicate with any presenters to ensure they are still attending.					
<input type="checkbox"/> Create event signs, such as parking, directions, etc.					
<input type="checkbox"/> Visit site again for last minute details, such as parking, traffic patterns, set-up, etc.					
<input type="checkbox"/> For High Risk Activities, request a certificate of liability from the facility.					
<input type="checkbox"/> _____ _____ _____					

Names					
<input type="checkbox"/> Catch up everything not completed.					
<input type="checkbox"/> _____ _____					
<input type="checkbox"/> _____ _____					
<input type="checkbox"/> _____ _____					
<input type="checkbox"/> Develop a list of tasks for the day of that you can delegate to non-committee members who want to be helpful					
<input type="checkbox"/> Plan how you will set up the facility—traffic flow, furniture, etc.					
<input type="checkbox"/> Have a final committee meeting to go over what the group has done and what lies ahead.					
<input type="checkbox"/> Review the schedule of the event.					
<input type="checkbox"/> Troubleshoot.					
<input type="checkbox"/> Schedule a wrap-up meeting for the week after the event					
<input type="checkbox"/> All receipts should be turned in before the event.					
<input type="checkbox"/> Breathe.					
<input type="checkbox"/> _____ _____ _____					

## The day of the event

Names					
<input type="checkbox"/> Arrive early to meet as a committee to review responsibilities, have a pep-talk, and set up.					
<input type="checkbox"/> Post direction signs first.					
<input type="checkbox"/> Set up the check-in station and the first aid station, next.					
<input type="checkbox"/> Greet presenters. Help them set up/clean up their space. Provide them with a basic packet. Go over the day's schedule. Make sure they have a committee contact number.					
<input type="checkbox"/> Communicate expectations of the day to presenters, and participants					
<input type="checkbox"/> Put on a great event!					
<input type="checkbox"/> Have participants and presenters complete an event evaluation					
<input type="checkbox"/> Leave the site clean and picked up—better than you found it!					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					

## After the event, within 2-4 weeks

Names					
<input type="checkbox"/> Hold a committee meeting to evaluate and celebrate the event.  <input type="checkbox"/> What went well, What will you do differently next time  <input type="checkbox"/> Review participant evaluations.					
<input type="checkbox"/> Collect any outstanding receipts					
<input type="checkbox"/> Pay any outstanding bills.					
<input type="checkbox"/> Complete and turn in the <a href="#">Event Final Report Form</a> to the Service Team Program Coordinator, to your Volunteer Support Specialist, and to the Program Specialist.					
<input type="checkbox"/> Complete and turn in the finalized <a href="#">Event Budget Worksheet</a> to the Service Team Program Coordinator or Treasurer.					
<input type="checkbox"/> Send Thank you notes					
<input type="checkbox"/> Report out to the whole Service Unit at the next leaders' meeting.					
<input type="checkbox"/> _____ _____ _____					
<input type="checkbox"/> _____ _____ _____					



# There's no I in Team

Foundations are critical to your success at... anything.

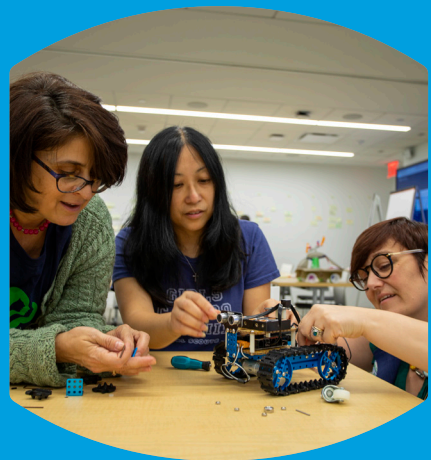
That you have a committee and that you take time to build team with that committee is vital to your success with Girl Scout Events.

Start at the very beginning, even if you already know each other individually. Take time to get to know each other, to talk about everyone's expectations, hopes, and dreams for the event, to make agreements, to discuss Plans B, and to get to know each other some more.

Our booklet [GSME Taking Care](#) includes a section called Community Care filled with terrific Team Building activities, as well as ideas for handling conflict. Here are some links from page 20 to get you started:

## Here are some favorites with links:

- [Ungame Questions](#)—you'll need a deck of playing cards.
- [Two Truths and a Lie](#)
- [Birthday Line Up \(#5\)](#)
- [Trust Walk \(#6\)](#)
- [Fingertip Hula Hoop \(#13\)](#)
- [No hands cup stacking \(#17\)](#)
- [Scavenger Hunt \(#2\)](#)—do this as a team
- [Someone Like Me](#)
- [Just Like Me](#) (one way)
- [Just Like Me](#) (another way)
- [See What I mean? \(#5\)](#)
- Also, [these](#)
- And these [virtual ones](#)



# Event Planning Worksheet

General Description: \_\_\_\_\_

Working Title: \_\_\_\_\_

Goals & Outcomes

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Map it Out:



What are key activities we want to include?

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How will we integrate the Girl Scout Leadership Experience and the National Program Portfolio into these activities? (See the [Badge Connections Toolkit](#))

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## List names and strengths

## List names and strengths

[illegible]

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# GSLE

Thinking about what you've brainstormed on the Event Planning Worksheet, review these concepts of the Girl Scout Leadership Experience:

## The Girl Scout Leadership Experience

If it is a multi-level event, how will you provide progression activities to allow for age/developmentally appropriate learning to take place? Check all that apply:

- ☐ Activities are level-specific
- ☐ Activities are adapted for different levels (increased difficulty)
- ☐ Girls are given more responsibility/choice within the activities as they get older
- ☐ Other \_\_\_\_\_

How will you include at least one of the following processes? *(Required for all events and recommendations for opportunities).*

Girl Led	Learning by Doing	Cooperative Learning
<input type="checkbox"/> Girls are involved in the planning of activities <input type="checkbox"/> Activities involve the girls in decision making <input type="checkbox"/> Questions/activities are open ended and allow girls to think critically <input type="checkbox"/> Girls take the lead in discussions <input type="checkbox"/> Girls are offered choices <input type="checkbox"/> Other _____	<input type="checkbox"/> Activities are not only hands-on but also minds-on <input type="checkbox"/> Girls are involved in determining next steps based on outcomes <input type="checkbox"/> Activities involve role playing <input type="checkbox"/> Girls have a chance to practice the skills they learn <input type="checkbox"/> Games are used to teach skills <input type="checkbox"/> Other _____	<input type="checkbox"/> Girls teach one another or present to one another <input type="checkbox"/> Girls work together to solve a challenge or complete an activity <input type="checkbox"/> Girls see how they can make a difference in their community <input type="checkbox"/> Girls have a chance to reflect on the activity as a group <input type="checkbox"/> Girls work on activities that are developmentally appropriate in small groups <input type="checkbox"/> Girls learn from professionals in the field <input type="checkbox"/> Other _____

What journeys, badges, or GSME patches will your event address? (Required for all events) Please list the corresponding badges steps/activities if known.

- ☐ Check here if you need more information on badges/journeys or how to incorporate them into your event.



# Six Parts of a Event Template

Part & Topic	What will we do?	Why are we doing it? Desired outcomes	Who will do it?	What materials do we need?
Start Up				
Opening				
Business				
Activities				
Clean Up				
Closing				

# Sample Event Schedule

The length of your event will depend on the number of participants attending and the number of stations or activities you offer. If possible, have separate stations for younger girls and older girls so that they can have a richer experience focused on level appropriateness. If you anticipate having a large number of girls in any age bracket, Daisies/Brownies/Juniors and Cadettes and up, you might consider having multiple rotations.

Be sure to consider your location or facility to allow for the best place for certain activities and travel time between stations. Select spaces that will support particular activities and create a traffic flow that will allow people to move well between those activities.

It's important to give time in between workshops for presenters to regroup and set up, and for troops to travel to their next station. Food breaks and bathroom breaks are important, but you don't want too many of them.

Time	Activity	Description
60+ minutes	Event staff set- up Venue	<ul style="list-style-type: none"> <li>Set up outdoor directions to guide people to check in,</li> <li>Organize check-in area and First aid station,</li> <li>Arrange tables, chairs, stations,</li> <li>Orient your volunteers and do a pep huddle, and</li> <li>Ensure any last minute details are completed.</li> </ul>
30 minutes	Check-in Presenter set-up Start-up Activity	<ul style="list-style-type: none"> <li>Using your pre-determined check-in procedures, check-in the troops as they arrive.</li> <li>Give any special instructions as needed.</li> <li>Hand out the pre-opening activity and provide instructions as needed for girls to complete</li> </ul>
15 Minutes	Opening	<ul style="list-style-type: none"> <li>Welcome everyone to this awesome event!!</li> <li>Introduce yourself and volunteers,</li> <li>Briefly go over what will happen at the event,</li> <li>Make sure everyone knows where the bathrooms are and go over any special instructions for the day.</li> <li>Conduct your opening flag ceremony.</li> </ul>
45 minutes	Activity Rotation	The girls/troops will rotate through the stations as assigned.
5 minutes	Passing time	Moving from one session to the next
45 minutes	Activity Rotation	The girls/troops will rotate through the stations as assigned.
15 minutes	Break	This is a time for girls to have a snack and go to the bathroom as needed and for the volunteers to set up for the next activity.
45 minutes	Activity Rotation	The girls/troops will rotate through the stations as assigned.
5 minutes	Passing time	Moving from one session to the next
15 minutes	Clean-up & Closing	<ul style="list-style-type: none"> <li>Ask everyone to clean up something</li> <li>Thank participants for coming,</li> <li>Have a Friendship circle, and</li> <li>Have troops complete the evaluations.</li> </ul>
30 minutes	Event staff final clean-up and check-out.	Remember, a Girl Scout always leaves a place better than she found it. Make sure you remove your items, put tables and chairs back (if applicable), check the bathrooms, and collect any lost and found items.

# Materials List

Based on the activities your committee chooses, create a materials list for acquiring or shopping for your supplies.

Item	Quantity	How acquired: • Bought • Borrowed • Ordered • Printed	Person responsible

## Be sure to remember the basic supplies:

- Name tags
- Pencils/pens
- Markers
- Tables
- Chairs
- First aid kit
- Tape
- Scissors
- Flags- American flag (required) and optional: World Association flag, Girl Scout flag, Service Unit Flag
- Bell or other signaling device to let troops know when it is time to switch stations
- Any other materials needed

# Other Forms that May be Helpful

## Agreement for Renting or Borrowing a Non-Council Owned Site

It is agreed that \_\_\_\_\_  
(campground, school, facility)  
will ☐ rent ☐ loan to \_\_\_\_\_ property in  
(service unit)  
\_\_\_\_\_, described as the following:  
(town/city)  
\_\_\_\_\_  
(site name or specify portion of building, facility or grounds)  
for use during \_\_\_\_\_ on \_\_\_\_\_  
(event) (date)  
for a total payment of \_\_\_\_\_.

### In addition to the above facilities the following will be provided:

___ bathroom facilities	___ extra tables
___ # of sites or rooms	___ AV equipment
___ access to phone	___ coffee pots
___ parking facilities	___ extra chairs
___ use of kitchen	___ custodial care
___ access to outlets	___ trash pickup
___ access to water	___ other _____
___ wood for campfires	

The owner of the facility assumes responsibility for having the building/site in good safe condition. At the termination of this agreement, the representatives from Girl Scouts of Maine will deliver up the property in as good condition as it was accepted, subject to reasonable wear and tear.

Any restrictions on the use of the site, equipment, etc.: \_\_\_\_\_

\_\_\_\_\_  
Program Coordinator/Service Unit Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Manager

\_\_\_\_\_  
Date



# Site Approval Checklist for Non-Council Sites

## Buildings

- ☐ Complies with all applicable laws and regulations, building codes, fire and health regulations.
- ☐ Every building or structure has exits and other safeguards sufficient to permit the prompt escape of occupants (think about # of people vs. # of exits).
- ☐ Exits are maintained to provide free and unobstructed egress from all parts of the building.
- ☐ No lock or fastening is installed to prevent free escape from the inside.
- ☐ Exits clearly visible and illuminated.
- ☐ Smoke detectors in working order.
- ☐ Recently inspected fire extinguisher available in all buildings.
- ☐ Carpeting, floor tiles, and floorboards for tripping hazards.
- ☐ Sharp items removed or clearly marked.
- ☐ Is facility handicapped accessible? ☐ yes ☐ no
- ☐ Is accessibility necessary for this event and/or audience? ☐ yes ☐ no
- ☐ Phone is available for emergency use.
- ☐ Adequate shelter from possible inclement weather available at site or a plan to get to adequate shelter (required).

## Toilets

- ☐ All toilets meet applicable standards for health, construction, maintenance, cleanliness, are fly-tight, ventilated and partitioned for privacy.
- ☐ Have an outside light or luminescent sign for safety at night.
- ☐ Outdoor toilet facilities have tight fitting toilet lids and self-closing doors.
- ☐ At least one toilet and one adjacent hand washing facility are provided for the following:
  - all day events = 1/ every 100 people
  - large events w/ overnight = 1/ every 50 people
- ☐ Toilets and hand washing facilities located close to areas for use and must be within 150 feet of the sleeping quarters, in or near health center, near FA areas, in or near the food service area.

- ☐ Hand washing facilities provide water supply, soap dispensers, materials for drying hands and a trash receptacle.

## Outdoor Cooking Areas

- ☐ Built on existing sites (established fire circles).
- ☐ Located in an area reasonably protected from the elements.
- ☐ Away from trails or traffic patterns.
- ☐ Are picnic tables available? ☐ yes ☐ no
- ☐ Away from overhanging branches, steep slopes, rotted stumps or logs, dry grass and leaves, and cleared of any burnable materials.
- ☐ Fire circles and other sources of open flames are located at least 30 feet away from any structure, including tents.
- ☐ Water for Human Consumption – meets requirements of the Safe Drinking Water Act.
- ☐ Facility on city water OR
- ☐ Written evidence of current tests performed to meet these requirements.
- ☐ Solid Waste – garbage is stored in fly-tight, rodent resistant containers until it can be removed.

## Security

- ☐ Seek out boundaries and determine if they are marked.
- ☐ Are the boundaries difficult for intruders to penetrate?
- ☐ Look for hazards, natural or manmade cliffs, rivers, exposed wires, etc.
- ☐ Look for stumps, holes and tall grass in program areas that could be hazardous.
- ☐ Is there public access? ☐ yes ☐ no
- ☐ How will the public access be controlled during program?
- ☐ Can and how will the site be secured when program is in session?

## Site Overall

- ☐ Adequate outdoor/indoor program space.
- ☐ Parking spaces available adequate for event size.
- ☐ Shaded and non-shaded areas for outdoor program.

## Aquatic Sites

Remember, additional permission may be required if utilizing waterfront facilities. Some of this information may not be evident at first. In some cases, equipment and lines to mark off swimming areas will be brought onto the site specifically for the event.

- ☐ The design, construction and maintenance of all boat docks, slips and mooring areas meet the safety standards and regulations of the local, state, federal authorities and the U.S. Coast Guard, where applicable.
- ☐ Small craft and all waterfront equipment comply with U.S. Coast Guard and other regulations, where applicable.
- ☐ Piers, floats, docks and platforms are kept in good repair. There is documentation of all maintenance completed.
- ☐ Water depth is indicated by printed numerals on the deck or planking at 3 to 4 foot intervals.
- ☐ Where water depth fluctuates, depth is also indicated on a vertical marker.
- ☐ The swimming area is as free as possible from hazards.
- ☐ In natural bodies of water, all aquatic activity areas (swimming and boating) are physically separated and clearly marked or the activities do not take place at the same time.
- ☐ Swimming areas for various classifications for swimmers are clearly defined by ropes, buoys, or booms in natural bodies of water and by markings and ropes in a pool.

## Sleeping Facilities (other than tents)

- ☐ There is cross ventilation.
- ☐ What is the building occupancy? \_\_\_\_\_  
What is it for night use? \_\_\_\_\_
- ☐ Thirty inches between beds or mattresses.
- ☐ Two or more exits and a direct means for emergency exit to the outdoors from all sleeping floors.
- ☐ Guardrails for the top bed on all bunk beds.
- ☐ Automatic fire detection and alarm systems (*required*).

## Sleeping Facilities

*(portable tents or platform tents)*

- ☐ Protection from the elements (*required*).
- ☐ Enough sleeping space for each person to lay flat on the floor and use a sleeping bag.
- ☐ Protection from insects.
- ☐ Safe distance from a flame source.
- ☐ Not pitched in a natural hazard area, such as a dry river bed or a rock fall area.
- ☐ Not pitched adjacent to the sanitary facilities.

# Presenters for Events and Camporees

## Step 1

Create a list of potential presenters for the workshops or activities planned. A presenter can be a parent, a Girl Scout volunteer, who you already know or one of our Specialty Volunteers, a specialist (amateur or professional), even one of your friends!

## Step 2

Contact presenters by telephone or individual email to find out if they are interested and available. At this time, you might want to ask about costs or fees. Get all their contact information: mailing address, telephone, email, etc., and the best way to reach them.

Be clear about what you need and take the time to be sure that the presenter will be a good match for those needs. Emphasize, that in Girl Scouting, we prefer that the girls have an active and cooperative experience and that girls are allowed to express themselves individually (not "cookie-cutter" projects that need to look perfect when completed!).

The committee should be prepared to reimburse the presenter for his/her mileage to and from the event; costs of materials and/or fee. Presenters may provide all their own supplies/materials and charge you a fee for their services, or they may volunteer their time and ask to be reimbursed for supplies/materials. Get an estimate before the event and give them a maximum budget not to be exceeded.

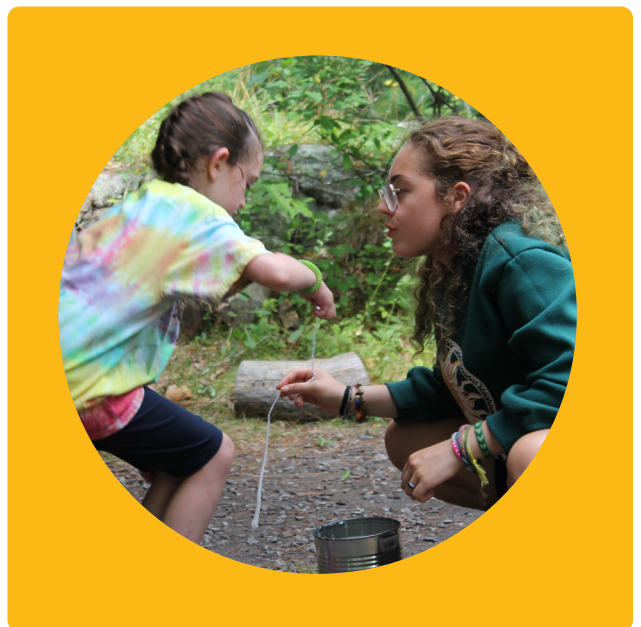
## Step 3

Once you find out that the person is interested and available, mail a Presenters Agreement form. Be sure to fill out the return date and who to return it to. You should also fill out as much of the presenters contact information as you can.

## Step 4

When the signed agreement has been returned, send a confirmation packet to the presenter. The packet should contain:

- Cover letter (see sample)
- Copy of signed agreement
- Tips for Presenters (see sample)
- Reimbursement form (if applicable)
- Schedule of the day
- Directions to location



# Sample Letter

[Date]  
Jane Doe  
Kind Company  
21 Their St  
Lovelyville, ME 04000

Dear Jane,

Thank you for agreeing to serve [name of your Service Unit] as a workshop presenter for [name of Camporee or event] on [date of Camporee or Event] at [location].

WORKSHOP:

LOCATION ON SITE:

SESSION TIME(S):

MAXIMUM CAPACITY:

Please plan to arrive at least 30 minutes prior to the start of your workshop to check in and set up. Save all of your receipts if you would like to be reimbursed for supplies. We have set a budget not to exceed\_\_\_\_\_.

If you have any questions or concerns, please contact [name of person] at [phone# and/or email address].

Thank you for sharing your time, energy, and enthusiasm with our Girl Scouts. I am sure your participation will help make this event meaningful and successful.

Sincerely,

# Tips for Presenters

1. Plan ahead.
2. Please arrive on time - which means at least 30 minutes before your session.
3. Be prepared with any handouts, supplies, or equipment you may need for each person. Save your receipts. Handouts might include:
  - Directions
  - Equipment needed
  - Age or ability required
  - Time needed
  - Where in the community participants will find supplies after the workshop
4. Start and end time.
5. Plan age-appropriate activities. Plan for more than the designated time allotted.
6. Introduce yourself: who you are, where you're from, etc.
7. Speak clearly, slowly, and loud enough for everyone to hear.
8. If you use visuals, print large enough so people can see clearly or pass the object around the room for all to see.
9. If you are describing a process, make sure everyone understands and completes step 1 before moving on to step 2, etc.
10. Plan for group participation; make activities interactive and hands-on.
11. Relax and have fun!



## Event Evaluation



Name of Event: \_\_\_\_\_

What did you like about this event? Please tell us about at least one thing.

What would make this event even better?

What events would you like to go to next year?

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## Service Unit Event Survey



What three events is your troop interested in attending next year?

- 1.
- 2.
- 3.

What time of year works best for your troop?

What event are you especially interested in working on?

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What time of year works best for your troop?

What event are you especially interested in working on?

## Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.