



Connecting your community

What you'll find out:

- How Girlguiding is structured.
- About different types of community-based activities.
- How units can support local areas.
- How you can connect with other young leaders.

From our youngest Rainbows to our most experienced leaders, everyone in guiding is part of a UK-wide and global community. Together, the millions of people involved in Guiding and Scouting around the world make up the largest community of girls and women ever! And closer to home, guiding is an important part of all our local communities.

Who supports you

Guiding starts with a unit – a group of Rainbows, Brownies, Guides or Rangers. But beyond your unit, there are wider communities where more and more groups come together. For example, groups of units come together as districts, and districts come together as

divisions. Take a look at the diagram below to see how it all fits together – or check out the [structure of Girlguiding webpage](#) for more information. And remember, at every level there will be different volunteers to help you with your role.

Local teams: leading guiding from the ground up

Each level of Girlguiding is led by a volunteer called a commissioner. They have a team around them, and support leaders and other volunteers to make guiding the best possible experience for members in their area.

They organise events to help volunteers to learn and grow, including county days, district or division meetings, arrange training courses (like first aid), and run fun activities with the units.

Want to try out a local activity or event? Your young leader coordinator or local commissioner can help you – just make sure you copy in another adult when you [contact them](#). If you know their names, you can find them on the GO directory. Otherwise, ask your leaders for help.

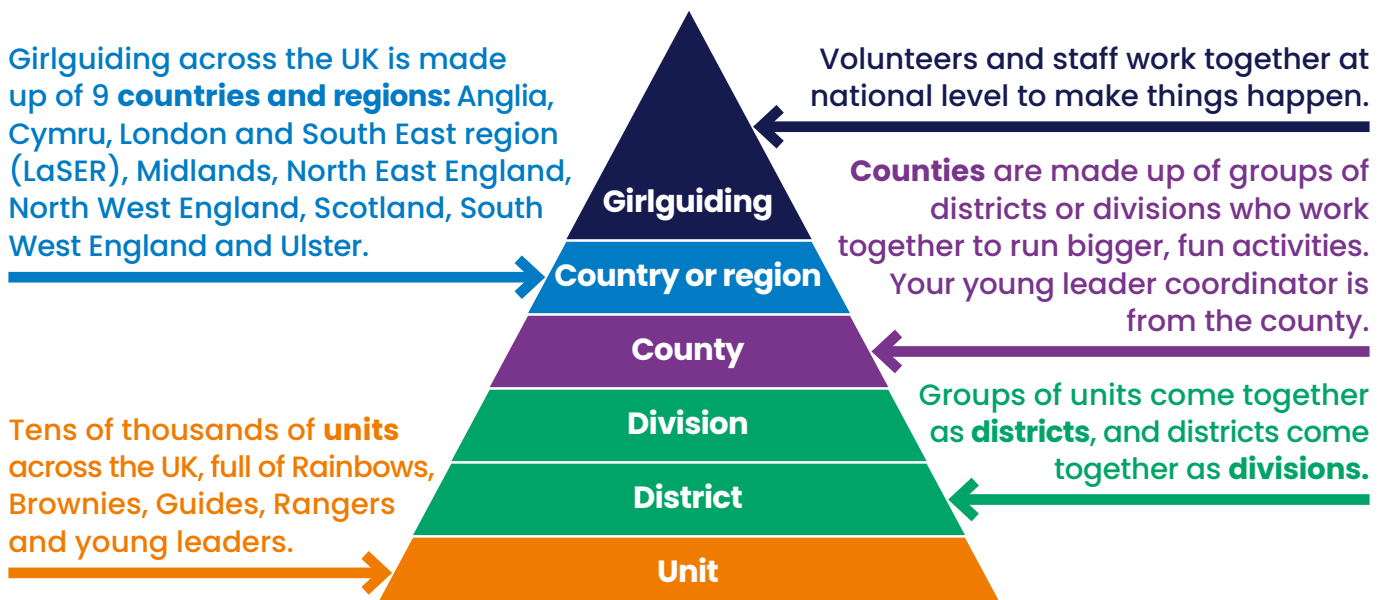
Girlguiding across the UK is made up of 9 **countries and regions**: Anglia, Cymru, London and South East region (LaSER), Midlands, North East England, North West England, Scotland, South West England and Ulster.

Tens of thousands of **units** across the UK, full of Rainbows, Brownies, Guides, Rangers and young leaders.

Volunteers and staff work together at national level to make things happen.

Counties are made up of groups of districts or divisions who work together to run bigger, fun activities. Your young leader coordinator is from the county.

Groups of units come together as **districts**, and districts come together as **divisions**.



Headquarters: volunteers and staff together

Girlguiding has a headquarters in London which is led by the board of trustees and is run by our most senior volunteer, the chief guide, alongside the chief executive, our most senior staff member. Staff and volunteers at headquarters work together to support all volunteers and create amazing resources, opportunities and experiences for all girls. Find out more about [how Girlguiding is run](#).



Structure quiz

1 What level is Girlguiding North East England?



2 What volunteer role supports the local unit leaders – including putting on training events and fun days, and agreeing to trips?



3 If you have a question about your unit that you can't ask your leader about, who could you ask?



4 True or false, a team of volunteers can run a local area?



5 True or false, Girlguiding has an office in London for staff to work at a national level?



Answers: 1. country or region, 2. district or division commissioner, 3. young leader coordinator, 4. True, commissioners can have a team of volunteers and staff to support them, 5. True, and you can get a badge just for visiting!

Community queens

Exploring your local area, supporting community events and taking part in social action has always been a big part of what makes Girlguiding special. Here are some examples from other young leaders about how they, and their units, have connected with their local community.

Exploring your area

- Go geocaching in the town centre – it's fun to find those hidden surprises.
- Go litter picking in the local parks.
- Go to a local event or organise one.

Supporting community events

- Run a fundraising stall at a community gala.
- Take part in a Remembrance service or parade.
- Go to an activity session at a local library, community or religious centre – there's lots going on in local communities where you can make friends and give something new a try.

Social action

- Pick a local charity or cause and run a fundraiser – ceilidhs and discos are always popular.
- Write to your local MP or council member about a local issue that's important to you.



What is social action?

In a nutshell, [social action](#) just means taking action for other people to make a positive difference. It's about helping other people and giving something back.

Remember, it's important to connect with your community in ways that work for you. If you don't like crowds, avoid big fundraising events, something like litter picking might be better. There's something for everyone.



Community connections

How does your unit connect with the community at the moment? Can you think of any other things your unit could do?



Connecting with other young leaders

Have you ever met any other young volunteers outside of your unit? Having someone to talk to and exchange ideas with can help you (and them) become a better young leader.



Here are some examples of ways to connect with other young leaders:



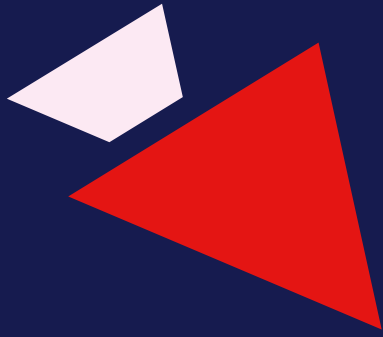
- Go to training and events in your local area, either face-to-face or online.
- Find opportunities for young volunteers at local campsites or events.
- Join young volunteer groups on social media.

Use the [opportunity finder](#) to help you make connections with other young leaders across the whole of the UK through fun opportunities.



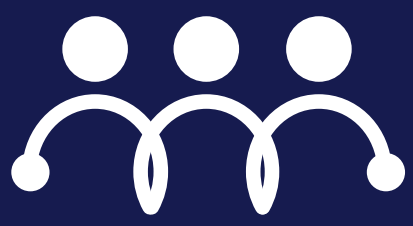
Amazing!

You've discovered all about connecting with your community. Good luck with taking what you've learnt out into the world - you've got this!



Young leader
development programme

Connecting your community





Connecting your community

Aim of the module:

Connecting your community is all about stepping outside of your unit, becoming a community champion and feeling like you're part of something bigger. Meeting other amazing volunteers will help you discover even more ways to make a difference in your local community.

What you'll get out of it:

- Show how your unit fits within Girlguiding and find other brilliant volunteers who can help you as a young leader.
- Take part in an event for the local community where you live.
- Explore and experience ways to connect with other young leaders and Girlguiding members.



Not sure where to start or want to build your confidence first?

Check out our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.

Name:

Time to get connected! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
Find out about local guiding by going to an event with other local volunteers. For example, a county day, a unit visit, a training event or other activity. Your leader or coordinator can help you work out what you might enjoy and find interesting.		
Take part in a local community activity with your unit so people can see guiding having a positive impact on their area. For example, a litter pick, a community festival or a fundraising event.		
Connect with other young leaders outside of your unit, either face to face or virtually. Share your experiences of being a young leader and think about what you can learn from each other.		
Explain where your unit fits into the Girlguiding structure (think about your local districts, divisions, counties, and country or region). You can annotate the model in the discovery sheet if you like or talk it through.		

Reflection

Think about everything you've done to complete the tasks.

- What did you enjoy?
- What would you like to do again?
- How did you find meeting other young leaders?
- Are there other ways you could connect with your community in future?



Fab!

You've completed connecting your community.

You've got skills in:

- Community awareness
- Organisation
- Communication
- Networking

Want to build on your new skills?

Check out these modules:

- Finding solutions
- Getting out and about
- Knowing Girlguiding

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.





Delivering activities

What you'll find out:

- About different ways to lead activities.
- How to give instructions clearly so they can be understood by all.
- How you might change your style of leadership for different activities.
- How to adapt activities.

You're about to lead an activity. You've got the activity instructions, you've found all the resources and the girls are waiting to have fun... but what's your next step? The truth is, there are many ways you can run activities to offer fun, learning and adventure. The trick is to know how you like to lead, run different types of activities and think about the needs of the girls you're running the activity for.

You can lead in lots of different ways

The way you lead is shaped by your experiences, personality and what makes you feel comfortable. There are lots of ways to lead, and all of them are right for different times and places, we can even swap in the middle of activities. Most people prefer to use one or two of them.

Find out more about how you like to lead using our [quiz](#) – and remember, these aren't the only ones out there! There are collaborators, coaches, transformational leaders – almost as many ways to be a leader as there are people to lead. Find out more in our working with others module.



Leading as you

Look at these examples of different leadership in action. Pick 2 and think about the positives and negatives of that style for your role and unit:

- Plan all the steps in an activity and deliver it exactly as you've planned.
- Split out the activity between the girls and give them each a task to run.
- Get ideas from everyone on how to do the activity before you begin.
- Tell everyone how the activity is going to run without asking for their input.
- Take a step back and let everyone get on with the activity.
- Listen to the girls' ideas and share yours for how to complete the activity.
- Lead by example and get stuck in with everyone else and show them how the activity could go.



Giving instructions

Clear instructions are the key to making an activity happen. Nobody wants to see a group of confused faces and girls who are unsure what to do. Try this activity to help make your instructions tip-top.



Practise clear instructions

Let's look at the instructions below.

'You're going to teach the new girl her promise. Hmm, do we have time for that? Maybe just chat about it, or maybe just see if she already knows it? I know it's boring. You've probably got between 5 and 15 minutes. Take her over to that corner, show her your book and then have her practice by repeating back what you say. Right. Off you go!'

They're confusing, unenthusiastic and don't offer any choice.

How would you make these instructions clearer for a girl in your unit?



Instructions at different ages

Check out this [video](#) for an explanation of what girls are like in the different sections. You'll need to communicate differently with each age group.

Then, take a look at the [#GirlBosses video](#), which shows leaders talking to groups and running activities in different ways.

Look out for the different ways the leaders are explaining things to the girls. How is this different for each section? Why is leaving time for questions important?



Helping girls take the lead themselves

You don't have to do everything yourself – often, it's better to get girls to run activities for each other.

In the #GirlBosses video the leader is careful about giving instructions. When she explains the skills builder, 'It's not brain surgery', to the patrol leaders so they can then run it with their patrols, she gently guides them in the right direction without giving them all the answers. She says:

'Think about how you'll reach the far corners from the hole at the top. Maybe the tool will be bent or made from something flexible.'

Here are some top tips for helping girls to take the lead themselves:



- Give instructions to patrol leaders and sixers to pass on – they can explain them to the other girls.
- Pair up girls who have done the activity before with girls who are less confident and might need more support.
- Ask the girls to repeat the instructions before they do an activity – this will help you make sure they're on track, before letting them get on with it.
- If something isn't working, give them space and time to think about a different way to do it. Don't jump straight in with the answer – it's okay to make mistakes and learn from not getting things right the first time.
- If they get really stuck, ask them questions to get them thinking differently.

Different types of activities

There are lots of different types of activities you could be asked to run. They can be split into categories like active, discussions, investigations, or creative activities. The way you run an activity depends on what it is. For example, being very energetic may not be right for trying to explain how to meditate. Being very calm and quiet might not help you get the girls excited to play football or put on a dance show!



Bringing the energy

Look at these activities and think about ways you could run or explain each one:

- A game like tig, tag or it.
- Cooking a pancake.
- Having a visit from the local police dogs.
- A scavenger hunt in the local park.
- Running a mock trial or debate.
- Making a tote bag from a pillowcase.
- Running a quiz.
- Calming activities to help them sleep better at night.



Adapting activities

Sometimes you need to adapt activities. This could be to make sure that all girls can take part, to make it more fun for the girls in your unit, or even because you don't have an item or the time to complete the activity as originally planned.

You can adapt an activity from the UMA or skills builder cards as long as the aim and objectives stay the same.



Changing activities to meet your needs

Watch the video: [episode 4, flexing it.](#)

Look out for the different ways the leaders are adapting the activities for their units. What top tips can you learn from them?



Top tips for adapting activities from other young leaders:



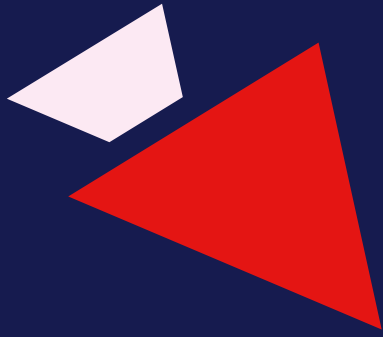
- Think about the needs of the girls in your unit, including their physical needs. For example, can all your Rainbows read? Lots of younger ones can't yet.
- Look at the aim of the activity – this is what you want to achieve. Can you change the activity to fit with the time of year?

Take a look at [adjusting activities](#) on the Girlguiding website for more help and tips on adapting activities.



You did it!

You've explored all about how to deliver amazing activities and you're ready to show off those skills. Good luck!



Young leader
development programme

Delivering activities





Delivering activities

Aim of the module:

Fun-filled activities are at the heart of a guiding meeting. Practise leading a variety of games, unit meeting activities, skills builders and activities beyond our programme, making sure they're right for the girls in your unit.

What you'll get out of it:

- Explore different ways of leading games and activities.
- Take the lead running different types of activities and reflect on how they went.
- Try adapting activities to make them work for your unit.



Not sure where to start or want to build your confidence first?

Check out our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.

Name:

Time to dive in! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
Observe all the leaders in your leadership team to see the ways they lead and how they run different activities. Reflect on what you observed.		
Take the lead in running 3 different types of activities and explore where girls can help take the lead: <ul style="list-style-type: none"> ● 1 unit meeting activity ● 1 skills builder activity ● 1 non-programme activity Afterwards, reflect on how they went.		
Run an activity where you plan to adapt a key element so it works for your unit (you could ask another leader to support you with which element or elements to change).		

Reflection

Think about everything you've done to complete the tasks and take time to reflect on the activities you ran.

- Did the girls enjoy them? What did they like most?
- What went well? What was difficult?
- What would you change in future?
- Did you learn anything new?



You did it!

You've completed delivering activities.

You've got skills in:

- Facilitation (running activities)
- Taking inspiration from others
- Problem solving
- Decision making
- Evaluating



Want to build on your new skills?

Check out these modules:

- Running activities safely
- Keeping it kind
- Supporting inclusive spaces

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.



Finding solutions

What you'll find out:

- How to spot problems.
- How to find solutions.
- How to communicate with others about problems and issues.

A problem is simply a situation that needs to be dealt with or solved. It can involve people, actions or objects. It could be urgent or something that's been going on for a while. As a young leader, you're someone who can help others by solving problems in your unit. Let's take a look at where to start when a problem crops up.

Finding problems – detective time

Sometimes problems come up unexpectedly, and you have to deal with them straight away. Other times, you'll spot a potential problem and have more time to think about how to solve it. One way to sort problems out before they become serious is to make sure you chat openly with the girls in your unit. If you know about any issues they're having, you can step in to help fix them.

Active listening

As leaders, we need to be good listeners. Listening helps us fully understand other people's problems without judgement.

A good listener receives a message from someone else with care and respect. They focus on what the person is saying and make sure they don't get distracted.

Active listening means not only paying attention to what someone is saying but also trying to understand things from their point of view.



Here are some top tips on active listening techniques:

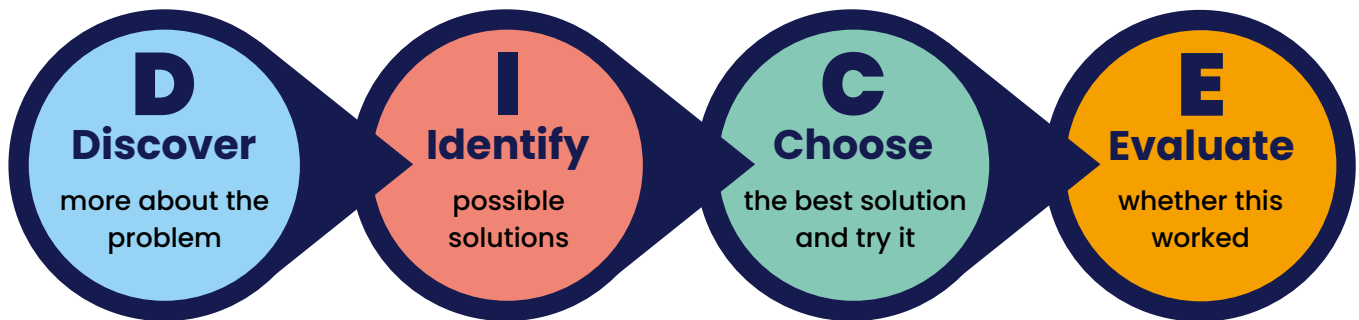


- It sometimes helps to summarise or reflect back what someone has said to you in similar language to make sure you've understood them properly.
- Use positive body language – if everyone's comfortable, make eye contact, lean in or nod. Smile if it feels right, but if it's serious, try to have an open, caring expression.
- Make affirmative noises – these are positive noises like 'mmmm' and 'uh huh' which help someone feel heard.

Sometimes it might not be the right time to listen – perhaps you're too busy, or it's not safe. Make sure the person who's trying to tell you something knows this and let them know they can talk to you at a better time.

DICE – problem solving steps

Whatever the problem is, you can use these 4 steps to help you tackle it.



Step 1: Discover more about the problem

Try to understand the problem. Think about what's causing it and the effect it's having on your unit. Use active listening techniques as well as your detective skills.

For example, one of your Rainbows is crying, what should you do? Ask another Rainbow? Look to see if she's hurt? The easiest thing to do here is to ask her what's wrong. It turns out to be a simple problem: she wants to sit next to her best friend, but they're in different groups. For you, this seems small, but for her, it's a big deal and you need to take some steps to solve the problem. You could try comforting her, distracting her, or just moving her to a new group.

Step 2: Identify possible solutions

If a problem is quite big, try breaking it down into smaller steps. Also think about what could happen if you didn't do anything, would the problem get worse?

To help find solutions you could:

- Talk to other people in your unit leadership team.
- Ask the girls in your unit for their ideas.
- Get the girls to act out different solutions and choose the best one.
- Chat with other young leaders to see if they've solved a similar problem before.



Brownies and Guides

Here's a problem to try to solve. Your Brownies don't want to move up to Guides. There are lots of ways to find solutions. Note down what you could do to solve this problem.



Step 3: Choose the best solution and try it

Decide which is the best option to solve the problem. To do this, you could think about:

- How quickly the problem needs to be solved.
- How easy it'll be to try your solution.
- What's the most important thing you need to fix?



When activities go wrong

Sometimes, activities don't go to plan. In this scenario, you have a group of Guides who are trying to make smoothies, but the blender is missing. This is the last activity they need to do for a skills builder and this evening is the last chance in the term for them to do it.

Out of the solutions below, which do you think is the best solution to try first? Why?

- They do a different activity not from the skills builder and you ask them to catch-up on this activity from home.
- Look at the outcomes of the card and see if they can achieve it by making something different without the blender, like a fruit salad.

Either solution could work, but as there is time set aside for them to do the activity and they have the ingredients, b would be a good solution to try first.

Step 4: Evaluate if the solution worked

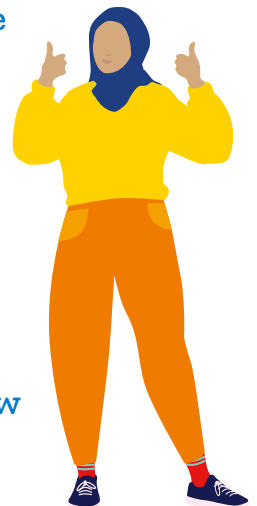
Now check your success.

- Is the problem solved? Great!
- If not – has the situation improved? And are there any other steps you can take to make it better?
- Is there something more you don't know about the problem that needs to be solved?
- What could you do differently? Try again.

Who can help?

Sometimes there are problems that you can't solve on your own. Frankie, a young leader with Rainbows, talks about a time she asked for help finding a solution to a problem:

'We were on a Rainbow sleepover and one of the girls approached me to ask what food she was able to eat. I knew she had allergies, but I wasn't sure where her food was. So I asked the leader doing the cooking which foods were safe for her. They had put food aside and had forgotten to serve it with the others. I gave the food to the Rainbow and solved the problem.'



Who could you ask for help finding solutions in your unit?



Congratulations!

You're ready to face any problems that might come up in your unit! Now it's time to put those problem-solving skills into action, good luck.



Girlguiding



Young leader
development programme

Finding solutions





Finding solutions

Aim of the module:

As a young leader, there'll be times when you're faced with different kinds of problems. In finding solutions, we'll look at how you can spot potential problems and solve them like a pro!

What you'll get out of it:

- Explore ways to identify common problems that might crop up in a unit.
- Think about what the impact of these problems might be.
- Practise evaluating different solutions.
- Discover how to solve a problem with others in your unit.



Not sure where to start?

Check out our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.

Name:

Time to get started! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
In your unit, identify at least 1 problem that you could help with. You could get girls to help you choose. Choose 1 and tell your unit leadership team what problem you're going to tackle.		
Break down the problem. Think about the steps you could take to solve this problem or improve the situation. What might happen if you don't do anything?		
With others in your unit, put your problem-solving ideas into action.		
Evaluate your ideas. Did they solve the problem? Or do you need to try something else?		

Reflection

Think about everything you've done to complete the tasks.

- How did you choose the problem to solve?
- Who helped you to find a solution?
- What made your solution successful?
- How would you use your skills to solve a new or bigger problem in future?



Problem: solved!

You've completed finding solutions.

You've got skills in:

- Problem solving
- Teamwork
- Communication
- Evaluation



Want to build on your new skills?

Check out these modules:

- Planning your programme
- Running activities safely
- Delivering activities

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.



Getting out and about

What you'll find out:

- About activities and adventures you can do outside of your usual unit meeting place.
- The kind of tools unit leadership teams use to plan trips out and about.
- What your role as a young leader involves when you're out and about with your unit.

Beyond the 4 walls of your unit meeting place, girls and volunteers can do so many exciting things! Camping expeditions, trips to theme parks, playing rounders in the park, or going on international adventures. There are loads of activities to choose from, so let's find out how you can bring adventure to your unit.

In guiding, there are 3 key parts to any adventure:

- 1 It should be something that isn't part of your normal day-to-day activities.
- 2 It should help you grow and push you outside of your comfort zone.
- 3 It should get you out and about, it doesn't have to be high adrenaline, but it should involve activities that challenge and excite you.

Activities, activities, activities

Activities out of the unit can be grouped in lots of different ways. This is helpful as there are [different rules and processes](#) to follow depending on the type of activity you're doing.

Sometimes things fall into multiple groups. For example, you might go on an international trip, stay for more than 2 nights, and do adventurous activities. You should always follow the stricter rules and processes when an activity comes under multiple groups.



Guiding memories last a lifetime, so have a think about your own guiding life. You can find the different categories of adventures, and space to note your ideas, on the next page. Look at the activities and add in examples of your own trips, adventures and events you have been part of or heard about. Are there any that stand out? You can also make a note of any new adventures you'd like to do with your unit.





Getting out and about during unit meeting time



- A trip to the local woods
- Playing games in the park
- A walk to the chip shop

Trips that last 1 day or less



- Going to the zoo
- Visiting the seaside
- Watching a rugby match

Adventurous activities



- Abseiling at a local Guide campsite
- Climbing at a climbing centre
- Kayaking on the river

Online events



- An online campfire
- Meeting units in another country
- Online workshops



Overnight stays

- Sleepovers in the unit hall
- A night at the aquarium
- Staying on a tall ship



Residential stays lasting 2 nights or more

- Holidays in the local guiding house
- Going to PGL
- Going to a county camp



Large scale events (more than 100 participants)

- Going to a county World Thinking Day event
- A Girlguiding cinema screening
- Going on a Pride march



International trips

- Visiting a WAGGGS World Centre
- Going to an international jamboree
- Going on a county trip abroad



Struggling for ideas?

Why not check out your country or region website to see what's available where you live? Or have a look at the [adventure for girls finder](#) or [opportunities page](#) on our website.



Planning activities

Half the fun's in the planning! As part of the unit leadership team, you can help plan all sorts of fun things out in the world. Sometimes planning takes just a few weeks for a short trip, or longer to plan for an international trip.

No matter what the activity outside the unit is, there are a few things that leaders should always do:

- Get consent from parents or carers (although some trips, like to your local woods during the normal meeting time, don't need this).
- Write a risk assessment.
- Let the commissioner know what the plans are.
- If the trip takes place outside the normal meeting times, organise a home contact. This is someone who isn't on the trip and helps contact parents and carers if there's an emergency.

Leader in charge – the one who makes it happen

Don't worry – your unit leader or another adult in Girlguiding is the one in charge. But teamwork makes the dream work, and there are tons of ways you can take the lead.

Depending on the activity, the adult volunteers in your unit leadership team will need to take on different roles.

For example, a first aider, treasurer or caterer. Most of these roles need you to be 18 or have some specific training, but you can still think about how you'd like to be involved in the future.



What can I do?

Have a look at the tasks below. Decide which ones you could help with on a trip and which ones you think should only be for adults.

- 1 **Setting up and packing away equipment.**
- 2 **Being contacted by parents about the trip.**
- 3 **Running a game or activity.**
- 4 **Looking after the first aid kit and medicines.**
- 5 **Going to the shop for something you've forgotten.**
- 6 **Calling parents if you're going to be back late.**
- 7 **Supervising girls tidying up.**
- 8 **Organising the home contact and sending their information to parents.**
- 9 **Reading the risk assessment to understand how to stay safe.**
- 10 **Collecting payments for the trip.**
- 11 **Helping girls to stay with the group when out and about.**
- 12 **Being responsible for girls using the oven in the kitchen.**
- 13 **Fundraising for the trip by running a stall at a local craft market.**

Answer: all the responsibilities with odd numbers are things anyone can do and the ones with even numbers are just for the adults.

Let's hear from Frankie, a young leader who took her Brownie unit to the woods near her unit meeting place:

'The leader in charge asked for input and ideas for activities. The other leaders loved my idea of using cardboard frames to make nature artwork. So, I was asked to organise the supplies and set up my craft. As well as working with the girls to create their natural masterpieces! Each of the leaders had a station in which the Brownies could move between. The whole meeting was so fun, the girls loved it and it has given me so much more confidence.'



Lead away permit

Did you know that young leaders can also run residential in Girlguiding? You can take between 4 and 8 Rangers or young leaders (including yourself) away for a residential experience for 2 nights or more. To do this, you work towards the [lead away permit](#) which is all about giving you the skills and knowledge to head off on your own adventure.



Well done!

You've discovered all about getting your unit out and about. It's time to think about how you can bring adventures to other girls' lives!



Getting out and about

Aim of the module:

It's time to go on some adventures with your unit. In getting out and about, you'll discover and explore what the role of a young leader is when you take part in activities outside of your usual unit meeting place.

What you'll get out of it:

- Explore the tools the unit leadership team use to plan getting out and about.
- Understand your role as a young leader when taking girls out of the unit.
- Confidence to take on responsibility when you're out and about with girls.



Not sure where to start or want to build your confidence first?

Check out our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.

Name:

Time to step out of your unit! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
With your unit leadership team, help plan a trip, adventure or activity outside of the unit meeting place. Explore all the things that need to be done to have a safe adventure.		
With your unit leadership team, share and agree what tasks you'd like to do before and during the outing, then prepare how you're going to do your tasks.		
It's time! Complete all the tasks you've agreed to do for and on the outing.		

Reflection

Think about everything you've done to complete the tasks.

- What were the positive things about getting out of your usual meeting place?
- Did everything go to plan?
- What would you do differently when you plan your next trip?



The adventures begin...

You've completed getting out and about.

You've got skills in:

- Teamwork
- Sharing out tasks (delegation)
- Planning
- Decision making
- Leadership



Want to build on your new skills?

Check out these modules:

- Giving girls a voice
- Working with others
- Running activities safely

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.



Giving girls a voice

What you'll find out:

- Why girl-led guiding is important.
- Ways to bring girls' views into your unit.
- Different ways to encourage girls' ideas and feedback.
- How to turn ideas into plans.

In Girlguiding, we want to put girls in the driver's seat. In your leadership team, girls need their voice to be part of decisions you make about what you do and when. And part of your role is to make that happen.

Why listen to girls?

There are loads of reasons! Firstly, making decisions encourages girls to learn by doing. It lets them have a say in their unit activities and experiences at Girlguiding, and supports them to develop skills like negotiating, influencing and listening.

Listening to girls can also make everyone feel involved. Nothing beats the imaginations of Rainbows or Brownies who feel inspired and listened to. And there's nothing more powerful than Guides' and Rangers' passion for change. When you listen to girls, it's a win-win – guiding gets better for you and them!



Girls' Attitudes Survey

Every year the [Girls' Attitudes Survey](#) asks over 2,000 girls and young women to tell us how they feel about their everyday lives. It's a great place to start if you want to find out what's important to girls, and it can give you ideas for activities girls might want to do.



Listening to girls

We know listening to girls is important, but how do we make sure we do it right? Try following these 3 steps.

Make sure you give them the information they need to decide – whether that's what something will cost or what they need to get their next badge.

Step 1: Ask the right questions.

If you want to find out what girls want you could try one of these options:

- A simple hands up vote.
- Asking the group to draw what they want to do.
- An elevator pitch of ideas where each girl gets 30 seconds to share their idea with the group.
- A questionnaire.
- An ideas lottery where everyone writes an idea on a slip of paper – then they pull one out and see if they can make it happen.
- Choosing from programme activity cards.
- Or just a straightforward chat. After all, listening to girls doesn't have to be complicated.

Step 2: Listen to what they say!

Try not to add your own thoughts here, step back and let their imagination run free!

Step 3: Reflect on everything.

How can you bring their ideas to life? You might be out of your comfort zone but with a little creativity you can achieve a lot. For example, you can't bring a dragon to a unit, but you might be able to make one together from recycling. Make sure you let the girls know what's achievable and explain why. You could even get them to help work out what they can do within the unit's budget.

Remember, girls are always growing and developing, and so are we. By making sure we keep listening, we stay up to date with our girls and what their needs and interests are.

Check out the [participation on a plate](#) resource for quick and fun activities to help you gather ideas and feedback.

**Your unit, your feedback**

Think about and note down all the times when girls in your unit make decisions about what activities they want to do, and how they're going to complete them. Then think of some other ways you could hear from them about what they're interested in.

**Making ideas happen**

Now that you've gathered ideas from the girls, how do you make them happen?

Haaniah, a young leader for Brownies, worked with her unit's leadership team to bring girls' ideas into the next term's plans.

'We held a Brownie chat to discuss what the Brownies wanted to do over the next term. They suggested ideas such as a litter pick, cinema trip and sports day. We explained which ideas would and wouldn't be possible and why, and incorporated the ideas we could use into the next term's plans.'

Alys is a young leader whose Rainbows suggested: starshine, powerfulness, mermaids, friends, slime and mud. They also voted to complete first aid stage 1.

This is how these ideas became a term plan:

Week	Idea	Activity to run
Week 1	Friends	Welcome session with games and Rainbow chat about what they'd like to do. UMA: where are the bananas? (this is friends themed - activity about including everyone).
Week 2	Starshine	Walk to local park to do UMA: stars in your eyes.
Week 3	First aid stage 1	Get into 2 groups who swap and complete a bite sized adventure and colour my mood.
Week 4	First aid stage 1	Complete get the right kit as a unit.
Week 5	Mermaids	UMA: the princess problem - adapt to make mermaid themed.
Half term		
Week 6	Mermaids	Trip to the local swimming pool.
Week 7	First aid stage 1	Kill the germs - can use skills at messy night next week!
Week 8	Slime and mud	Messy night. Make slime using corn flour, water and food colouring. Make own mud smoothies using fruit and vegetables.
Week 9	First aid stage 1	Complete mend a friend as a unit. Rainbow chat to get ideas for next term.
Week 10	Powerfulness	End of term party for promises and pot of gold. UMA: a Rainbow odyssey. Powerfulness - greek gods and goddesses.



Bringing ideas to life

Think about your unit. Imagine you've gathered the ideas below for the autumn term. How could you work with your unit's leadership team to realistically make these ideas happen?

- Playing football
- Colouring
- Going to the water park
- Building things
- Princesses and royal fashion
- Wildlife and nature
- Reading books
- Park trip
- Going to see the same play that we saw last term



Saying no

Some ideas are more realistic than others. As much as you might want to try dragon-flying, lion-taming or filming a Hollywood blockbuster, sometimes you have to say 'no'. But how do we turn a 'no' into a positive and come to a shared decision? Well, it's **EASY**.

E = Explain why - if it's dangerous, or you don't have enough time, money, resources or volunteers to run an activity, think about how you can communicate that to girls.

A = Answer questions - allow time for girls to ask questions about the final decision, but don't get into an argument. Show that you understand their feelings and their viewpoints.

S = Suggest a compromise - come up with alternatives or open up a conversation about compromise that allows girls to share different suggestions and ideas. But remember, compromise isn't simply meeting in the middle. Combining two different options together without proper thought can leave everyone feeling underwhelmed.

Y = Yes! - always end on a positive note. Focus on the fun things that you will be able to do.



Thank you for always listening to girls!

It's what makes guiding great, and you're a huge part of that. You've explored how to make girl-led guiding happen in your unit - now have fun putting it into action!



Girlguiding



Young leader
development programme

Giving girls a voice





Giving girls a voice

Aim of the module:

Giving girls a voice is all about lifting girls up and helping them be heard, so they can have a say in what they do in guiding.

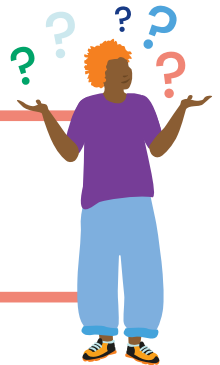
What you'll get from this:

- Champion girls' voices in your unit.
- Explore how to get feedback and ideas from girls about what they want to do.
- Practise using girls ideas to plan activities.



Not sure where to start or want to build your confidence first?

Check out our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.



Name:

Time to listen! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
Over a few weeks, look out for and note down the ways girls have a say in your unit. Share what you find out with your unit leadership team.		
Choose a way to collect ideas from girls in your unit – then do it! Find out what they want to do, then share ideas with your unit leadership team and the girls.		
Use the ideas and feedback from the girls to run an activity. Or, if you're feeling ambitious, a whole unit meeting. You could even help your unit leadership team plan out the next term.		

Reflection

Think about everything you've done to complete the tasks.

- What are the main things you've learnt?
- How useful was the way you chose to collect people's ideas?
- Are there other methods you'd like to try?
- How did you use the ideas with your unit?
- Is there anything you'll do differently in future?



Shout out to you!

You've completed giving girls a voice.

You've got skills in:

- Collecting ideas and feedback
- Being creative
- Decision making
- Teamwork



Want to build on your new skills?

Check out these modules:

- Supporting inclusive spaces
- Connecting your community
- Planning your activities

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.



Keeping it kind

What you'll find out:

- How emotions and feelings can affect behaviour.
- How to set an example through positive behaviour.
- What unit guidelines are.
- How to positively engage with girls and what to do if you come across challenging behaviour.

Emotions can affect how all of us behave. If you're worried about something, you might unintentionally be grumpy with a friend. Or if you're feeling sad, you might not want to talk to anyone. It's totally normal.

When we're dealing with other people's behaviour, we have to understand we're only seeing the tip of the iceberg. For example, a Rainbow might be seeing their parents break up and have lots of sad and difficult emotions weighing them down. Or a Brownie who's just had the best school trip ever might still be bubbling over with energy, even though they're exhausted!

To keep it kind, it's really important to remember that we don't know what else is going on in a person's life.

Noticing the ways yours and other's emotions can affect behaviours, attitudes and actions can help you become a more empathetic and effective leader.



Thank goodness it's not glitter

Take a look at this example from Ruth, a young leader for Brownies, on how their feelings could have had an impact on how they acted.

'After a long weekend at Brownie holiday, the last thing I wanted was paint spilt all over the table and floor, that I would have to clean up. Instead of getting annoyed at the Brownies for creating more cleaning for me, I said "it's okay, don't worry" it's much better than having upset girls. Especially if it could have been worse - it could have been glitter!'

Think about how Ruth was feeling, and what impact these feelings could have had on their behaviour.





Your feelings

Can you remember a time when your feelings have had an impact on the way you've acted? What did you do to keep cool and keep it kind?



Being a role model

As a young leader your role is to help girls have fun, keep them safe and reach their full potential through great guiding experiences. This means you're a role model to girls and other volunteers. An important part of being a good role model is to make sure your attitude and the way you behave reflects the [Girlguiding promise](#) and you follow the [volunteer code of conduct](#).



Doing your best

Watch our video, [being a leader: the promise and law](#), and think about ways you bring the promise and law into what you do as a young leader.



Unit guidelines - the key to managing behaviour

Unit guidelines or group rules are a set of rules girls and volunteers come up with together to make a safe and caring space. Lots of units have them to help everyone to feel comfortable, and build an atmosphere of safety, respect and trust.

These guidelines are for everyone, including the adults in the room. To make sure they're still working, they should be checked regularly, and updated if changes are needed.

There are loads of ways to create unit guidelines:

- Play charades: each Guide acts out something they'd like to see added to the unit guidelines.
- Reflect on what guidelines you'd like while doing a craft, for example, making friendship bracelets.
- Complete unit meeting activities that involve creating group rules or guidelines. For example, [captain's orders!](#) (Rainbows), [rule-makers](#) (Brownies) or [games maker](#) (Guides).

Engaging with girls when their behaviour is challenging

Sometimes young people can [behave in ways that are challenging](#). This is a normal part of growing up and when a girl does behave in a challenging way, there could be any number of reasons behind it.

As a young leader, your role is to help girls to take part in and enjoy unit activities. A great way to do this is to build good relationships with everyone in your unit and encourage and support girls' behaviour positively.

Here are some suggestions from other young leaders:



- Sometimes behaviour comes from the way someone is feeling. If you can help with that first, their behaviour will get easier and better.
- Praise girls when you see them being kind or showing other positive behaviours.
- Listen to girls and learn about their interests.
- Reward positive behaviour. You could do this with stickers or points on a chart.

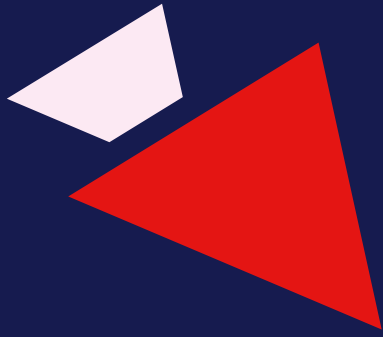
Do you have any other ideas to encourage and support behaviour positively?

If someone in your unit does behave in ways that are challenging or upsetting, remember your unit leadership team is always there to turn to and they'll be able to help you.



Keep it up – you're ace!

Well done, you've reflected on how to be a good role model and support girls in your unit. Time to spread that kindness knowledge – good luck!



Young leader
development programme

Keeping it kind





Keeping it kind

Aim of the module:

Managing girls' behaviour can be challenging - whether it's Rainbows shouting, Brownies running about or Guides on their phones. So keeping it kind is all about the different ways you can encourage positive behaviour, and deal with tricky behaviour.

What you'll get out of it:

- Find out how behaviour is caused by feelings.
- Identify ways you can create a positive atmosphere, no matter how you or the girls are feeling.
- Explore how to set group or unit guidelines.
- Identify who can help in your unit if you don't know what to do.
- Discover how you can be a role model in guiding.



Not sure where to start or want to build your confidence first?

Check out our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.



Name:

Time to have a go! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
During 2 different unit meetings, watch 1 or 2 girls for the whole meeting. See if the way they behave or the things they do show you anything about how they might be feeling. Reflect on your thoughts with another volunteer in your unit leadership team.		
Spend time watching how other volunteers in your unit leadership team manage girls' behaviour (good and tricky) to help create a positive environment. Think about: <ul style="list-style-type: none"> ● What techniques they use and how you could use them. ● Who you can go to for help. 		
Run an activity with your unit on creating unit guidelines.		
Think about a time someone in guiding has been a great role model. What did they do? How did they behave? How did they make people feel? Share with your unit leadership team.		

Reflection

Think about everything you've done to complete the tasks.

- What key things have you learnt from your observations?
- What will you stop doing?
- What will you continue doing?
- What will you start doing in future to encourage positive behaviour in your unit?



Kindness queen!

You've completed keeping it kind.

You've got skills in:

- Critical thinking (making clear, reasoned decisions based on accurate information)
- Observation
- Facilitation (running activities)
- Empathy



Want to build on your new skills?

Check out these modules:

- Supporting inclusive spaces
- Giving girls a voice
- Working with others

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.



Knowing Girlguiding

What you'll find out:

- All about the World Association of Girl Guides and Girl Scouts (WAGGGS).
- The key moments and people who have shaped Girlguiding's history.
- How traditions are part of Girlguiding.
- Why the promise and law are important.

In Girlguiding, we've got a long history of empowering girls and young women to be their best. As the needs of girls have changed, we've listened and evolved too. This is one of the reasons Girlguiding is often called a 'movement' (get it?).

Knowing Girlguiding can help you to understand why our organisation runs like it does and how you can help girls in your unit feel like they belong in our incredible global movement.

A worldwide movement

Girlguiding UK is part of the [World Association of Girl Guides and Girl Scouts](#), the biggest movement of girls and young women around the world. Amazingly, there are Girl Guides and Girl Scouts in over 150 countries. Each country has its own promise, uniform and activities, but in every country, empowering girls and women is at the heart of what they do.

There are lots of ways you can help the girls in your unit feel part of a global organisation:

- Choose a WAGGGS country and try some of their guiding games and activities. Find out about their uniforms, promise and badges.
- Check out the WAGGGS [resources](#) – these are free for you to use.
- Run a unit meeting activity about WAGGGS: [World Centre postcards](#) (Rainbows), [trefoil trivia](#) (Brownies), [World Centre welcome](#) (Guides).



World Thinking Day

Every year on 22 February, Guides and Girl Scouts celebrate being part of an international movement. Fun activities, writing to groups around the world and fundraising all take centre stage. WAGGGS produce a free activity pack exploring the real-life issues that affect women and girls around the world that you can take part in.

Traditions

A tradition is something we do or believe, that's passed on from person to person, often handed down from one generation to the next. They can be created and they can be changed as they pass along.

Traditions help people feel like they belong and offer a sense of stability and familiarity as things change.

Girlguiding has lots of traditions. Some happen all over the country, like the promise, Brownie story or Rainbow song. Others happen [all over the world](#), like the salute and the World Badge. And some are unique to individual units, for example:

- A Guide unit that does night hikes to celebrate changing seasons.
- A Brownie unit that asks girls what they have done each week to keep their promise.
- A Rainbow unit that has a unit badge blanket for Rainbows to sit on during Rainbow chats.



Your guiding traditions

Think about your own unit, does it have any traditions? Do you have songs, or games, or sayings that everyone in your unit knows?



Updating traditions

Sometimes, traditions can make people feel excluded or like they're not part of a group. We should always do our best to make sure everyone feels included.

It's important to look at traditions and ask ourselves:

- Is this still the best way to do this?
- What do we get out of this tradition? Does it still do that?
- Could a tradition cause unintentional hurt or harm?

Claire, a young leader for Brownies, shares this example of a tradition that their Brownie unit used to do to help them collect the weekly payments.

'The Brownies used to pay £2 a week in coins. To collect this money, and take the register, the Brownies sang a song and skipped to place the coins in the shape of a trefoil on the floor.

Most parents and carers now prefer to pay the unit termly through a bank transfer, so the tradition was changed. The Brownies still sing the song for the register, but they now do a silly dance instead of placing down the money. The tradition has been updated while keeping the fun and history.'

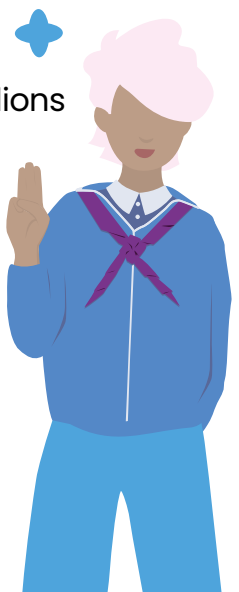
Here, Claire's old unit found that collecting coins wasn't going to work anymore, but the song was still important to them. So they simply kept the core of the tradition and changed the part that was no longer relevant.

You can try doing this with traditions in your unit with your leadership team. For example you might find a new poem you'd like to read to celebrate when someone gets their gold award.

Heart of guiding: the promise and law

Our promise connects us to millions of people involved in guiding around the world. We have different languages, cultures and beliefs, but we all make a commitment to do our best.

See how the [promise and law](#) helps bring everyone in guiding together.



Making your promise is very special, and it's important to understand what it means. Here are some ways you can help girls explore the promise and law:



- Ask them to choose a community action to complete, then use this to chat about why serving the community is important.
- Talk with them about ways you've all followed the Guide Law that week.
- Run unit meeting activities linked to the promise and law: [promise potions](#) (Rainbows), [mime time](#) (Brownies) or [director's cut](#) (Guides).

From the past into the future

In 1909 a handful of girls gate-crashed the first ever Boy Scout rally and demanded 'something for the girls'. Ever since, millions of Guides across the globe have been changing lives and building a better world for girls and young women, like you!

Here are some of the people and events who have inspired Girlguiding to be what it is today. As a movement, we'll keep moving forward and making guiding amazing for all girls.



1909

- **Agnes Baden-Powell** – established guiding in the UK.

1912

- **Juliette 'Daisy' Gordon Low** – guiding was spreading globally, and she formed the Girl Scouts of the USA.

1914

- A section for younger girls was set up called Rosebuds. However, after a year the name was changed based on a popular story about helpful, mysterious creatures, 'The Brownies', by Juliana Horatia Ewing.

1914–1918

- During World War I, Guides acted as messengers for The Marconi Wireless Telegraph. Rangers helped with signalling, firefighting, emergency first aid and feeding refugees.

1916

- A young leader training programme called Cadets was set up for older Guides who wanted to become leaders.

1918

- **Olave Baden-Powell** – Olave was the first World Chief Guide.

1928

- Olave Baden-Powell helped set up WAGGGS.

1932

- **Helen Storrow** – founded the first [WAGGGS World Centre](#), Our Chalet, which you can still visit today in Switzerland.

1987

- Rainbows, our newest section began.

2009

- The [Girls' Attitudes Survey](#) started to find out how girls and young women feel about their lives.

2019

- **Anna McNuff** – as a Girlguiding ambassador Anna ran the equivalent of 100 marathons for her [Barefoot Britain challenge](#) to show girls that they can do anything.

2022

- [Amplify](#), our first national youth steering group, was set up to make sure that girls' voices are heard at the highest levels of our organisation.

Find out more about the [history of Girlguiding](#) and [WAGGGS!](#)



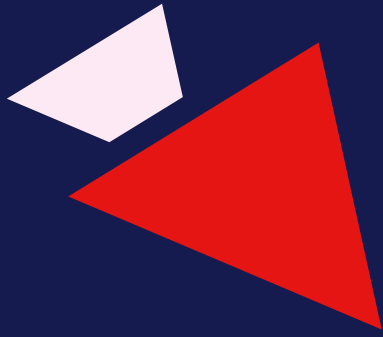
Women who inspire

Are there women in your life who have inspired you or do you have a role model? Maybe your Guide leader, football coach or your gran. What about them inspires you? What do they do that you would like to bring into your leadership style?



Well done!

You've explored all about Girlguiding and now you're ready to inspire girls with our story, traditions and history.



Young leader
development programme

Knowing Girlguiding





Knowing Girlguiding

Aim of the module:

You're part of an organisation with over 100 years of history. In knowing Girlguiding, you'll explore Girlguiding's story and traditions.

What you'll get out of it:

- Show how Girlguiding UK fits into the global movement and the role of WAGGGS (World Association of Girl Guides and Girl Scouts).
- Reflect on what we can learn from key moments and people from Girlguiding's history.
- Explore ways to make sure unit traditions work for your unit and the world today.
- Demonstrate why the promise and law are important.



Not sure where to start or want to build your confidence first?

Check out our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.

Name:

Time to explore! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
Run an activity about the World Association of Girl Guides and Girl Scouts or international guiding. This can be a programme or non-programme activity. Our badge and activity finders on the Girlguiding website, are a great place to start. You can choose if this is for your whole unit, a small group or another guiding group, like leaders at a county day.		
Find out about a key moment or person from Girlguiding's history and share what you learnt from them with a leader, peer or friend.		
With your unit leadership team and girls in your unit, create or update a unit tradition.		
Help girls in your unit to understand the promise and law.		

Reflection

Think about everything you've done to learn more about Girlguiding.

- Did anything surprise you?
- What was the best thing about the activities that you ran?
- What does the promise and law mean to you?
- What do you think is special about being a member of Girlguiding?



Shine the guiding light!

You've completed knowing Girlguiding.

You've got skills in:

- Taking inspiration from others
- Facilitation (running activities)
- Critical thinking
- Public speaking



Want to build on your new skills?

Check out these modules:

- Planning your activities
- Finding solutions
- Keeping it kind

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.



Looking after you

What you'll find out:

- What we mean by wellbeing and ways units can help look after it.
- Who in your network can support you.
- How you can support the wellbeing of other people as a young leader.
- Why it's useful to recognise your strengths and weaknesses.
- Why setting goals is good for our wellbeing, and how we can achieve them.

What is mental health?

Mental health is a tricky term. Some people say mental wellbeing, others say mental health and some people talk about how their brainbox is feeling. Check out the [definitions by YoungMinds](#), a charity who advocate for children and young people's mental health. Mental health is an ever-changing thing that's about how you think, feel or act. A mental health problem is when those negative thoughts and feelings impact on your day-to-day life.

However you talk about your mental health, it's important to look after it just as much as your physical health.

Creating wellbeing

We all have things we can do to improve our [wellbeing](#) (our general sense of happiness, healthiness and comfort). Some of these are simple, others are easier said than done. Here are a few things you can try:

- Focus on what's in your control - often when we worry, it's because we're focusing on things that are out of our control. We need to remember that while we might not have control over how something develops, we do have control over how we respond and what we do each day.
- Maintain a balanced lifestyle - this includes hobbies and activities, connecting with others, and reaching out to people we care about.
- Adopt self-care - this is all about looking after yourself. Explore how to care for your body and mind. From relaxing showers and nourishing food to trying something new.
- Practise mindfulness - A regular practice of mindfulness (paying attention to the present moment) can help pull you out of a cycle of worrying by bringing your attention back to the here and now.



What can you do for your wellbeing?

Think about what you can do to help manage your wellbeing.



You're always a person... even when you're a volunteer

It can be hard to look after your own wellbeing when you're a volunteer. But you don't stop being a person when you come to meetings, and all the things going on in your personal life don't stop either.

Here are some top tips on mental health from young leader Chloe:



'As a young leader during GCSE years, I know things can get tough, especially when exams are coming up. Winding down before meetings is a great idea. I feel like when I'm in a certain mood, the girls try to copy it and match my energy, bringing in a wrong mood to a meeting might mean that the girls might be upset, or misbehave. I find that sports and doing art really helps me because I love it so much!'

Team you: who is your support network?

It's not easy looking after your wellbeing all by yourself. Just like you support friends, family and other girls in your unit, you also have people around you to support you.

Your personal support network is like your own team of cheerleaders who support, encourage and help you grow. Different people in your life will support you in different ways – family, teachers, leaders, friends.



Guiding superheroes: your leaders

Your leaders are here for you. And leaders, being the superheroes that they are, might notice when you're not feeling 100% and ask how you're doing. There are a few things they might do to help with your mental health:

- Make a [wellbeing action plan](#) – this is a personalised, practical toolkit to help you stay involved with guiding, and get the most out of it.
- Chat to your parents or carers – this can make sure that your support network can fly into action.
- Chat to the team at Girlguiding HQ for further support – there are heroes in Girlguiding HQ too, who are there to help people when their mental health isn't at its best.

These are exactly the same things they might do for their Rainbows, Brownies, Guides and Rangers if they're worried about their wellbeing.

Hearing about young people's wellbeing

Sometimes, girls might come to you to talk about their wellbeing – whether there's something going on at home, or they're just feeling a bit down. It's great when girls feel they can chat to you, it means they trust you. You just need to make sure you follow the a safe space guidance and keep your adult leaders updated. To help with your wellbeing, they can debrief with you after any tricky conversations. This means talking through what happened, how it went, how you being there helped, and how you could set some boundaries.

Boundaries are the invisible lines we draw around ourselves to keep us safe. Some boundaries are straightforward, like not talking about a topic you find upsetting. You may find it helpful to have some boundaries with the girls you're working with. If you need help setting these boundaries, you and your leader can work that out together. For example, maybe you could come up with a signal which says, 'Hey, Brown Owl, I need you to come and tag into this conversation now'.

Activities to help with wellbeing

You might want to talk about mental wellbeing with your unit. Activities that help build wellbeing can be about building confidence, self-esteem or finding ways to calm our minds and bodies. There are lots of ways to build wellbeing. Here are some unit meeting activities you might like to try:

Rainbows

- [Cheer challenge](#)
- [The big blue whale](#)
- [Laugh out loud](#)

Brownies

- [Big up a Brownie](#)
- [Mellow moment](#)
- [Mindful music](#)

Guides

- [Tai one, two, chi](#)
- [Checking in](#)
- [Soothing scribbles](#)

Goals for wellbeing: developing your skills

One of the things we know helps with wellbeing is setting a goal and achieving it. It makes you feel great. Whether it's completing an art project, watching the whole of your favourite series or doing a young leader module! Make sure you take time to do something important for yourself.



Strengths and weaknesses

Take a moment to decide on a goal. Think about what you can do to help you achieve it, and what you might need to focus on. If you find it helpful, talk this through with someone and try asking yourself questions like:

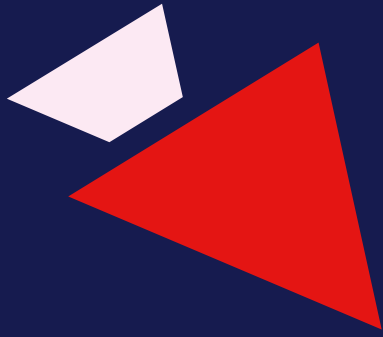
- What am I good at?
- What have other people complimented me on?
- What have other people had to help me with on more than one occasion?
- Which projects and tasks seem to drain my energy?
- Which projects have I spent hours on without getting tired?
- What are my hobbies and why do I like doing them?



Great work!

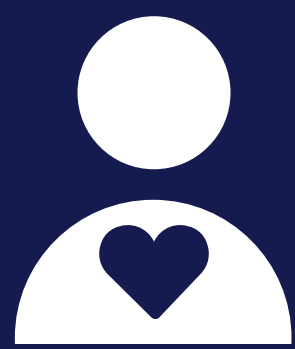
You've thought about what mental health is, who can support you, what you can do with your unit, how to develop your skills and how to make sure you look after you. Well done!





Young leader development programme

Looking after you





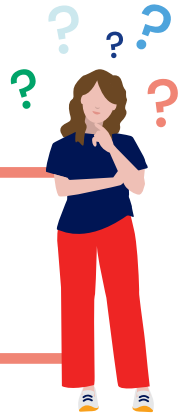
Looking after you

Aim of the module:

You are important. Explore ways to take care of your wellbeing while volunteering, how to talk about wellbeing in your unit, and set goals that make you feel great about yourself.

What you'll get out of it:

- Explore ways to look after your own wellbeing.
- Identify and practise 1 way your unit can support the wellbeing of girls and volunteers.
- Think about your strengths and the ways you can develop as a young leader.



Not sure where to start or want to build your confidence first?

Take a look at our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.

Name:

Take some time for you! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
Put into practise 3 ways you'll look after your own wellbeing as a young leader.		
Identify and share (in any way you like – a picture, a map, or even a chat with a leader) your personal support network.		
Run a wellbeing activity with your unit.		
Think of something you'd like to achieve in the future (this could be within guiding, at school, or a hobby). Set a goal, make a plan to help you work towards it and check in on your progress after a term.		

Reflection

Think about everything you've done to complete these tasks.

- What have you learnt?
- Have your new wellbeing practises helped in your life in and outside of guiding?
- What is something you'll change in future?



Self-care-tastic!

You've completed looking after you.

You've got skills in:

- Communication
- Facing problems
- Awareness of others
- Personal development

Want to build on your new skills?

Check out these modules:

- Connecting your community
- Knowing Girlguiding
- Supporting inclusive spaces

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.





Planning your activities

What you'll find out:

- All about the 5 essentials and how they can help you plan.
- About different types of activities your unit can do.
- What your role is in planning for your unit.

Every week, girls take part in exciting activities with their unit. From games and crafts to trips and sports, there are so many ways you can help girls grow and learn while having fun. But all activities take some planning, so let's explore how to bring brilliant ideas to life.

The 5 essentials

The [5 essentials](#) are 5 key ways every guiding unit runs and the Girlguiding programme is built around these 5 elements. They help make Girlguiding, well... Girlguiding!

Match up the 5 essentials

- 1 Working together in small groups.
- 2 Encouraging self-government and decision making.
- 3 A balanced and varied programme which is girl-led.
- 4 Caring for the individual.
- 5 Sharing a commitment to a common standard.

- a Make sure our activities are a mix of different types and girls can explore out of the unit too.
- b Learn by doing and make decisions together.
- c People from all backgrounds make the same promise and law.
- d Learn about teamwork, leadership and building girls' confidence.
- e Be sensitive to the wants and needs of others.

Answers: 1) d 2) b 3) a 4) e 5) c

To find out more, check out the doing our best [5 essentials checklist](#), which explains them in detail.

Here's how young leader Krishna brings the 5 essentials to life in her Brownie unit.

Working together in small groups -
'We split our Brownies into sixes for many activities, as well as smaller groups by age for skills builder activities.'



Encouraging self-government and decision making -

'At the start of our Brownie meeting, 1 six is responsible for choosing and running a game for others to join in as they arrive.'

A balanced and varied programme which is girl-led -

'At the start of each term, we give each six a few unit meeting activity cards and ask them to choose what they'd like to do.'

Caring for the individual -

'As a young leader I talk to individual Brownies about what they've done for their programme theme awards, so we can celebrate what they achieve.'

Commitment to a common standard -

'We say our Brownie promise at the start of each meeting and do lots of different activities to explore ways the Brownies can keep their promise.'



Essential practise

Think about the ways your unit puts the 5 essentials into action. Is there anything else your unit could be doing?



The Girlguiding programme

You'll already know a lot about the [Girlguiding programme](#). But did you know it was developed with feedback from over 70,000 girls, volunteers, and their parents? Everyone in Girlguiding follows the programme - there's a huge range of activities to try, badges to earn and loads of ways to develop new skills. The unit meeting activities and skills builders are available to download for free on the [online shop](#) so take a look through!

There are [6 key themes](#) across all activities and badges in the programme:

- Know myself – exploring emotions and understanding yourself and your identity.
- Express myself – developing your creativity and ability to think innovatively.
- Be well – how to stay healthy.
- Have adventures – overcoming fears, trying new activities and survival skills.
- Take action – building the skills you need to make a positive difference.
- Skills for my future – discovering and developing the life skills you need.

If you'd like to find out more about, or have a refresher on the programme,

check out the [programme overview e-learning](#) on the learning platform.

Celebrating successes

Our [programme awards](#) give girls a chance to celebrate all the awesome things they've done. You can support girls working towards their awards by helping them do activities from the different themes, or to help track their progress to their awards. And of course, make sure to celebrate with them when they achieve an award!

Beyond the programme

We recommend that our programme takes around 60% of the unit meeting time. So, what do you do with the other 40%? Well, that's up to you (and the rest of the leadership team and girls in your unit). Trips, parties, promise ceremonies, challenge badges – the choice is yours.

Here are some top tips from other young leaders on how you could come up with activity ideas:



- Ask the girls! They'll tell you what they want to do. With your leader you can include their suggestions in the term plan. Check out the giving girls a voice module.
- Connect with other young leaders to share ideas and resources for things they've done in their units.
- Look at social media, there are lots of groups you can join where units share ideas and what they've been up to.
- Check out WAGGGS and Girlguiding countries, regions and counties' websites – they might have created their own challenges and activity packs you can draw inspiration from.

Term and activity plans

There are 2 types of plans that you might come across as a young leader. The term plan and the activity plan.

A term plan helps the unit leadership team to organise what activities they'll be doing each week in a term, or half-term, along with any trips or residential. A term plan can include programme activities you're going to run, who'll be running the activities, and any special equipment.

Most units complete their term plan at a planning meeting. As a young leader you should be invited along to these meetings to share your ideas and to see where you can help with the running of activities throughout the term.

7 steps to planning a term

To help units to plan their term, there are 7 steps they can follow to make sure their term includes everything girls want:

- 1 Start by involving girls in your unit – ask them what they want to do.
- 2 Add in the fixed events and non-programme activities that make your unit special. For example, a trip to a cinema or going climbing.



- 3 Using girls' ideas, get them to help choose your skills builders, unit meeting activities, and other non-programme activities they might want to do.
- 4 Map out when and how to do the skills builder activities, and unit meeting activities.
- 5 Add in some time to support interest badges and celebrate achievements.
- 6 Look back at the 5 essentials – are they all in there? They don't all need to be there every week, but they should be there across the plan.
- 7 Share your exciting plans with the whole unit.

And don't forget, check with your leadership team about how your unit risk assessment will be updated to keep everyone safe.

Sometimes, you might need to create a more detailed plan for a specific activity. It can be especially helpful if it's a longer or more complex activity, but you can do it for any activity you're running. This type of plan could include things like:

- Which member of the unit leadership team is running the activity.
- Tasks for other members of the team.
- What resources you need and whether they need to be prepared beforehand.
- How you'll explain a complicated part of the activity.
- Any risks to be aware of and how they'll be avoided – these can be added to your risk assessment. Find out how to do this in our running activities safely module.
- Any other tips or information you might find useful.

These plans can be recorded in any way that's useful for you and your unit leadership team. As a young leader you might create your own activity plans or help out with developing other people's plans.



Fantastic!

You're now a planning pro ready to run an amazing, fun and challenging programme for your unit. Good luck!



Girlguiding



Young leader
development programme

Planning your activities





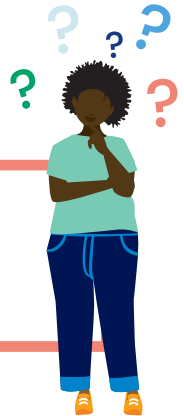
Planning your activities

Aim of the module:

Every week, girls take part in exciting activities with their unit. From games and crafts to trips and sports, there are so many ways you can help girls grow and learn while having fun. But all activities take some planning, and in this module, you'll explore how to plan amazing activities for your unit.

What you'll get out of it:

- Help plan a term of activities for your unit.
- Create a plan for running activities.
- Support girls to work towards their programme awards.



Not sure where to start or want to build your confidence first?

Check out our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.

Name:

Time to start planning! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
Join your unit leadership team to plan a term of activities, including: <ul style="list-style-type: none"> ● How girls share their ideas for what they want to do. ● A mix of programme and non-programme activities. ● Who'll deliver each activity. ● How the plan of activities supports the Girlguiding 5 essentials. 		
Take the lead on an activity and prepare how you'll run it. Think about what resources you'll need, how you'll set up, and any risks you need to be aware of.		
Help one of the girls or a group in your unit plan how they're going to achieve a programme award. You can ask your unit leadership team to help you track their progress. Together, think about what they've already done, and what they need to do next (for example, what interest badges they could do).		

Reflection

Think about everything you've done to complete these tasks.

- How were you involved in planning the term?
- How did you plan for your activity?
- Is there anything different you would do next time?
- What can you do in future to help girls in your unit work towards their programme awards?



Planned to perfection!

You've completed planning your activities.

You've got skills in:

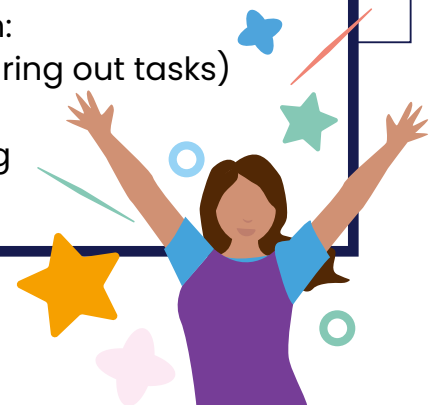
- Delegation (sharing out tasks)
- Teamwork
- Decision making
- Organisation

Want to build on your new skills?

Check out these modules:

- Delivering activities
- Giving girls a voice
- Working with others

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.





Running activities safely

This module will refresh your memory on:

- What a risk assessment is.
- How to do dynamic risk assessments.
- What kinds of hazards you might come across.
- How to help run activities safely in your role as a young leader.

A quick note. There will be some references to the types of physical harm that are possible when doing different activities.

Balancing risk, fun and safety

Did you know that you assess risk all the time, without even realising it? Every time we try new things we take a risk. It's all part of getting out of our comfort zone. In guiding, we help young people do this every week, giving them the chance to feel the buzz of achieving something amazing. But safety always comes first. Even in the best planned activities, risk is still around. That's why it's so important to be prepared to prevent risks – and deal with unexpected ones that crop up. You've already done your safe space training when you became a young leader. But now it's time to become a hazard-spotting, risk-planning pro!



Risk assessments: how we make fun happen

Risk assessments are usually written tools to help explore the things that could go wrong with an activity. They help us figure out how to reduce the risk level and decide if it's too risky.

Here's an example using the game **stuck in the mud**.

Positives: Fun, gets the wiggles out, girls want to play it, doesn't need resources, can do it anywhere.

Risks: Brownies might run into walls or each other (no, really, they do this all the time) or slip, trip and fall.

In this activity, the positives outweigh the risks, so we just need to think about how to make it safer, in the easiest way possible.

Check out [this video](#) for a refresher of the definitions of risk assessment, hazards and dynamic risk assessments

Your role: As part of the leadership team, you should help with the risk assessments. You could be asked to work out the risks of an activity or take action to make an activity less risky (these are called control measures).



Now, let's dive deeper into what it takes to do a risk assessment.

Breaking risk assessments down, step-by-step

The adult leaders in your unit will [complete a risk assessment](#) for all the fun things you do in guiding: days out, residentials and unit meetings – everything. They do this using a template, and if you'd like to see it, just ask your leader to show you. You'll never need to do a risk assessment on your own. If you're asked to help with a risk assessment, all you need to do is follow these 6 simple steps.



Step 1: Spot the hazards

Think about what could cause harm to someone or something:

- First, look for the easy things – like moving traffic – and note these down.
- Then look for the less obvious ones – like bacteria or someone being upset – add these too.

**Where's the hazard (risk factor)?**

Look at a picture of a room in a place you're not familiar with. If you're stuck for inspiration, try using a famous building like the Houses of Parliament. Or, head somewhere local like your library or nearest coffee shop. Once you've chosen a space, write out all of the hazards that you can see.

**Step 2: Think about the hazards' effects**

Think about how the hazards you've spotted might affect your group:

- Could they cause a physical injury or lead to an item being damaged?

- Could there be an emotional impact, like girls getting upset?
- Could there be a cost involved? Like the unit having to pay for something unexpected?
- Could there be a reputational effect, like poor behaviour leading to the unit not being invited to future events?

Step 3: Remember the safety measures you've already got sorted

Note down all the things you've already got in place to make things safer. For example, with stuck in the mud, you always tell the girls not to run into walls and watch where they're going. They might not always listen, but you do warn them!

Step 4: Think about the risk level

This helps us to decide whether or not an activity is too risky, and it depends on two things: the likelihood of the risk turning into an incident and how bad it would be if it did. Ask yourself:

- How likely is it that each risk will become an incident? (Unlikely, likely, or very likely.)
- How bad would each of the risks be if they became incidents? (Are we talking slight harm, like bruises, more significant harm, like minor fractures, or very serious harm, which could mean multiple injuries and major fractures.)

Some risk assessment forms include a table which helps you decide whether or not you should go ahead with an activity. Others might be pre-filled to make it faster for you, but remember, always ask your leader to take a look at a risk assessment before you jump into an activity.

Step 5: Manage the risk

Once you know the level of risk, think about anything else you can do to remove, reduce or control the hazards. For example, you could move your game of stuck in the mud away from the walls.

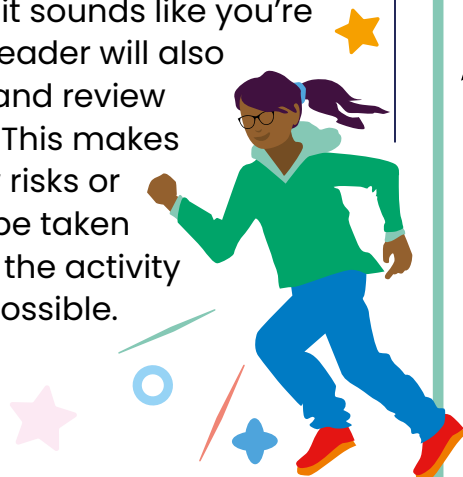
Here are some top tips from other young leaders on controlling risks:

- You can always ask the girls what they think the risk might be! If you tell them to stop running, get them to think why you've asked that.
- Think about what's in your control to change – you can't easily move the pile of chairs, but you can get the girls to move away from them.



Step 6: Decision time

Look back at the risk level now you've thought about everything, has it changed? Once you've thought about all the risks, it's up to you and the rest of the leadership team to make a call on if the activity should go ahead. Remember, we want to run challenging and exciting activities, while keeping everyone safe. If your activity ticks all these boxes, then it sounds like you're good to go! Your leader will also regularly update and review risk assessments. This makes sure that any new risks or adaptations can be taken into account, and the activity stays as safe as possible.



Dynamic risk assessments

You've done your a safe space training and covered the STAR (stop, think, act and review) method for dynamic risk assessments, but if you want to brush up on your skills, you can [check out the e-learning](#).



Dynamic risk assessment

Look at this example from Chloe, a young leader with Brownies, about a time when they needed to carry out a dynamic risk assessment.

'We have a local stream, and we usually go there at the end of term in the summer. It gets quite deep in places, and Brownies are little humans! When we arrived the water was higher than we expected it to be... Before we got in, I did a dynamic risk assessment of the water and identified where the girls can and cannot go. This made the evening, very successful, safe and wet!'

What would you have done in this scenario?



Sometimes you might feel uncomfortable taking action yourself, or you just don't know what to do. That's ok! Even though you have permission to take action to reduce risk any time you see something harmful, you don't have to handle everything alone.

Always talk to your unit leader or your young leader coordinator about risk in your unit – they can help you work out what you might do.

And remember, you rule the risks, they don't rule you!



Outstanding!

You've explored all about running activities safely. Now let's put those skills into action and have as much fun as possible. Good luck!



Girlguiding



Young leader
development programme

Running activities safely





Running activities safely

Aim of the module:

Wide games, experiments, works of art – all guiding activities have risks. Explore how you can safely run the activities your unit wants, through planning for and responding to risks as they happen.

What you'll get out of it:

- Identify how to run safe activities.
- Practice spotting hazards.
- Explore different types of risks.
- Know who is responsible for managing different risks.



Not sure where to start or want to build your confidence first?

Check out our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.

Name:

Time to manage those risks! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
With your unit leadership team, think about the risks involved before you run an activity, and then run it safely.		
Take a look at a risk assessment for an activity and suggest where you could help to reduce risks.		
Look at where something went wrong and share what could have been done differently.		

Reflection

Think about everything you've done to complete the tasks.

- What was easy, and what was difficult?
- What will you do differently in future?
- Did you learn anything new?



Brilliant work!

You've completed running activities safely.

You've got skills in:

- Assessing risk
- Dynamic risk assessment
- Problem solving
- Organisation
- Teamwork

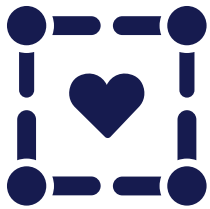


Want to build on your new skills?

Check out these modules:

- Looking after you
- Getting out and about
- Finding solutions

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.



Supporting inclusive spaces

What you'll find out:

- Why inclusion is important, both inside and outside of Girlguiding.
- Practical ways to help your unit be more inclusive.
- How to spot discrimination and deal with it in your role as a young leader.

We want Girlguiding to be a place where everyone is welcome, free to be themselves, and has an equal sense of belonging – whoever they are and wherever they're from. That's why it's important that we all take the time to learn about being inclusive and how to challenge discrimination if we come across it.

Inclusion 101: what is it and why is it important?

Inclusion in guiding is about giving all girls the same chance – to be safe and get support to grow and thrive. Inclusion is one of our values.

We all have a part to play in making sure that Girlguiding is inclusive and welcoming. At the heart of Girlguiding is the [promise](#), and in it, we promise to help other people. One way to keep this promise is to care about all our girls and volunteers, and the communities they live in or belong to.

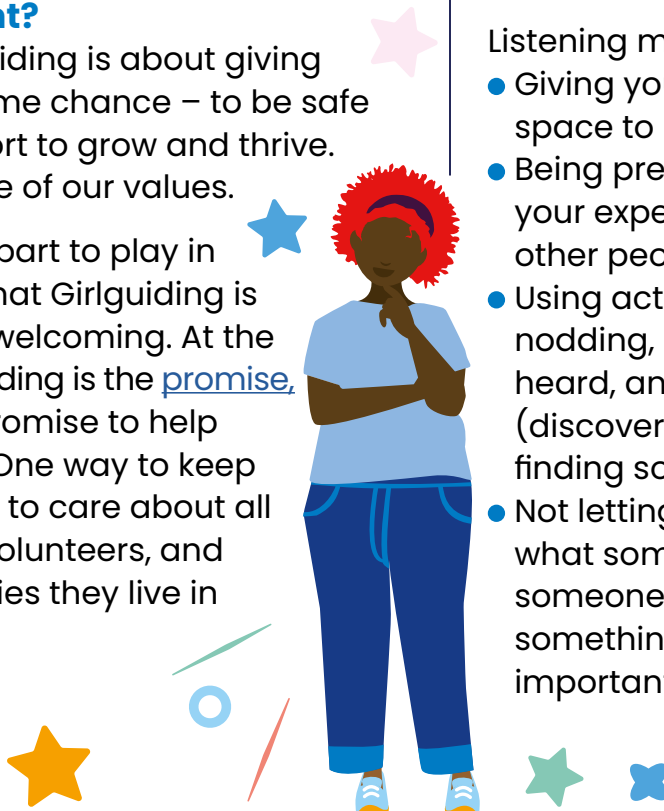
Listening to others

Our experience of being part of guiding is not going to be the same as everyone else's. Some people might face barriers and not feel welcome or valued by guiding, which can make them feel excluded. To keep our promise, we need to listen to people who say they've been excluded and then work alongside them to make things better.

Barriers are things that can stop someone from feeling welcomed and wanted. If these barriers are to do with a part of their identity (like their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation), we need to work out how to remove those barriers.

Listening means:

- Giving yourself (and them) time and space to have these conversations.
- Being prepared to see that your experience isn't the same as other people's.
- Using active listening techniques like nodding, reflecting back what you've heard, and withholding judgement (discover more about this in the finding solutions module).
- Not letting your own feelings interrupt what someone else has to say. If someone is helping you understand something difficult for them, it's important that they know you'll listen.





Listen to others

Choose 2 of the stories below from Girlguiding members. Think about their experiences of guiding, and how this might be different from yours. Is there anything you can learn from their experiences?

Chloë ([celebrating neurodiversity](#)),

Kate ([adventures for everyone](#)),

Tash ([deaf awareness](#)),

Beth ([mental health inclusion](#)).



Making inclusive units

There are so many things you can do to make your unit a supportive and inclusive space. Even small actions can have a big impact.

Watch these videos to find out how some leaders have made their unit more inclusive and welcoming:

- [Making your unit welcoming and inclusive](#)

- [Top tips for making your unit welcoming and inclusive](#)

Planning and adapting activities

Sometimes you need to re-think your activities so everyone can join in. All activities can be adapted, you just need to think about how to remove the barriers that could stop some girls taking part. Take a look at [adjusting activities](#) for some top tips on how to do this.

You can also check out our [inclusion webpages](#) for more on how to make Girlguiding a place where everyone feels welcome.

Welcome, bienvenue, välkommen, selamat datang



Here are some top tips to welcome new girls and volunteers so they feel safe and included:

- Say hi to someone new when they arrive and give them a tour of the unit.
- Make sure to explain Girlguiding words you use and any traditions you have.
- Ask them what you can do to help them feel comfortable.

Sometimes, your leader might complete an [adjustment plan](#) with new girls and their parents or carers. They might do this if a new girl has a disability for example. An adjustment plan helps flag up any potential barriers and highlight what changes (adjustments) are needed to support them.

Inclusive meeting spaces

Your meeting space should be inclusive for everyone. By doing this, you'll make sure everyone feels welcome when they visit.



An inclusive space

Look at the picture and spot the ways this unit has adapted their space to make it more inclusive.



The picture shows:

- Lights that don't flicker and aren't too bright or too dim.
- Noticeboard that can be read at any height.
- A way for people to use second hand uniform.
- Clear routes through the room.
- A quiet corner for anyone who needs it.
- Signs to show which bathrooms are accessible.

Check out the noticeboard. Did you spot the following?:

- Important information in different languages.
- Posters on dealing with bullying.
- Images representing a wide range of people.
- A driving rota to make transport easier and safer.
- Easy to read writing that stands out from the background.



Inclusive communication

Sophie is a young leader for Guides. Her leaders have asked her to write a note they will give out to the girls about what they'll be doing next week. She'd like to be more inclusive. Can you spot where she could make some changes?

'Hi girls, next week we're going to be helping throw a party for OAPs living in the local care home. We need all hands on deck so please could you ask your mums and dads if they would like to help too? The plan is to meet at 3pm in the car park, and then all walk in together.'



Here are some tips for how Sophie could make the language more inclusive:

- Use language like partners and parents or carers to recognise all families are different – instead of mums and dads.
- Include people with different mobilities by saying 'make our way inside' – instead of 'walk in together'.
- Keep word choices respectful by saying 'older people' – instead of OAPs.
- Use simple language so it's easier for everyone to understand – try not to use sayings like 'all hands on deck'. You could say 'we need as much help as possible' instead.

Sometimes our words or actions can unintentionally upset people. And while it can feel uncomfortable, it's important not to brush off a concern, get defensive or make it about you. Instead, listen, apologise and learn from your mistake.



Ideas and top tips from other young leaders about making inclusive spaces in their units:



- Go through the [better together unit meeting activities](#), and choose a few to do with your unit.
- Make sure you talk to every person in the unit, and really listen to what they have to say.
- Look up a wide variety of [awareness days and holidays to celebrate](#). Suggest ways to celebrate these when planning the term.
- Learn simple words and phrases in the languages spoken in your unit, such as [British sign language](#).

What is discrimination?

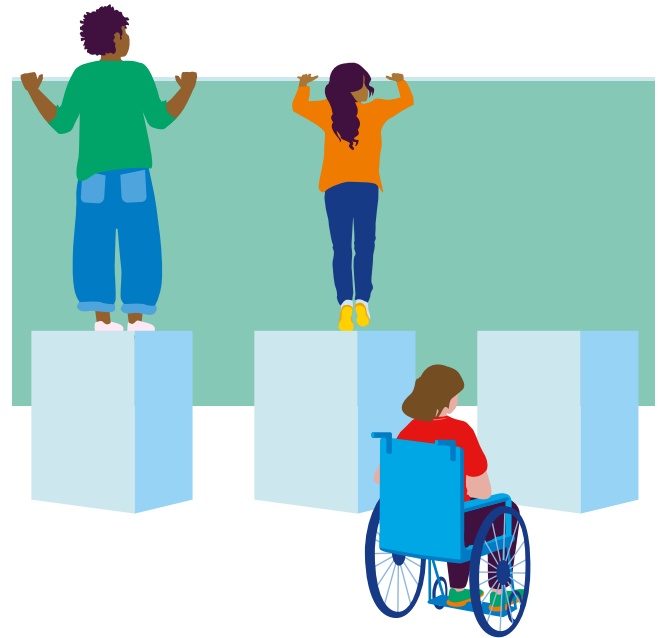
Discrimination is when people are treated differently because of their identity, or a particular quality or feature they have. Discrimination can take many forms.

Most of us know about **direct discrimination**. It's when someone is treated unfairly because of their identity (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation). People who have one or more of these characteristics might be considered to be from a **marginalised community**.

Indirect discrimination is when you make a decision, or have a policy or rule, that applies to everyone but affects some people worse than others. For example, holding your lead away permit camp on Yom Kippur, a Jewish

holy day, may make it difficult for Jewish girls to go, so this could be indirect discrimination.

Is this image direct or indirect discrimination?



This is indirect discrimination: everyone has a box, but using boxes like this has left someone worse off than others.

Discrimination can also happen because of bias. **Bias** is how we think about a group of people, even if our view is based on an incorrect assumption. Sometimes, we have certain ideas about people or things, and this can mean not everyone is given a fair chance.

We often don't even realise we have our own biases. When this happens, it's called an **unconscious bias**. It's important to spot when we might be making assumptions and do our best to not let it affect our behaviour or decisions, because this could lead to discrimination. For example, if you assume a Rainbow helper can't run an activity because their age suggests they don't have as much experience.

A **microaggression** is a subtle but harmful comment or action directed at someone from a marginalised community. People from marginalised communities often don't have the same advantages, or equal opportunities as other people in society.

Microaggressions can sometimes be a joke, innocent question or casual remark. They aren't always obvious, and they're often unintentionally offensive. Check out [Melanie's story](#) to learn more.

You can use one of the 5 Ds below if you see discrimination happening.

Safety first: Only step in if you feel comfortable and safe doing it. If not, document and tell your leader, or young leader coordinator.

Reporting discrimination

At Girlguiding, even 1 member experiencing discrimination is 1 too many. If you see any discrimination, [bullying or harassment](#) you should report it to your leader or young leader coordinator.

Direct

Step in and challenge what's happening.

Distract

Change the subject, stop and speak to the person being affected.

Delay

If you don't feel comfortable getting involved in the moment, check in with the person afterwards to make sure they're OK.

Delegate

Ask other people for help or advice, like another leader.

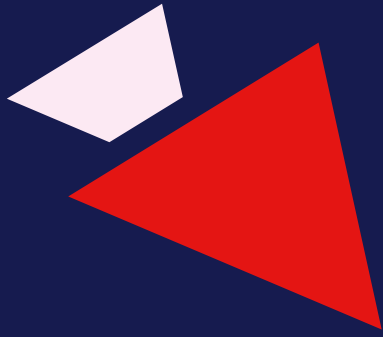
Document

Make a note of important details (who was involved, what you saw, who else might have seen it) in case you need to report the incident.



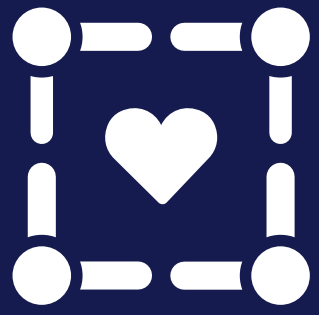
Nice work!

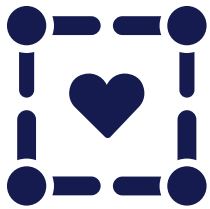
You've discovered why inclusion is important and how we can make Girlguiding a safe and welcoming space for all.



Young leader development programme

Supporting inclusive spaces





Supporting inclusive spaces

Aim of the module:

Everyone has a right to be included so they can grow and thrive. Supporting inclusive spaces will help you make sure your unit is a place where everyone feels welcome and can join in.

What you'll get out of it:

- Discover why inclusion is important at Girlguiding.
- Explore how to create an inclusive space and think about how inclusive your unit space is.
- Work together with your unit to include all people.
- Identify where you can go for more support.



Not sure where to start or want to build your confidence first?

Take a look at our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.

Name:

Time to think of others! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
Use our discovery resources to learn about why inclusion is important to Girlguiding and how to create inclusive spaces. Share your reflections with your leadership team.		
Map out how your unit is already an inclusive space, thinking about things like how activities are made inclusive. Then see if you can come up with ways to make your unit even more inclusive. Share your thoughts with the girls in your unit or your unit leadership team, or both!		
Show how you would adapt a programme activity to be more inclusive, then run the adapted activity for the girls in your unit.		

Reflection

Think about everything you've done to complete the tasks.

- What key things have you learnt?
- What will you stop doing?
- What will you continue doing?
- What will you do differently in future to make your unit an inclusive space?
- What top tips would you share with others?



Want to build on your new skills?

Check out these modules:

- Delivering activities
- Keeping it kind
- Looking after you

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.

Fab-u-lous!

You've completed supporting inclusive spaces.

You've got skills in:

- Inclusion
- Observation
- Analysis
- Problem solving





Working with others

What you'll find out:

- All about the different roles in a unit leadership team.
- How you can work together with your unit team.
- How to share out tasks with others.
- About different leadership styles.

As a young leader, you work with lots of different people who help you make a real difference to people's lives and the world we live in. You're part of a team, and when you work together, you can achieve any goals you set your sights on.

Your unit's dream team

You'll come across teams of volunteers throughout Girlguiding – at units, district or division level, or even when organising events. But the ones you spend the most time with, will be your unit leadership team.

Teamwork forever

Being part of a team has tons of benefits – things are usually more fun when we do them together and it makes things easier by sharing the load.



All great teams need some tools to be their best though. Here are some things to remember when you're working in a team:

- **Communication** – keep everyone in the loop about plans, ideas, and what support you may need. And listen to others – check out our finding solutions module for more advice.
- **Doing the task** – if you do what you say you will, it builds trust and lets your teammates know they can rely on you. Similarly, if you realise the task isn't going to work or be possible, let the person who asked you to do it know as soon as possible.
- **Honesty** – it's always best to be clear and honest when you share your thoughts and ideas. This is even more important when you feel something is too much for you and you might need more help.
- **Discretion** – this means keeping things confidential when you need to. You might hear that a Guide's family member is unwell, but not every other Guide needs to know. Remember to follow our a safe space guidance.
- **Differences of opinions** – people have different ideas and experiences, and this is a good thing! Bring your own ideas and be open to other people's! For more information on how to make sure everyone is included in your unit, check out our supporting inclusive spaces module.



Roles in the units

Here are some roles that you might see in your unit leadership team.

Match up the role with the description of what they do:

1 Unit leader



5 Leader in training



2 Young volunteer



6 Unit helper



3 Unit administrator



7 Individual support unit helper



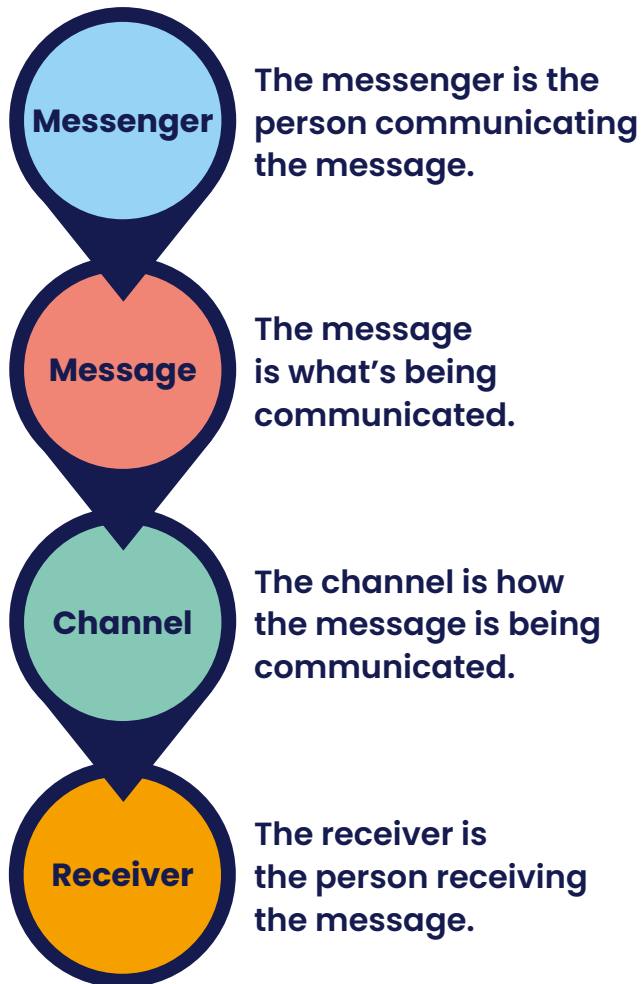
4 Rainbow or Brownie helper



- a** This role is responsible for running the unit, leading the unit leadership team, and planning and delivering a programme of activities and events.
-
- b** This role is for someone completing the leader development programme. They share responsibility for planning and delivering events and activities.
-
- c** This role supports the unit leadership team. They could take on a specific task or provide general support to the unit as needed.
-
- d** This role supports a girl with additional needs to take part in Girlguiding safely and enjoyably.
-
- e** This role helps a unit run from behind the scenes. They can get involved in lots of different ways - looking after a unit's finances, helping record girls' progress towards badges, or communicating with girls who are interested in joining and their parents or carers.
-
- f** This role goes to unit meetings, works with the unit leadership team, and plans and runs activities. All while working on their own volunteering programme or award.
-
- g** This role is a way Guides can support Rainbows or Brownies by sharing their experiences and having fun together at weekly meetings.

Communication – a deep dive

Communication is a vital skill when working with others. There are 4 key elements of positive communication.



4 elements mean there are 4 opportunities for something to go wrong. Here are some simple steps to keep your communication on track:

- Keep your message simple, clear and avoid jargon or language that someone you're talking to might not understand.
- Find the right time to communicate, away from distractions and with enough time to talk it through.
- Pick the right communication channel for your message. This means thinking about whether text, email, talking face to face or having a phone call is best.



Our leaders love teamwork

[Watch this interview](#) with a leader chatting about their experiences of volunteering as part of a team. Our young leaders love teamwork too! Here is Frankie's experience:

'As a young leader I make sure to always have a positive relationship with the other members of my Brownies team. It's important to be open and communicate when you need help, for example when I had exams, I didn't plan the activities, only supported, so that I could still concentrate on my schoolwork. Communication is key for teamwork!'

Think about what makes a good team, and how it feels to be part of a good team. Does your unit have a recipe for success when it comes to teamwork? How does your unit team work together? How could you work better together?



Top tip: confused about what you can do to be a team player and show leadership? Just ask 'how can I be helpful'? It makes a huge difference.



The art of delegation

Girlguiding units usually have a leader in charge, but that doesn't mean that they take on all the responsibilities for running the unit. Where possible, your leader will share out tasks to others in the unit leadership team. This is called delegating. It means everyone does their fair share, and nobody feels pressured to do too much.

If you're given something to do or lead on – like running a unit meeting activity – you can also delegate parts of the task. For example, asking girls to help set up the activity.

When deciding what to delegate, think about:

- Everyone's skills, knowledge and experience.
- The things people like to do. For example, if one team member really likes science and you run an experiment activity, they would be a great person to help set it up and run it.

Our delivering activities module has a ton of top tips on giving instructions. The main thing is to make sure you're clear, and that everyone is happy and understands what they're expected to do. That way, your activity is much more likely to run smoothly.



Delegation situations

Look at this example of how Tessa, a young leader with Guides, delegated tasks when leading an activity.

'I was about to run an activity and I needed to delegate tasks as there were too many to do on my own. I gave each leader and young leader a part of the activity to lead. The activity had a set list of instructions and equipment needed to complete it, and that meant I could easily share the task out between us.'

Time to have a go yourself. Imagine that your unit leader has asked you to plan and run a unit meeting. They've given you the unit meeting activities to run, and the girls have chosen their favourite game to play. Think about what tasks you'd need to complete to run these activities, and which tasks you could share out to others in your team. Remember to include all the volunteers in your unit and get the girls helping out too!



Team leadership styles

Most leaders will have a natural way of leading other people. But sometimes, you have to adapt your style to suit the people you're leading, the situation or the task you're doing.

There are 4 styles of leadership that you're most likely to come across in Girlguiding. You might lean towards one or another, or you might use a mix of all of these techniques at different times.

Do you recognise any of these styles in yourself?

- **Visionary leaders** – people who set a goal and bring others along with them. They help people see a shared vision or goal which motivates the team. You might be able to take more risks with a visionary leader – they love to see your creativity in action.
- **Affiliative leaders** – people who are great at building positive relationships and put their teammates first. They create harmony among the team, and make people feel valued. Affiliative leaders are good communicators and take a flexible approach.
- **Democratic leaders** – people who are always happy to ask, 'what do you think?'. They invite others to be part of the decision making, which makes them feel involved. And everyone is motivated because everyone is part of the decision.

- **Coaching leaders** – people who encourage others to try new things. This develops the team by helping people grow their abilities and skills. And it's a style of leadership that empowers people to come up with solutions by themselves.



Your leadership style

Think about your unit leadership team, can you think about a time they've used any of the above leadership styles? What went well? Did anything stand out to you?



Super!

Well done for discovering all about working with your unit team. Now you're ready to put those teamwork skills into action, good luck!



Girlguiding



Young leader
development programme

Working with others





Working with others

Aim of the module:

We're going to explore how you and other amazing volunteers in your unit can work together to be a dream team.

What you'll get out of it:

- Explore the roles in your unit leadership team.
- Identify ways to work together as a team.
- Practice sharing out tasks.
- Discover how good leaders work well with others.



Not sure where to start or want to build your confidence first?

Check out our discovery resources and training materials on the [Girlguiding website](#) or ask your young leader coordinator.

Name:

Time to jump in! Work with your unit leadership team to complete these tasks in any way that suits you.

Tasks	Leader initials	Date
Go to a unit leadership team meeting and discuss the different roles within the team.		
Observe a unit meeting and watch how the unit leadership team works together throughout the meeting. What are your main takeaways?		
Take the lead on some unit activities and plan how to share out the tasks to different team members.		
Chat with another leader about their experiences of working with others. What works and what doesn't? How could this help you in the future? You could choose your leader or someone who is, or has been, part of your district, division or county team.		

Reflection

Think about everything you've done to complete the tasks.

- How does your unit team work together to play to everyone's strengths?
- Is there anything you could do differently to work together more?
- What did you discover about how other leaders work with their teams?



Teamwork makes the dream work!

You've completed working with others.

You've got skills in:

- Taking inspiration from others
- Delegation (sharing out tasks)
- Decision making
- Teamwork

Want to build on your new skills?

Check out these modules:

- Knowing Girlguiding
- Looking after you
- Connecting your community

Once you've completed 4 modules, talk to your leader and they'll award you your next badge.

