



GIRL GUIDES
AUSTRALIA

LEADER'S HANDBOOK



Girl Guides Australia
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1. Your Commitment As a Guide Leader



Welcome to Australia's largest volunteer-based organisation for girls and young women. You are part of a family of 30,000 members in Australia, with girls and young women participating in every State and Territory, in rural and urban settings, learning new skills, building friendships and having fun and adventure along the way.

Girl Guides Australia is part of the Asia Pacific Region of the World Association of Girl Guides and Girl Scouts (WAGGGS). With over ten million members in over 140 countries, WAGGGS is the largest organisation for girls and young women in the world.

Girl Guides Australia's mission is:

Enabling girls and young women to grow into confident, self-respecting, responsible community members.

As a Leader you bring unique knowledge and skills to pass on to your Guides and enable them to gain maximum benefit from the Australian Guide Program. Your support for the girls and young women in your care is pivotal in giving them the confidence to always be their best and to grasp new challenges.

Making the decision to become a Leader

Women from 18 years of age join as members and become Leaders for a variety of reasons.

You may have fond memories of making your Guide Promise, sitting around a campfire or travelling on an overseas aid project as a Guide. Or you may have had friends who were Girl Guides or you may have just thought, 'Why not give it a go?' Maybe your daughter has persuaded you to become involved and support her or you may have responded to an appeal for Leaders in your local area.

Becoming a Leader is not a step to take lightly. You are responsible for the care and safety of the girls in your unit. You are required to facilitate a program which develops their life skills, decision-making capabilities and leadership qualities. You are a friend and confidante to them and will become part of their life for the time they are with you, and often for the rest of their lives. Girl Guide Leaders play an important role in their communities, and you will be respected for the time you commit, your passion for the Guiding movement and the contribution you make to the lives and families of your Guides.

Because of the importance of your role as a Leader, you will have undergone a thorough selection process prior to making this decision. Although the process varies across the States and Territories, you should have provided references and completed a police check and/or Working With Children check. You should have had a full discussion with your District or Region Leader to understand

your responsibilities as a Leader as well as an opportunity to find out about your Unit. You should have been given a copy of the Code of Conduct and possibly a job description setting out your major responsibilities. If you think you are missing any of this documentation, please speak to your District or Region Leader.

You might already be an experienced Leader. Thank you for everything you have already done! As an experienced Leader, you know just how critical your leadership is, and how great it is to be part of the lives of so many wonderful girls and young women.

The Leader's Handbook

This Leader's handbook is designed to give you the basic information you need to be a successful Leader, to give you ideas for activities with your Guides and to point you in the direction of additional resources.

The *Leader's Handbook* is part of the handbook series and should be read in conjunction with the Guide handbooks relevant to the age groups of your Guides:

- *Guide Handbook 1* – 5 to 7 years
- *Guide Handbook 2* – 7 to 9 years
- *Guide Handbook 3* – 9 to 12 years
- *Guide Handbook 4* – 12 to 14 years
- *Guide Handbook 5* – 14 to 17 years.

Each of the Guide handbooks follows the same format and has sections on each of the seven Fundamentals of the Australian Guide Program, together with a section on challenges.

The sections of the *Leader's Handbook* correspond to the six modules of the Australian Learning and Qualification Program (ALQP):

- Being Part of Guiding
- Being Part of Guiding in Australia
- Delivering the Australian Guide Program
- Being a Leader of your Unit
- Being Safe
- Managing your Unit

The Leadership Qualification Passport sets out all the requirements for Qualification and records any relevant experience and/or qualifications, as well as progress.

What does Guiding promote?

As a Leader you need to be able to talk confidently to your girls and young women, their parents and guardians, teachers and other

members of the community about what Guiding promotes. There are five messages which together summarise what Guiding is all about:

Girl Guides provides a girl-only space.

Guiding gives girls the opportunity to have fun in a safe, non-threatening environment that ensures they grow in confidence. Current research clearly suggests that girls learn and process information differently from boys. In an all-girl environment where they are the central focus, their confidence levels rise, interests expand and a special camaraderie develops. In this secure environment, girls and young women achieve their full potential.

Girl Guides gives girls and young women a voice. Girl Guides Australia has conducted two nationwide surveys – *Australian Guides Say ... 2007* and *2010* – to find out what issues girls are most concerned about. Our girls and young women are also connected with global issues through advocacy projects and attendance at global forums, such as the Conference of Parties (COP) Climate Change Forum and the UN Commission on Status for Women Forum.

Girl Guides promotes equality and diversity. Guiding is open to all girls and young women from all beliefs, cultural backgrounds and levels of ability.

Girl Guides is relevant to today's girl. The Australian Guide Program (AGP) is driven and led by girls. The program allows Guides to choose what they want to do, implement those activities and evaluate them. The AGP encompasses all aspects of today's life and prepares girls and young women to be citizens of the future.

Girl Guides ensures that girls and young women can be their best. Every activity in Guides contributes, whether this is obvious or not, to providing an environment where girls and young women can develop skills that will equip them for life and enable them to be their best.

Your commitment to the Promise and Law

Every member, whether youth or adult, is asked to make the Promise, work towards making the Promise or accept the principles of Guiding. As a Leader you are required to make the Promise. You may have already made the commitment to the Guide Promise if you were a youth member, or you may have done

this many years ago when you first became a Leader. It may be something you have just done or you may be looking forward to making the Guide Promise for the first time or renewing it as you move from being a youth member to an adult member. Commitment to the Promise means you will set an example for other Guides to follow. It means you will try to do your best and help Guides to do their best as well. The Guide Promise is not just a one-off exercise; it sets out a direction to live by and embodies the principles of Guiding as set out by Robert Baden-Powell. The Guide Law is a practical explanation of the Promise and provides a broad guideline for living today. As you participate in the Australian Guide Program you will develop a deeper understanding of what the Promise and Law means to you.

The Guide Promise

I promise that I will do my best
To be true to myself and develop my beliefs
To serve my community and Australia
And live by the Guide Law

The Guide Law

As a Guide I will strive to:

- respect myself and others
- be considerate, honest and trustworthy
- be friendly to others
- make choices for a better world
- use my time and abilities wisely
- be thoughtful and optimistic
- live with courage and strength



Chapter 2 describes the history of the Promise and Law and Chapter 5 suggests some activities on the Promise and Law you can carry out in your Unit. As a Leader remember that the Promise and Law applies as much to you as to the girls and young women in your Unit. The challenge inherent in the Promise – ‘I promise that I will do by best’ – represents how fully you commit to your role as a Leader.

Code of Conduct

Adult members are required to abide by the Girl Guides Australia Code of Conduct. When you attend Guide meetings and activities, it is expected that your behaviour will encompass the philosophy and ethics of Girl Guides Australia. When you agree to comply with the Code of Conduct you are embarking on a journey as a role model for girls and young women. If an adult member breaches the Code of Conduct, State Girl Guides Organisations have policies and procedures in place to deal with breaches of the Code of Conduct.

The Code of Conduct is on the GGA website and you will have normally signed the Code of Conduct as part of the process to become a Leader.





Uniform

Wearing a uniform gives us a sense of belonging and helps to promote Guiding to the public. Our uniform has been especially designed for us and there are some options to choose from. It is expected that you will wear uniform at all Guiding occasions – except if you are doing messy or outdoor adventure-based activities.

Badge placement is an important part of the Guide uniform so please wear your badges in the following places:

World badge: right collar or left side of shirt if wearing a V-neck shirt (or top of badge tab).

Promise badge: left collar or left side of shirt if wearing a V-neck shirt.

State badge: left side of hat or badge tab.

Long Service and Good Service Awards: either on the jacket or, if not wearing a jacket, between the logo on the striped shirt and the centre buttons – one above the other if wearing the two badges.

Badge tab: right-hand side of shirt or jacket (optional).

Leader bar: on badge tab.

Name bar: above badge tab.

For further information on the current uniform options for adults, refer to the *Uniform Booklet* on the GGA website.

Your Role as a Unit Leader

As a Leader you are appointed to assist your Guides to develop and implement creative, effective and well-balanced programs relevant to their needs. These programs should further their understanding and acceptance of the principles of Guiding and help them to develop skills, initiative and self-confidence. You are a friend and role model, but always remain the responsible adult. Sometimes this is a difficult balance.

As a Guide Leader, you need to:

- understand and be committed to the Promise and Law
- understand the age group you are working with
- respect and take an interest in each individual Guide
- take time to listen to the Guides
- be fair and not have favourites
- have a good time with the Guides but be firm when necessary
- let the Guides do things for themselves and learn by their experiences in a safe environment
- admit when you don't know something and then find the answer
- laugh with them, not at them
- look and behave like an adult – provide a good example
- have fun yourself!

Key responsibilities

As a Leader your role is to deliver the Australian Guide Program in a safe way. The major responsibilities of your role are outlined below. Job descriptions are available from your State Girl Guide Organisation.

Program

- Assist Guides to develop, implement and evaluate programs to meet their needs.
- Facilitate an understanding and acceptance of the principles of Guiding and self-government in the Unit through effective use of the Patrol System.
- Encourage Guides to progress through the AGP and maintain links with other Units.

Duty of Care

- Uphold Duty of Care by ensuring, as far as is reasonably practicable, that the health and safety of girls, other Leaders and helpers is not put at risk from any role or work they are engaged in while attending a Guiding activity.
- You also have a duty to take reasonable care of your own health and safety and to ensure that anything you do or don't do does not adversely affect the health and safety of other people.
- Be familiar with both emergency procedures set out in *Guide Lines* and those especially developed for your meeting place.
- Uphold the organisation's Code of Conduct, Child Protection Policy, child:adult ratios and other policies and procedures.

Administration and finance

- Ensure reports and forms are completed accurately.
- Respond to correspondence efficiently and promptly.
- Ensure all Unit monies are accounted for.
- Present the financial records annually for audit (if your State or Territory requires this).
- Maintain appropriate records of Unit members, equipment, resources, etc.

Promotion

- Promote and maintain Guiding standards in the community.
- Help other members abide by the principles and methods of Guiding.

- Represent the Unit at District, Division or Region meetings, Annual General Meetings and team gatherings.

Skills and knowledge

The Australian Learning and Qualification Program (ALQP) provides Guide Leaders with the knowledge and skills to deliver the Australian Guide Program and to carry out the responsibilities of a Leader. The ALQP will build on the skills you have as a parent and/or the competencies you have acquired in your job or professional work.

Some of the skills you are likely to utilise and develop further as a Leader include:

Communication. As a Leader you will communicate with Guides, parents, guardians, carers and other members of your District, Division or Region Team. (States and Territories have different administrative structures, so check what is relevant in your State or Territory.)

Teamwork. You will be a member of a number of different teams, including your own Unit Leadership team, as well as the District, Division or Region Teams.





Organising and time management.

You will need to develop a term plan for your Unit's program in addition to more detailed plans for weekly meeting activities, and expeditions and camps.

Creativity. As a Leader you will need to keep the program exciting from year to year and this means coming up with new ways of doing things and utilising experts in your community to contribute to meetings and activities.

Inspiring Guides. As a Leader you will inspire your Guides to achieve their goals. Generating energy and enthusiasm in them is a fundamental part of your leadership role.

Learning and Development

The Australian Learning and Qualification Program (ALQP) is the program of learning and development especially designed for Guide Leaders. The program provides new Leaders with the skills, knowledge and confidence they need to start their leadership journey. For experienced Leaders it provides an opportunity to update skills and explore new areas of interest. The ALQP ensures all Leaders meet high quality standards so the AGP can be delivered with confidence. The ALQP qualifies women as: Assistant Unit Leaders, Unit Leaders, Outdoors Leaders, Assistant District Leaders, District Leaders and Region Leaders.

Guiding Orientation

All new Leaders will participate in a Guiding Orientation stage to ensure they understand the scope of the leadership role, their responsibilities, the Code of Conduct and the commitment to the Promise. This stage ensures there is a good match between their aspirations and skills, and the leadership role envisaged.

During this stage the new Leader is matched with a Learning Partner. The Learning Partner is an experienced Guide Leader whose role is to provide the new Leader with advice as they work through the Leadership Qualification. The Learning Partner works with the new Leader to identify any relevant prior learning so training content is not repeated unnecessarily. Experience already gained as a Guide will be recognised as part of this review of prior learning. The Learning Partner also identifies the training programs or parts of training programs which the new Leader must attend in order to qualify as a Leader.

The new Leader is also able to choose a mentor to provide additional support. This person can be a current or former Guide Leader, or someone they feel comfortable with. The mentor role is not an official appointment.

Leadership Qualification

The process to become an Assistant Unit Leader and a Unit Leader are similar, although a Unit Leader is required to undertake additional learning in the area of managing finances, administration and promoting Guiding. The diagram on the next page shows the major modules of learning which must be completed for both roles.



Process to become a Unit Leader or Assistant Unit Leader



The Leadership Qualification is comprised of six modules. Depending on the prior knowledge and skills the new Leader has, they may not need to complete all modules. For each module, the new Leader needs to complete some learning and carry out relevant activities as part of their leadership role. The activities to be completed are described in a 'Leader's Passport'. When each activity is successfully completed, it is signed off by either the Learning Partner or another Qualified Leader.

A Leadership Qualification training program provides the Leader with further skills and knowledge and the opportunity to network with other new Leaders. The new Leader only needs to attend the training sessions which have been identified as relevant to them.

Once the Leader's Passport is complete, training sessions attended or online learning completed, the Learning Partner undertakes a final sign-off of learning. After the sign-off process is completed, the District Manager makes the formal appointment to either the role of Assistant Unit Leader or Unit Leader. Normally the process to become qualified takes between 6 and 12 months.

Six months or so after the new Leader has obtained her Leadership Qualification, there is a new Leader's review with the District

Manager and/or Learning Partner. This review is an opportunity for the Leader to gain reassurance, to ask any important questions and to identify any additional training needed. Often the first priority is training in outdoor leadership skills.

Continuing Learning and Development

Guiding in Australia is committed to ensuring all Leaders continue to learn and to update their skills after they have gained their initial Leadership Qualification. That learning can range from the very informal through to structured residential training programs.

Informal learning might include trying out new ideas with the Guides, developing new skills to share with them or reading and researching different aspects of Guiding. Much of a Leader's learning is determined by the requirements of the program. For example, planning a series of meetings on different aspects of international Guiding will necessitate exploring the WAGGGS website and other resources and publications. In addition, learning gained in a professional or work capacity can often be applied to Guiding.

Networking with other Leaders and attending District events and meetings is another useful way for Leaders to update

their skills. Region training sessions are often delivered on specific subjects and there may be opportunities to undertake additional responsibilities at District or Region level. Leaders are also required to keep up to date with matters affecting youth and changes to policy, procedure and other aspects of Guiding.

For some areas, mostly those relating to the Outdoors, the learning Leaders require has been grouped into Further Development modules. The modules were developed by experienced Leaders to recognise the skills required for particular activities and to assist Leaders to gain those skills. Further information on the modules is available from your State Girl Guide Organisation.

The most formal approach to continuing the learning of Leaders is through attendance at training programs, referred to in Guiding as 'Trainings'. The State newsletter or website lists information on Trainings and workshops. Some of these Trainings are tailored to meet the particular needs of a Region or District, while others are standardised Trainings in areas like risk management. Some Trainings provide the skills and knowledge for specialist Guiding leadership roles, such as being a Trainer or a Learning Partner.

It is essential all Leaders taking Guides outdoors have high standards of skill, so many of the outdoors training programs lead to external qualifications.

All learning undertaken by Leaders that is relevant to Guides, including any completed privately or in a work context, should be recorded in a Personal Learning Log. (An example of this can be downloaded from the GGA website.) This record should include when the learning was undertaken, what it was and how it has been used to provide a better program for the Guides. This Personal Learning Log forms part of the Leader Review (see next column).

Leader Review

Qualified Leaders participate in a Leader Review every two years. This Review is generally completed by the District or Region Leader. The objective of the Review is to consider the performance of Leaders by focusing on the program delivered, and discussing what worked well and what could be improved.

Part of the Review process is also a formal check on qualifications and any State or Territory regulatory requirements to ensure these are up to date.

The final dimension of the Review is looking at past learning recorded in the Personal Learning Log and considering what future training or learning activity might be useful.

Summary

- Take every opportunity to demonstrate the Promise and Law in action and talk about what it means.
- Remember the Promise and Law is a journey and as you develop it will take on new meaning and provide additional challenges.
- Know and abide by the Code of Conduct.
- Ensure your uniform and badge placement are correct.
- Obtain a copy of the job description for your leadership role.
- Communicate regularly with your Learning Partner if you are a new Leader.
- Use your Guiding Mentor and other qualified Leaders for support if you are a new Leader.
- Make sure you have the skills and knowledge to facilitate the AGP in your unit.
- Keep your Personal Learning Log up to date.
- Prepare for your two-yearly Leader Review.
- Ensure any external qualifications are kept current.

2. Being Part of Guiding



Girl Guiding is open to all girls and young women whatever their religion, ethnic group or background. A Girl Guide accepts the Promise and the Law, which is based on spiritual values, personal development and commitment to helping others.

Guiding is a non-formal education program that provides dynamic, flexible and values-based training in life skills, decision-making and leadership. Guiding is not only about friendship, fun and adventure – it also provides girls and young women with opportunities to gain a sense of achievement and to grow in confidence to always be their best. All this is against the background of being part of both a local and global community where girls can make a difference.

Our history

Guiding began with a man named Robert Baden-Powell (called B-P), who had been in the British Army for many years. He specialised in unconventional methods of training troops, placing value on resourcefulness and initiative. In South Africa in 1899, B-P was in charge of defending the northern border at the town of Mafeking. For seven months he had to keep up the morale of a community that appeared to be doomed to fall to a larger Boer Army surrounding the town.

The Siege of Mafeking became famous because B-P succeeded in bluffing the Boers with dummy mines, pretend barbed wire, plots

to make searchlights and guns appear more numerous and other similar ruses. By chance he discovered how capable and useful boys could be in these difficult conditions. He organised the local boys into small groups and they ran messages, collected items and did other useful tasks, such as observing troop movements.

On returning to England, B-P noticed that boys were both idle and lacking in skills. He began developing ideas to provide incentives for boys to learn through their own curiosity. He tested these ideas by conducting a camp on Brownsea Island, Dorset, in 1907. The 20 boys were formed into four patrols – Bulls, Curlews, Wolves and Ravens – and they spent ten exciting days learning new skills, playing elaborate games and listening to B-P's yarns around the campfire each evening.

As a result of the successful camp, B-P wrote a series of booklets called *Scouting for Boys*, which were published as 'Campfire Yarns'. Each fortnightly instalment was read by thousands of children who were enthused by the mixture of storytelling, skills and activities. They started to form Patrols around the country, gaining confidence as they planned and carried out adventures in the outdoors.



'If you read Scouting for Boys carefully you will see that the Chief did not invent Scouting, but that he picked it out from the romantic and adventurous ideas of the world, and from its great ideals, all those things which would be most likely to help a boy or girl, a man or a woman, to run a straight race and be happy.'

MARGUERITE DE BEAUMONT
The Wolf That Never Sleeps

The movement spread like wildfire. Previous clubs for boys had been based on military uniform and massed parades. B-P's plan, which encouraged small groups to go outside and be active in achieving challenges and doing service, was highly appealing. Almost immediately girls wanted similar opportunities. In September 1909, a rally was called in London to test how Scouting was growing. Eleven thousand boys turned up, and some Patrols of girls arrived too. And so the Girl Guide Movement was born, based on the same yarns, skills and challenges described in *Scouting for Boys* which, by this time, had been published as a book.

Initially the Guides were nurtured by Lord Baden-Powell's sister, Agnes, but after B-P married in 1912, his wife, Olave, enthusiastically became involved and eventually became the World Chief Guide.

Guiding came to Australia the same year it started in the United Kingdom and quickly spread throughout all of the States and Territories in various forms.

Guiding around the world celebrated its centenary from 2010–2012, recognising its informal beginnings from 1910–1912.

FURTHER RESOURCES AND INFORMATION:

From a Flicker to a Flame, Coleman, M. and Darling, H.
Footsteps of the Founder, Baden-Powell, R.
How the Guides Won the War, Hampton, J.
Scouting for Boys, Baden-Powell, R.
The Wolf That Never Sleeps, De Beaumont, M.

World Association of Girl Guides and Girl Scouts

The World Association of Girl Guides and Girl Scouts (WAGGGS) is the largest voluntary movement dedicated to girls and young women in the world and has over ten million youth members from over 140 countries. The World Association supports girls and young women to develop their full potential as responsible citizens of the world, by focusing on leadership development and active citizenship. National organisations, like Girl Guides Australia, belong to WAGGGS and are grouped into one of five regions: Asia Pacific, Africa, Arab, Europe and Western Hemisphere.



Olave Baden-Powell



Agnes Baden-Powell



The Original Promise and Law



'The Promise and Law sets the Guide Program apart from other volunteer organisations; it remains the underlying principle of Guiding. Guiding aims to nurture the development of the whole girl – socially, physically, intellectually, emotionally and spiritually – and the Promise and Law involves a deep and long-lasting commitment. Leaders have an important role in helping girls to understand that commitment.'

DI VERNON-READE

*A Leader's Guide to the
Australian Guide Program
GGA, 1996.*

The original Promise and Law were developed at the beginning of the Movement's history. Baden-Powell understood that the philosophy expressed in the Promise needed a practical explanation so he developed the Guide Law. Together the Promise and Law capture the ideal and spirit of Guiding.

Original Promise

On my honour, I promise that I will do my best:

1. To do my duty to God and the King
Or God and my country;
2. To help other people at all times;
3. To obey the Guide Law.



Original Law

1. A Guide's honour is to be trusted.
2. A Guide is loyal.
3. A Guide's duty is to be useful and to help others.
4. A Guide is a friend to all and a sister to every other Guide.
5. A Guide is courteous.
6. A Guide is a friend to animals.
7. A Guide obeys orders.
8. A Guide smiles and sings under all difficulties.
9. A Guide is thrifty.
10. A Guide is pure in thought, in word and in deed.

To be a Member of WAGGGS, each national Girl Guide and Girl Scout organisation must adhere to the fundamental principles expressed within the Promise and Law, although the wording can be altered to suit the circumstances of different countries and the maturity of Guiding in those countries. Nevertheless the essential elements in every Promise and Law are:

- acknowledgement and search for spirituality
- concept of responsibility to community in which we live
- acceptance of the practice of helpfulness to others
- responsibility for self-action through the Guide Law.

The Girl Guide/Girl Scout Method

The Girl Guide/Girl Scout Method is used by Guide Leaders around the world to provide a framework for program development. This informal educational philosophy underpins our way of working with all members – girls and adults. The Girl Guide/Girl Scout Method has been developed from the original ideas of B-P. These were to:

- build teamwork (Patrols)
- encourage the importance of international friendship
- be active and do, rather than to be passive
- use the outdoors and camping
- create imagination, adventure and story-telling
- always *Be Prepared*

- have a sense of identity and belonging
- challenge and recognise success
- underpin the Promise and Law.

These ideas form the basis of the WAGGGS fundamental principles:

- commitment through the Promise and Law
- progressive self-development
- learning by doing
- teamwork through the Patrol System
- service and action in the community
- learning through adventure-based and outdoor activities
- active cooperation between young people and adults
- international experience and global citizenship.

Commitment through the Promise and Law

Baden-Powell established four signposts to start his Guides on their road through life: character, handicrafts, health and service. He wanted to ensure the Movement encouraged the development of the whole person by encompassing spiritual, moral, physical, mental, social, intellectual and emotional aspects.

Progressive self-development

Through membership of the Movement, each Girl Guide takes part in a system of progressive self-development. Each Girl Guide chooses her route and proceeds with her chosen activities at her own pace, exercising self-motivation and freedom of choice.

Learning by doing

‘Learning by doing’ is a key phrase in Girl Guides. Through membership of the Movement, each Guide enjoys a variety of stimulating challenges in which she can participate to the best of her ability.

Teamwork through the Patrol system

Girl Guides encourages teamwork through the Patrol System founded by Baden-Powell. He defined the patrol as ‘a small natural group of six to eight under the leadership of one of themselves, where each individual has an indispensable part to play’.

Service and action in the community

The Movement strives to increase the

involvement of young girls and women in their own community. Applying the philosophy of learning by doing, Girl Guides serve their local, national and global communities.

Learning through adventure-based and outdoor activities

Traditionally this principle focused on camping activities, but now includes a very wide range of outdoor pursuits and adventure-based activities. WAGGGS also emphasises that an appreciation of the natural world is essential at a time when our environment is under threat.

Active cooperation between young people and adults

Although Girl Guiding is a youth movement, encouraging self-development and teamwork, adult guidance is essential at all stages. For many, involvement in the Movement is a lifetime commitment, as they use the leadership skills it has given them to guide others along the same path.

International experience and global citizenship

Girl Guides can also participate in international experiences, such as attending advocacy seminars at one of WAGGGS’ five World Centres, getting involved in WAGGGS advocacy campaigns or volunteering as a UN representative or as a community volunteer at one of the World Centres.

In Chapter 4 you can read how Guiding in Australia has built on these principles to create the Australian Guide Program. See Chapter 5 for the interpretation of these fundamentals for Guiding in Australia.

These may change slightly as WAGGGS conducts reviews. See the WAGGGS website for any updates.

Summary

- Guides is part of a long tradition and your girls should have an appreciation of that heritage.
- Make the most of the opportunities provided by being part of a vibrant international organisation.
- Build your confidence in explaining the Girl Guide/ Girl Scout Method to parents and others.

3. Being part of Guiding in Australia



Girl Guides Australia is the largest organisation in Australia for girls and young women. It provides leadership and personal skills development to its 30,000 members, including 22,000 youth members. Our aspiration is to be Australia's leading organisation for girls and young women in leadership and personal development. Girls Guides Australia is a not-for-profit organisation which relies on volunteers like you at every level of its operations.



The Promise and Law in Australia

During 2010–11 Girl Guides Australia undertook a substantial review of the Promise and Law, involving Leaders and Guides from all States and Territories. Subsequently new wording was approved by the World Board in 2012.

The Australian Guide Promise

I promise that I will do my best
To be true to myself and develop my beliefs
To serve my community and Australia
And live by the Guide Law

The Australian Guide Law

As a Guide I will strive to:

- respect myself and others
- be considerate, honest and trustworthy
- be friendly to others
- make choices for a better world
- use my time and abilities wisely
- be thoughtful and optimistic
- live with courage and strength

Commitment to the Promise and Law applies to youth and adult members. Until a member makes the Promise, she is not a Guide. The challenge inherent in the Promise – I promise that I will do my best – is to commit fully to whatever we are doing. Being 'true to myself' means having a well-developed sense of self, and it leads to behaving with integrity, helping

others, making sound decisions and forming good relationships. Although the Promise is short, it encapsulates an entire approach to living. The emphasis in the Australian Guide Program is on understanding the Promise in practice and not merely learning the words. Chapter 1 covered the importance of your commitment to the Promise as a Leader and Chapter 5 sets out ways you can help girls to become fully aware of the commitment the Promise entails.

Guiding in Australia

Each State or Territory Girl Guide organisation is a member of Girl Guides Australia. Individuals are members of their own State and Territory Guiding organisation. The structure in each State and Territory is similar. Each is split into geographic areas called Regions or Divisions; within each will be smaller geographical areas called Districts, which typically contain a number of Units of girls.

The Chief Commissioner and the seven State Commissioners, the Treasurer, two elected representatives and two coopted people comprise the Board of Girl Guides Australia. There is an office for Girl Guides Australia, located in Sydney.

Girl Guides Australia is supported by a team of volunteer managers who are appointed by the Chief Commissioner as experts in their field. Each State and Territory also has advisers/managers with specialist knowledge and skills. Contact your State Office to find out who they are.

Australian Program. The Australian Program Manager and her team are responsible

for ensuring that the AGP aligns with the WAGGGS educational program and is adapted for Australian conditions. The Australian Manager and her state counterparts ensure that the program provides leaders with plenty of opportunities to use their own initiative and imagination.

Outdoors. Guides in Australia have almost unparalleled opportunities to learn and develop in the outdoors. The focus of the Australian Outdoors Manager and State Managers is on optimising the program opportunities for girls and Leaders to safely access outdoor activities and camping.

International. The work of the International Manager is to assist Guides to find out more about Guiding in other countries and to maximise opportunities for Guides to attend international events, camps and forums. While Guides in Australia may be geographically distant from Guides in the rest of the world, opportunities abound to share culture and traditions or advocate for changes to make the world a better place for all.

Learning and Development. The Learning and Development team is responsible for the development and delivery of the Australian Learning and Qualification Program, which develops all new and experienced Leaders. Each State has a team of volunteer trainers who deliver trainings at State and national level.

Olave Program. The Olave Program enables young women aged 18 to 30 to Serve, Support and Succeed. The Olave Program Manager and



State Managers work to ensure that Guiding in Australia challenges young women.

Membership

Guides

Guides are members, youth or adult, who have made the Guide promise.

Youth members

Youth members are aged from five years to 17 years inclusive. Although a Guide is any girl or woman who has made the Guide Promise, the word 'Guide' in this handbook is used to describe Youth members.

Adult members

To be an adult Guide, the woman must be 18 years of age and have made the Guide Promise. Many adult members hold voluntary leadership roles or carry out other volunteer roles.

Non-member volunteers

These are men and women who are sympathetic to Guides but don't pay a membership fee. They fulfil a wide range of roles, from helping fundraising, to being part of a support group or assisting with activities and events.

Olave Program members

These are young women aged between 18 and 30 years, usually operating in an autonomous peer group. The Olave Program provides an opportunity for young women to experience a wide range of activities – such as lightweight camping, adventure-based activities, personal development weekends, service projects, national and international camps – while encouraging personal growth and social networks. Olave Program Mentors support Olave Program peer groups by providing knowledge, skills and advice.

Trefoil Guild members

A Trefoil Guild is a group of women who have made, or are willing to make, the Guide or Scout Promise. They may have been a Leader, manager, adviser or commissioner in the past. When you have made your Promise, you may join a Trefoil Guild if you wish. Trefoil Guild members may be able to assist with some Unit activities and can be invited to special Unit events.

Your District team

As a Unit Leader you are a member of a District team, or if you do not have a District, then a Division or Region team. (If you do not work in a District, then read 'Division' or 'Region' instead of 'District' throughout this chapter.)

District Manager

The District Manager leads the Unit Leaders in her District and offers advice and guidance. The District Manager appoints Unit and Assistant Leaders and carries out the biennial Leader Review. She also manages the District, ensuring that all paperwork, finances, administration processes and policies are completed properly. Another important part of her role is sharing learning across the District and ensuring that all her Leaders act as a team. The role of the District Manager is extensive and she is likely to involve her Unit Leaders in a range of different ways or she may have Assistant District Managers as part of the team. The District Manager is appointed according to State policy. She holds a management qualification from the ALQP.

District specialists

The District or Region teams are likely to include specialists in areas such as training, program, international, etc. Your District or Region Leader will give you information on who's who in your wider team.

Support group

You may have a group of interested community members, as well as parents, guardians and carers who could form a Support Group to support Guiding in your area. By encouraging people to join a Support Group, you may find such roles as Treasurer, hall maintenance and fundraising filled.

District Management Team

Your District may have a Management Team, which is a group of Leaders and other interested people who meet together to support Guiding and discuss leadership matters in the District. Support includes activities such as the upkeep of a meeting place, fundraising or care of equipment.

Your Unit team

At your Unit you are likely to have a wide range of different people working with you in leadership roles:

- Other Unit Leaders and Assistant Leaders
- Provisional Leaders
- Unit helpers
- Outdoors Leaders
- Resource Leaders
- Junior Leaders (Guides aged 14 to 17 years)
- Guide Helpers (Guides aged 9 to 13 years)



Unit Leader

This is a qualified Unit Leader working with a Unit of Guides. The Unit Leader is responsible and accountable for the activities of the Unit and the youth members. There may be more than one Unit Leader working in a Unit.

Assistant Leader

An Assistant Leader holds an Assistant Leader qualification. She works with other Assistant Leaders and Unit Leaders in a Unit of Guides. There may be several Unit Leaders and Assistant Leaders working together in a Unit.

Provisional Leader

Until an adult member gains a Unit leadership qualification, she is a Provisional Leader. A Provisional Leader may work with other Leaders in a Unit or sometimes work with a Unit of Guides where there is no qualified Leader. The Provisional Leader working where there is no qualified Leader will have a learning plan to complete her leadership qualification as soon as possible.

Unit Helper

A Unit Helper is a female adult working to assist the Unit, either on a casual basis or regularly. She always works with a qualified Unit Leader or Assistant Unit Leader present.

Outdoors Leader

An Outdoors Leader is a qualified Leader who works to support a Unit, District, Division and/or Region in accessing outdoors activities. The Outdoors Leader has specialised outdoor skills in one or more areas and will have taken additional qualifications in those areas, as well as having a high level of first aid skill.

Resource Leader

A Resource Leader is a qualified Leader who works to support a Unit, District, Division and/or Region in a less direct way than Unit Leaders or District Leaders. She may have specialised skills in one or more areas that she is willing to share with Guides and/or adults; for example, the arts, leadership skill development, finance, social awareness or international Guiding.

Junior Leader

A Junior Leader is a youth member aged between 14 and 17 years who is developing her leadership skills through a commitment to a Unit of younger Guides, with the support of a Unit Leader or Assistant Leader. If you have a Junior Leader(s) attached to your Unit, remember she is also there for her self-development and to learn leadership skills. Junior Leaders must always work under the supervision of a qualified Unit Leader or Assistant Leader.

A Junior Leader may also be a member of a Peer Unit – a Unit catering for 14- to 17-year-olds – where she can participate in activities as a Guide and also have peer support for badge and award work.

Guide Helper

A Guide Helper is a youth member aged between 9 and 13 years who is developing her leadership skills with a qualified Unit Leader or Assistant Leader as a mentor, through a commitment to a Unit of younger Guides. She must always work under the supervision of a qualified Unit Leader or Assistant Leader. A Guide Helper may also be a member of a Peer Unit – a Unit catering for her age group

– where she can participate in activities as a Guide and also have peer support for badge and award work.

Volunteers supporting your Unit

You might have supportive parents and other community members who volunteer their time and expertise when they can – they may help at a Unit meeting, with a special skill, or carry out a particular task or ensure that adult/ Guide ratios are always maintained. For more information on ways to get the best out of volunteers, see the *Volunteers Information Kit* on the GGA website.

Learning and Development team

Guiding in Australia invests heavily in the learning and development of its adult members. To support this approach, many qualified Leaders take on board additional responsibilities to help other Leaders.

Trainers

Volunteer Guide trainers provide relevant training, resources and support for adult members in a fun learning environment. The trainers are experienced Leaders and qualified trainers, and bring a wealth of knowledge to their role. The trainers work together nationally to develop the Australian Learning and Qualification Program and deliver the training for all the Leadership qualifications and the ongoing program of Region and State trainings. Qualified Leaders are able to apply to join their State Training teams and, if accepted, complete the Trainers' Program of the ALQP. If you are interested in becoming a trainer, get to know the trainers in your Region and, as a first step, think about becoming a Workshop Presenter.

Workshop Presenters

Workshop Presenters work alongside trainers. They have specialised skills and knowledge which enables them to run specific training sessions within larger training programs or perhaps deliver short sharp inputs at District and Region meetings.

Learning Partner

A Learning Partner is a qualified Leader who has a passion for helping new Leaders to learn and develop. Learning Partners undergo specialised training prior to taking up this role.

Mentor

A Guiding mentor is someone chosen by the new Leader to help them along the way as they progress towards the Leadership qualification. A mentor is someone whose role is to support, listen to concerns and give advice. This is not a formal appointment and the person chosen may not even be a Guide Leader; they may be an ex Leader, support group member or Trefoil Guild member.

Guiding Partner

Guiding Partners are experienced Leaders who have specialised skills and knowledge. Their main role is assessing experienced Leaders for Further Development modules, particularly those related to the outdoors.



Meetings

As part of your role you will need to attend and participate in a number of meetings, including the District meeting, District Annual General Meeting and District Team gatherings.

District meeting

In a District with a Support Group, the District meeting is a meeting of adult Leaders held at regular intervals, usually monthly. It is attended by all Leaders (not just one representative from each Unit) and is chaired by the District Leader. The Olave Program is generally represented. Unit Helpers do not usually attend but may be invited.

In a District with a Management Team, the team meets to discuss support matters and leadership matters. The meeting is held regularly, usually monthly. Unit Leaders, Assistant Leaders and Unit Helpers, along with any other volunteers who wish to support Guiding in the area, can attend. All members may vote. If necessary, Leaders may meet independently to discuss matters. At the District meeting, you represent the Guides in your Unit and may discuss:

- safety issues
- risk matters (financial, reputational, resource, etc.)
- use of equipment and premises
- District, Division, Region and State events
- program and future plans
- resources
- training for girls and Leaders
- camping
- problems
- correspondence
- items of interest to the District
- membership and progression.

You report on the Unit's activities and its future plans, using a Unit report form provided by your District Leader. Submitting a written or emailed report assists the District Manager to meet her responsibilities and lets other Leaders in your District and beyond know about the special activities and events in your Unit. The District meeting allows you to share ideas, support other Leaders, give encouragement and build friendships.

District Annual General Meeting

The District Annual General Meeting (AGM) is an excellent opportunity to promote Guiding in the area and showcase to people the activities and achievements of Guides. The AGM is open to all members of the District – and can also be open to the public – and includes the presentation of the Annual District Report. As part of the Annual Report, your Unit Report may be presented by the girls, yourself, another Leader or the District Leader. Check with your District Manager for any other requirements for the AGM; for example, uniform or hosting.

District team gathering

From time to time, the District Manager may call a gathering of all adult members of the District team, including Junior Leaders. They are held to plan District events or other functions, the Annual General Meeting, annual budget or just to enjoy a social event together.

Region meetings

State or Territory organisations have different structures of communication. You may belong to a Division and/or Region. In some cases your District Manager will attend meetings within the Division or Region and report back to you at the District meeting. In other cases all Leaders attend the Region meeting.

State

Your Region Leader represents you at a State or Territory level and reports back to your District Manager at Region meetings.

Summary

- Get to know your District and Region teams.
- Find out who the local Trefoil members are and think about how you can involve them in your Unit.
- Develop a talent plan for your Unit to encourage younger Guides to step up as Guide Helpers or Junior Leaders.
- Contact the Training department in your State to find out what's happening in Learning and Development.
- Participate fully in District meetings.



Where to get help

PEOPLE

- Parents
- Neighbours
- School teachers
- Experts
- Support Group
- Trefoil Guild
- Guides
- Members of other Units
- Other Leaders
- District Manager
- Learning Partner
- Guiding Partner
- Guide Region and State Office personnel
- State Advisers/Managers.

SELF-HELP

- Reading
- Discussion
- Self-assessment
- Evaluation.

GIRLS

- Ideas
- Fun
- Enthusiasm.

PLACES

- Libraries
- Schools
- Municipal offices
- Resource Centre at State Office
- Travel agents
- Government departments
- Museums
- Banks
- National Parks.

DISTRICT MEETING

- Information
- Friendship
- Ideas
- Skills
- Support.



COMMUNITY

- Youth organisations
- Businesses
- Service groups
- Special services
- Church groups
- Senior citizens
- Country Women's Association
- Municipal recreation office
- Local council/shire.

TRAINING

- Guide courses
- TAFE courses
- Seminars
- Community courses/workshops
- Audiovisual aids
- Films
- Television
- Other courses
- Internet
- Online learning.

DISTRICT LEADER

- Advice
- Understanding
- Cooperation
- Friendship.

PUBLICATIONS

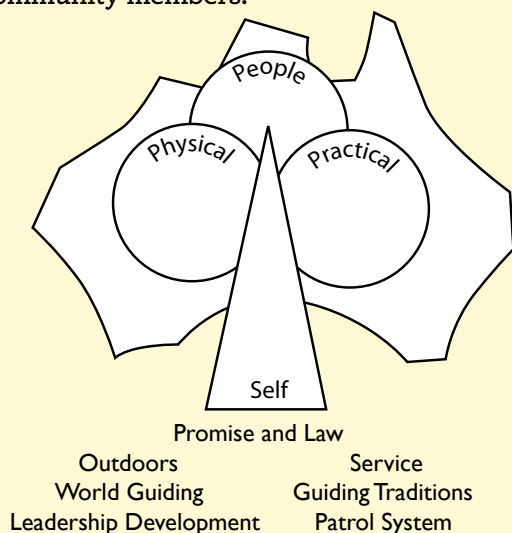
- Guide resources
- State newsletter
- Overseas Guide magazines
- Guide Lines
- Newspapers (daily and local)
- WAGGGS website
- State website
- Other websites.

4. Delivering the Australian Guide Program



The AGP is everything that a Girl Guide undertakes within Guiding and embodies the four Elements and seven Fundamentals described within this section. Guides are recognised through the Girl Recognition System, which includes badges, awards and challenges. The Australian Guide Program (AGP) recognises that all girls are capable of planning and implementing their own program. The philosophy of the Program is based on the importance of the process used in working towards an outcome rather than on the activity itself.

By encouraging the girls to be fully involved in identifying options, making decisions, planning, implementing and evaluating their activities, the AGP helps them to grow into confident, self-respecting and responsible community members.



The AGP symbol is a stylised trefoil set against a map of Australia. Together, the four Elements form the trefoil. The three leaves (circles) of foliage represent the physical, practical and people skills, while the stem of the trefoil represents personal growth (self) – all skills for Guides as they progress through the AGP. Underpinning the elements are the seven Fundamentals. The symbol is often likened to a tree, reminding us of the emphasis in Guides on outdoor activities.

The four Elements

The four Elements of the AGP – Physical, People, Practical and Self – are outlined below. Each activity the girls do will be part of one or more of the Elements. The Elements may overlap, depending on the activity and the girls' developmental level. For example, a Unit might choose rock climbing as an activity. Obviously this is a physical activity, but there are people skills involved in arranging the activity, instructors, transportation and thanking everyone afterwards. Practical skills might include packing a day pack for the activity, learning to tie the knots, putting on a harness and helmet or navigating the driver to the location. The personal growth comes from organising the activity for themselves, participating with the Patrol and supporting each other, having a go even though scared, trying a more challenging climb, and finally enjoying the confidence of achievement.

Set out below is a brief summary of each Element but these descriptions should be read alongside the tables on pages 37 to 56, which describe outcomes for each Element by age group.

Physical

- growing fit, healthy and strong
- participating actively
- developing outdoor skills
- building environmental awareness.

Play games, particularly those that encourage teamwork through cooperation. Play competitive games several times to give plenty of chances to win. Younger Guides will enjoy short, fast games that burn up their boundless energy; alternate these activities with quiet activities. Older Guides will enjoy activities that focus on endurance and stamina, particularly combined with intellectual challenge, such as hiking, camping and adventure-based activities. Guides also enjoy Wide Games and challenges associated with skills they are learning. Remember to always emphasise the fun of playing as much as winning.

People

- sharing and caring
- making friends and developing long-lasting relationships
- having understanding and respect for others
- developing teamwork and cooperation skills.

Encourage cooperation and teamwork among the Guides by developing democratic decision-making. Consistently encourage friendships but discourage cliques. Help build Guides' self-confidence by encouraging them to be more adventurous in outdoor activities. Within your Unit, encourage independence by giving increasing responsibility. Older Guides can be helped to deal with situations that they might face in life through group discussions and role-plays.

Practical

- learning by doing
- learning everyday skills
- integrating skills in all areas of life.

Use activities and games to develop knowledge and practical skills. Younger Guides will enjoy short activities that don't rely on being able

to read and write, such as drama and dress-up games. They will soon enjoy activities that develop their investigative skills, such as experiencing other cultures and hands-on science.

Self

- building self-esteem
- challenging self
- developing own values
- exploring spirituality.

Talk to the Guides as individuals and encourage them to 'have a go'. Provide opportunities for them to accept responsibility by way of positive feedback about their good points and what they can improve next time. Encourage Guides to give service to others at home, within the Unit and in the community. Spiritually, you can foster a sense of wonder and appreciation, so encourage Guides to prepare a time of reflection, known as a Guides' Own.

The seven Fundamentals

The seven Fundamentals underpinning the AGP are outlined below.

Keeping the Promise and Law

Keeping the **Promise and Law** is our underlying code of living. A Guide lives by her Promise and Law through:

- developing an understanding of self
- challenging herself to explore her spirituality
- growing her responsibility to the community
- developing responsibility to take action for herself and others.

Enjoying the Outdoors

Enjoying the **Outdoors** offers active adventure and awareness of the environment.

A Guide appreciates and experiences the outdoors through:

- building environmental awareness
- developing traditional outdoor skills
- using camping and survival skills.

Giving Service

Giving **Service** contributes to building a better world. A Guide serves her community and Australia by:

- doing a Good Turn or community service challenges
- learning skills she can use readily to give service, e.g. first aid
- learning about and supporting causes that make people's lives better
- commitment of helpfulness to the community.

Exploring World Guiding

Exploring **World Guiding** contributes to peace and global understanding.

A Guide can participate in the world Movement by:

- learning about the Symbols of the Movement
- exploring or visiting other countries and cultures
- learning about WAGGGS and visiting World Centres.

Sharing in Guiding Traditions

Sharing in **Guiding Traditions** provides a sense of history and belonging.

A Guide can be part of the Guiding traditions by:

- becoming familiar with Guiding history and Guiding stories
- developing traditional Guiding skills
- participating in Guiding ceremonies and campfires.

Experiencing Leadership Development

Experiencing **Leadership Development** improves skills for life. A Guide develops her leadership skills through:

- taking on leadership responsibility
- learning to be a team member
- committing to her learning and development.

Participating in the Patrol System

Participating in the **Patrol System** develops teamwork skills.

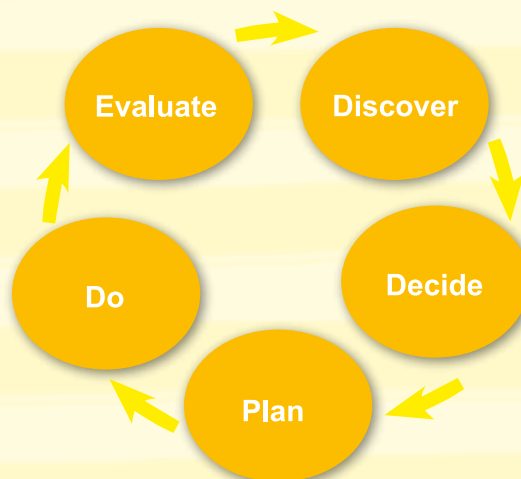
A Guide works as a cooperative member of a small group through:

- making decisions in a group
- managing tasks

- managing groups
- undertaking peer leadership
- participating in shared leadership.

The AGP Process

The AGP Process is facilitated by you as a Leader and allows Guides to plan, implement and evaluate their own activities. The five steps in the process are: Discover, Decide, Plan, Do and Evaluate.



1. Discover

Discover needs and options. Here are some considerations for you and your Guides when identifying needs:

- The skills or knowledge the Guides will need to achieve their long-term plans.
- Any Elements and Fundamentals of the AGP they have not included recently.
- Relevant challenges that Guides could complete in *Look Wide*, *Look Wider Still* or *Aim High* and in the Guide handbooks.
- The likes and dislikes, talents and interests of the Guides.
- Local community events and needs.
 - Each patrol could decide their own activities for the meeting. Alternatively, Patrol Leaders could bring ideas from their Patrol for the Unit to consider.

Here are some ways that Guides – either as individuals, in Patrols or Units – with the Leaders can put all of their ideas together:

- Write their ideas on sticky notes, put them on a board and sort them by:
 - activities they can learn together as a group
 - activities that go together that they can do at the same time

- activities that go together; like a theme that will take a few weeks, such as animals
- activities that can be challenges within the Girl Recognition System.

When stuck for ideas they could:

- Look in the program book (see description of program books in Chapter 8: Your role in Managing the Unit) for activities they enjoyed in the past and ideas they had for the future.
- Write lots of ideas on pieces of paper then they choose things they like.
- Look for possible activities in Unit resource books, libraries, the GGA website and other websites.
- Brainstorm ideas for each of the seven Fundamentals.
- Leaders provide examples for Guides to think about.

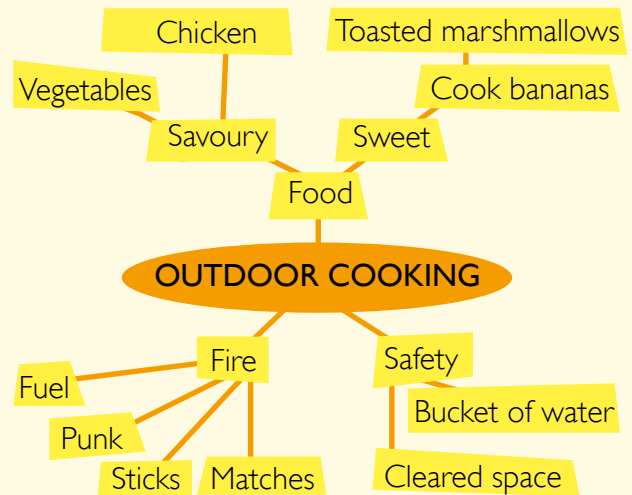
2. Decide

Decide goals. Here are some methods to use when deciding what to do. The method used should be determined by the Unit. Whatever idea is chosen, consider if there are still ways to use the least preferred ideas to avoid disappointment:

- Everybody agrees it is a great idea. This is a unanimous decision.
- Everyone works to develop one idea that all find acceptable. This is a consensus decision.
- The Guides vote by sitting in a circle, with their hands behind their backs – each person holds her hand open if she likes the idea or keeps her fist closed if she doesn't. One Guide (or Leader) counts the votes.
- The Guides can vote by writing the idea they like on a piece of paper and placing it in a voting box. Then the Leader counts the votes.
- Write ideas on a big piece of paper and give everyone some sticky dots. Each person puts a sticky dot next to the ideas she would like to do. Then count up the dots against each idea to see which ones the group would most like to do.

3. Plan

Plan activities. Start with the goal, think of the main tasks required to accomplish that goal and then add some more ideas, such as those given in the mind map that follows:



Make an action plan with all of these details:

- What is the activity?
- Who will be part of the activity?
- Who will be responsible for preparing and conducting activities, including Leaders?
- What resources and equipment will be needed for the activity?
- When will it happen – timeframe for the activity, including preparation beforehand?
- Where will it take place?
- How will the activity be carried out?
- How much will it cost, if anything?
- How will everyone make sure it is safe? Make Risk Assessment Plans (RAPs), including finding out any requirements in *Guide Lines*. (See Chapter 7 'Your role in Safety and Risk Management'.)

Depending on the age and level of experience, your Guides may be able to do much of this planning by themselves or they may need you to facilitate the planning process.

4. Do

Do the activities. Consider the following when undertaking the activities:

- Make sure the preparations for the activities, including submission of forms, have been completed.
- Make sure the activities are conducted in a safe and responsible manner.
- Ensure all Guides participate in the activities and have fun.

5. Evaluate

Evaluate the activities. Evaluation is part of the AGP Process and assists Guides to obtain maximum value of learning from any challenge or activity. It is wise to evaluate all steps undertaken as well as the outcome. Discuss what worked well, what didn't and why; how could the activity be improved? Evaluation should be interactive, short and fun, and can be conducted in a variety of ways. Some ideas your Unit might use are:

- Vote with your feet – run to a particular spot.
- Vote with stars or dots on a chart of recent activities (different colours = highlights, challenge, could be better).
- Vote by choosing a particular colour pipe cleaner (then making something).
- Vote by placing counters in 'smiley' and 'it was OK' face boxes.
- Write about it on a piece of paper.
- Mark a rating scale.
- Place responses in a voting box.

Or you might have other ways of evaluating activities and challenges.

Evaluation is positive when it follows this pattern:

- Commend – What went really well?

We loved the massage.

- Recommend – How would we improve it?

It would be good to have more time for each activity or fewer activities.

- Commend – Is there something good we can build upon?

We would like to try some homemade facials next time.

Evaluation can also include whether the activity covered any of the Elements and Fundamentals of the AGP.

The Girl Recognition System

'Recognition: to receive attention, notice, approval or respect from others because of something I have done, to generate a feeling in others for who I am and what I achieve.'

DONALD H. WEISS

The Girl Recognition System refers to the formal system of challenges as found in *Look Wide, Look Wider Still, Aim High* and the Guide handbooks 1 to 5.

Our badges and awards are based on personal challenge. So what is a challenge? A challenge is to:

- find out more about something you have not done before
- discover a better way to do something you find difficult or dislike
- have a go at doing something you find difficult or dislike
- try to improve or add to the skills you have.





Developmental nature of challenges

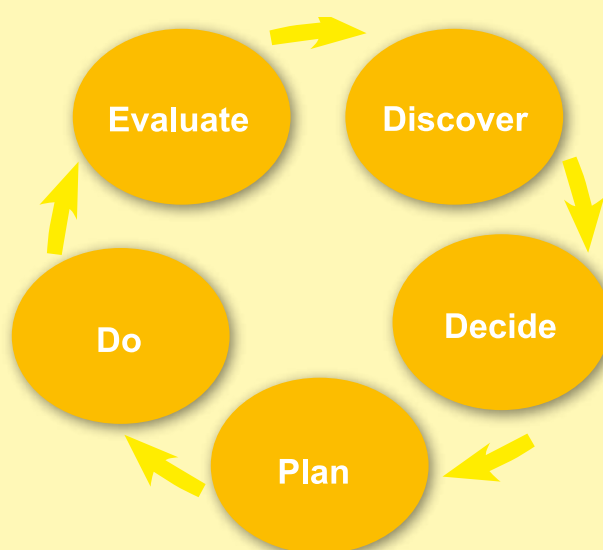
Challenges are personal and will vary according to the developmental stage or experience of the Guide. As Guides mature and develop, the challenges will increase in difficulty or complexity. For example:

- For the younger Guide, a walk in the park to collect a list of items (developmental stage 5 to 7 years).
- A slightly older Guide, could participate in a scavenger hunt (developmental stage 7 to 9 years).
- The 9 to 12 years Guides may challenge themselves to follow a trail through a park using compass bearings or tracking signs.
- The 12 to 14 years Guides may undertake an orienteering course with compass bearings.
- The 14–17 years Guides may undertake an expedition in a national park.

Given the developmental nature of challenges, a Guide can repeat a challenge at a more complex level as she develops – just like the example above.

The Guides can use the AGP Process when developing a challenge.

Using the AGP Process when developing a challenge



Discover needs and options. Guides may explore books such as the Guide handbooks, *Look Wide*, *Look Wider Still* and *Aim High* or ask others about possible challenges.

Decide on the challenge. The age and ability of the Guide will determine how much help she will need to choose her challenges. Some Guides will enjoy making their own choices; others may prefer to discuss this with their Patrol; while there are others who may need help from you. To help Guides with choices you may like to suggest pictures, an excursion, storytelling, brainstorming or discussions with her Patrol.

Plan the challenge. The Guides will need to plan how they are going to undertake the challenge. You may need to help direct them to sources of information they can use to learn the skills for the challenge.

Do the challenge. Practising for a challenge can happen through games, activities and trial runs before the ‘real thing’ is attempted. Encourage Guides to use their newly acquired skill, as they will experience great personal satisfaction when they have completed a challenge.

Evaluate. Encourage Guides to evaluate themselves. Some form of peer assessment will complete the challenge.

Assessment

There are three ways of assessing a Guide's achievements:

- self-assessment
- peer assessment by you and other Unit members
- external assessment.

Self-assessment

Self-assessment is an important skill for Guides and rests on the essence of the Guide Promise: 'Have I truly done my best?' If Guides need some help with their self-assessment they could ask themselves the questions below:

- Why did I choose this challenge?
- How much effort did I put into it?
- How much did I know before I started and has it extended my knowledge or skill?
- Am I satisfied with the end result?
- Have I done my best?

How you can assist a Guide to assess a challenge:

- Practical – what did the finished article/activity look like, taste like, feel like?
- Personal growth – how has this contributed to her personal growth or development?
- Discussion with a resource person – if her challenge has been in a specialised field, the Leader may suggest a discussion with a resource person to assist in the assessment process.

Peer assessment

Peer assessment is one way of balancing self-assessment. The peer assessment involves her peers asking a range of questions about the challenge, with your role being to facilitate the process to ensure each Guide has 'done her best at her own standard in her own way'.

The typical areas covered in a peer assessment might include:

- How much of a challenge was the activity?
- What was the process of planning?
- How much effort was put into the activity?
- What went really well?
- Were the outcomes what was expected or wanted?
- Can you suggest any improvements?
- What did you learn about yourself from doing the activity?
- What part of the challenge were you most proud of?

- Was the activity really a challenge for you?
- Did you plan effectively?
- How much effort was put into the activity?
- Were the desired outcomes reached?
- Was it fun and enjoyable?
- Did you really do your best?

The Guide can also share her thoughts on:

- the best part of the challenge
- the most difficult part of the challenge and what she would do differently next time
- what she learnt from doing the challenge
- the part of the challenge that she is most proud of.

This helps everyone decide if the challenge was satisfactorily completed.

The peer assessment by the Patrol or Unit may follow the pattern of:

- Commend (What went really well?)
- Recommend (How to improve it?)
- Commend (Something good you can build upon.)

The peer assessment might be carried out by the Guide's Peer Unit, and you should participate in this process too. Alternatively the peer assessment might be completed by the Patrol or Unit Council, and this particularly applies to the Junior BP, BP and Queen's Guide Awards.

External assessment

External assessment depends on the challenge or badge. External assessment is needed for all those challenges for which the Leader or peer group do not hold a suitable qualification. Boating, camping, first aid and Bronze Medallion are common examples of where external assessment is required.

Badges and Awards

There is a very wide choice of challenges which Guides can work towards and earn badges and awards for achieving them. The challenges can be found in the following books:

- Discover a Challenge – in Guide handbooks 1 to 5
- Explore a Challenge and Create a Challenge – in the *Look Wide* badge book
- Achieve a Challenge – in the *Look Wide* and *Look Wider Still* badge books
- Service Flash and Action Guide – in the *Look*

Wide badge book

- Commonwealth Award – *Look Wider Still* badge book
- Awards – in the *Aim High* badge book.

Each challenge has its own assessment methods, set out in the relevant books. Guides should have a copy of the relevant books so they can record their achievements as they go. Once the Guides have achieved them, you can decide with the girls what kind of ceremony should mark the achievement.



Discover a Challenge (Guide handbooks)

The Discover a Challenge series is designed to extend Guides' understanding of the AGP and act as a stepping stone to other badges and awards. They are designed around the four Elements of the AGP – Physical, People, Practical and Self – and there is a choice of challenges from within each Element. There are ten levels of challenge and the corresponding badges have been named after Australian gemstones: Turquoise, Topaz, Amethyst, Garnet, Agate, Zircon, Jade, Sapphire, Diamond and Black Opal. There are minimum ages to start each level, but Guides don't need to start at the first level (Turquoise).

There are a number of challenges within each Element to choose from. Two challenges from each Element and then another two challenges from any Element must be completed for the first nine levels of Discover a Challenge (Turquoise to Diamond).

There are five sections to be completed within the Black Opal – the four Elements plus Guiding. The Guide needs to complete one challenge from the Guiding section as well as two challenges from each Element – one from Part A and one from Part B. Many of these challenges have been developed from the Trefoil 3 Achieve a Challenges, with the expectation that some Guides will go on to complete the Trefoil Achieve a Challenges or a Focus.

Explore a Challenge (Look Wide)

Explore a Challenge introduces Guides to the concept of challenges and of making decisions. The eleven challenge areas can be found in the *Look Wide* badge book:

- *Be Prepared*
- Faith awareness
- Friendship
- Guiding
- Health and fitness
- Life skills
- Outdoors
- Science and technology
- The arts
- Advocacy
- World.

Each of the eleven challenge areas has ten activity options, and the Guide needs to choose

four activities from within a single challenge area.

Guides can explore these challenges as a younger Guide, and then revisit them as they grow older. As there are many choices in these badges, a Guide can achieve the same badge again (perhaps to put on her camp blanket) or a Leader can help her to choose another challenge. These badges can also be completed as a Patrol.

Create a Challenge (*Look Wide*)

Create a Challenge requires Guides to work through the AGP Process to earn her badge. There are 30 themed badges plus a blank which can be used to create the Guide's own challenge, and they are described in the *Look Wide* badge book. The Guide has the flexibility to decide to complete one larger challenge (e.g. takes six months to complete) or a series of smaller challenges relating to the theme. Like the Explore a Challenges, they can also be completed as a Patrol.

The role of the Leader is to act as a facilitator, encouraging Guides to be independent and gain confidence by working through the AGP Process to achieve their goals.

Achieve a Challenge (*Look Wide and Look Wider Still*)

Each Achieve a Challenge is designed to recognise the skills and abilities of the individual in 13 areas:

- Adventure
- Advocacy
- Boating
- Camping
- Emergency
- Leadership
- Life skills
- Outdoors
- Safety
- Sport
- Technology
- The arts
- World Guiding

The Achieve a Challenges introduce the concept of achieving a set standard; there are three different levels of competence:

- Trefoil 1 indicates a beginning skill.
- Trefoil 2 shows an intermediate skill.

- Trefoil 3 recognises advanced skill development.

While Trefoils 1 and 2 can be started at any age, depending on experience, to commence a Trefoil 3 a Guide must be at least 14 years.

Service Flash, Action Guide, Commonwealth Award (*Look Wide and Look Wider Still*)

There are a number of other badges that can be earned by Guides. The Service Flash and Action Guide can both be found in *Look Wide*. The Commonwealth Award can be found in *Look Wider Still*. This is an award available to Guides from any Commonwealth country and it is available to Australian Guides between 14 and 30 years.

Awards

There are three awards which can be achieved by Guides as they work through the Australian Guide Program. Information on the Awards is contained in the book *Aim High*. To commence an award, the Guide needs to have made or renewed her Promise and be an active member of the Unit. A Guide can only work on one award at a time and all awards must be completed by a Guide's 18th birthday.

- The Junior BP Award can be commenced by Guides once they have turned seven.
- The BP Award can be commenced by Guides once they have turned ten.
- The Queen's Guide Award can be commenced by Guides once they have turned 14.

The Discover, Explore, Create and Achieve Challenges can be used as evidence towards any of the three awards, as long as appropriate assessment methods have been used. As each of the awards represents a significant challenge, the Guides can earn endeavours as they progress:

- Bronze Endeavour – when half of the Junior BP Award is completed
- Silver Endeavour – when half of the BP Award is completed
- Gold Endeavour – signifies half of the Queen's Guide Award but is specific in its requirements.

Developmental milestones – personal development through the AGP

The aim of the AGP is to help individual Guides reach their full potential through challenges, learning skills, exploring new ideas, leadership and advocacy.

On the following pages are a series of outcome tables which outline learning objectives, indicators of progress and suggested activities in order for Guides to achieve the anticipated outcomes. The indicators or signs are simply examples; they are not assessments of ability and should not be used to compare one Guide with another. In essence, the tables should be used as a guideline framework to help support Leaders to facilitate the AGP – they are not a curriculum to be followed.

This section on developmental milestones provides a link between what the Guides will choose to do and what a Leader believes is important for their personal development, based upon the four Elements of the AGP: Physical, People, Practical and Self.

Tying the AGP to outcomes serves three vital functions:

- to measure the impact of Guiding experiences on each Guide.
- to articulate to internal and external

audiences (parents, guardians or carers) the benefits of Guiding

- to evaluate and modify Guiding experiences to ensure each Guide achieves each outcome, and consequently grows into a confident, self-respecting, responsible community member.

The outcome tables are organised into the five developmental stages recognised within the AGP. As Guides develop at different rates, achieving the outcomes may happen at different ages. Guides may achieve in one Element sooner than another. To assist the Leader in their Unit, each table is colour coded, linking it to the developmental colour of each of the five Guide handbooks. For example, 'By age 7 girls ...' is in red, linking it to *Guide Handbook 1*.

As a Leader sharing the task of planning and running a program, you are in a unique position to look at the big picture of where each Guide is at, what she could improve and what skills she can practise or develop. The Discover a Challenge section in the Guide handbooks is built directly upon the Elements and these developmental milestones. It provides an opportunity for Guides to progressively challenge themselves.



How to use the outcome tables

An example of the outcome tables is set out at the bottom of this page.

- **Outcomes:** This part of the table names and defines the outcome. Sometimes an outcome can be measured but often they are intangible skills or behaviours.
- **By age ...:** This breaks down the outcome statement into outcomes related to the age group and the learning objective.
- **Indicators:** This column gives the signs of what girls might do or say that show they have achieved the outcome.
- **Activities/applications:** This gives ideas on which activities or applications may achieve the desired outcomes. These are not prescribed, merely suggestions and ideas.

The tables can be used to:

- Implement the AGP, where the Unit's activities can be planned to meet a certain outcome. For instance, in the table below, Leaders have identified a need for the girls to become better problem-solvers.

Camp preparation then becomes a series of problem-solving exercises to achieve not only the goal of going to camp but achieving the outcome related to problem-solving. Looking at it another way – through preparing for camp, Guides are solving problems along the way. They have therefore achieved the outcome of becoming better problem-solvers.

- Help you to design activities to achieve outcomes.
- Write grant proposals to prospective funding bodies showing the authorities the outcomes that can be achieved should funding become available.
- Support new leaders and volunteers to implement new ideas and expand Unit activities.
- Recruit volunteers for specific short-term projects by being very clear on what is required.

REFERENCE MATERIAL

The Educational Framework for Guiding, Girlguiding UK, 2003.

An example of an outcome table

| Self | By age 9 girls ... | Indicators | Activities/applications |
|--|---|---|--|
| OUTCOMES Girls are resourceful problem-solvers | <ul style="list-style-type: none"> • are better able to develop a basic plan to reach a goal or solution to a problem • are better able to create alternative solutions to problems | <ul style="list-style-type: none"> • identify two or three steps and resources needed to reach a goal or solve a problem • reflect on a real life problem or a scenario and state an alternative solution | <ul style="list-style-type: none"> • use the AGP Process to plan and carry out simple projects • plan for camp, sleepover, etc. • solve problems • decide ways to solve problems |

Physical – participating actively; focusing on the environment and the outdoors

| By age 7 girls ... | | Indicators | Activities/applications | |
|--------------------|--|---|---|--|
| OUTCOMES | Girls make healthy choices | <ul style="list-style-type: none">• can identify healthy foods• gain greater knowledge of what makes a healthy body and mind• are aware of own body• have an awareness of medicines and their safe use and storage | <ul style="list-style-type: none">• can name behaviours that contribute to good health, e.g. eating good food, drinking water, exercise• can take care of own personal hygiene, etc.• bring labelled medication to camp | <ul style="list-style-type: none">• plan camp/sleepover menus with health in mind• learn to skip• carry water bottles• participate in the Girl Recognition System, e.g. Body Create a Challenge• participate in body awareness activities, e.g. draw and label parts of the body• visit a museum and see the body in action |
| | Girls challenge themselves to expand own experiences | <ul style="list-style-type: none">• try things that they’ve never tried before• demonstrate increased interest in learning new skills• enjoy physical activity | <ul style="list-style-type: none">• willing to take part in new activities, e.g. camps• ask lots of questions and make observations about the world around them• respond physically | <ul style="list-style-type: none">• participate in new activities appropriate to age group• play lots of high-energy games• enjoy playing and participating in the outdoors as much as possible |
| | Girls take responsibility for personal safety | <ul style="list-style-type: none">• can follow safety rules at home, school and in the out-of-doors• have an awareness of danger• begin to understand about unsafe/uncomfortable situations | <ul style="list-style-type: none">• follow rules at Guides, at camp and are aware of safety issues• understand the concepts of protective behaviours• know who they can go to if feeling unsafe or uncomfortable | <ul style="list-style-type: none">• participate in personal safety activities from the <i>Skills for Life</i> and <i>Go Girl</i> publications• visit the police station to talk about personal and group safety• plan camp rules together• learn about fire safety; light matches and candles safely• learn how to stop bleeding• apply a band-aid• make an emergency phone call |
| | Girls take action to protect the environment | <ul style="list-style-type: none">• feel their actions and words are important to others• recognise that they can act on behalf of others• recognise that they can act to improve the environment | <ul style="list-style-type: none">• can take action at home and school to improve the environment | <ul style="list-style-type: none">• make a poster about protecting the environment• educate those around them about the environment through art, music and drama• participate in the Girl Recognition System, e.g. Trees or Water Create a Challenge |

Physical – participating actively; focusing on the environment and the outdoors

| Physical | | By age 9 girls ... | Indicators | Activities/applications |
|----------|--|---|---|---|
| OUTCOMES | Girls make healthy choices | <ul style="list-style-type: none">• can explain why certain foods are healthy and express a preference• are better at making healthy choices and minimising unhealthy behaviours• understand the importance of sleep, rest and food• are beginning to be aware of the changes the body goes through during puberty• have an awareness of the dangers of substance abuse | <ul style="list-style-type: none">• choose healthy foods instead of unhealthy foods• can identify what constitutes healthy activities, e.g. playing basketball as opposed to playing computer games• comment on changes in body before and during puberty• can identify risks of smoking, drinking and drug taking | <ul style="list-style-type: none">• plan camp or sleepover menus with health in mind• play games based on sports skills, e.g. ball games• carry water bottles• participate in the Girl Recognition System, e.g. Body or Food Create a Challenge• invite/learn from a guest speaker on health issues |
| | Girls challenge themselves to expand own experiences | <ul style="list-style-type: none">• are more open to trying new and challenging activities• recognise that they can learn from mistakes or failure• can choose own range of games or physical activities | <ul style="list-style-type: none">• willing to take part in new activities, e.g. indoor rock climbing• willing to take a risk• extend physical capabilities and endurance | <ul style="list-style-type: none">• adventure-based activities, e.g. horse riding• night walks• plan and carry out simple outdoor activities in Patrols• tackle the Outdoors Explore a Challenge• attempt Junior BP Award |
| | Girls take responsibility for personal safety | <ul style="list-style-type: none">• understand the consequences if safety rules are not followed• understand about unsafe/uncomfortable situations | <ul style="list-style-type: none">• follow rules at Guides, at camp and are aware of safety issues• can teach others about safety• know who they can go to if feeling unsafe or uncomfortable | <ul style="list-style-type: none">• participate in personal safety activities from the <i>Skills for Life</i> and <i>Go Girl</i> publications.• visit the police station / fire station to talk about safety• plan camp rules together• learn about fire safety; light stoves, buddy burners and small fires safely• learn basic first aid skills, e.g. stopping bleeding, recovery position, dialling 000. |
| | Girls take action to protect the environment | <ul style="list-style-type: none">• increasingly feel they have important roles and responsibilities in their group, school and communities• recognise that they can act on behalf of others• recognise that they can act to improve the environment | <ul style="list-style-type: none">• describe ways their actions contribute to improving the environment• begin to advocate on environmental issues• participate in community environmental days | <ul style="list-style-type: none">• participate in Clean Up Australia Day, World Environment Day or National Tree Planting Day• write to a local member about environmental issues• plan an environmental project in Patrols |

Physical – participating actively; focusing on the environment and the outdoors

| Physical | | By age 12 girls ... | Indicators | Activities/applications |
|----------|--|--|--|--|
| OUTCOMES | Girls make healthy choices | <ul style="list-style-type: none"> • can explain the link between health and diet • make informed choices about food, exercise and sleep • have factual knowledge about female anatomy and are beginning to understand about sexual activity and the consequences • understand the consequences of substance abuse | <ul style="list-style-type: none"> • can explain what it means to be physically and emotionally healthy • choose to behave in a healthy manner • comment on behaviours seen in the media • can identify risks of smoking, drinking and drug taking | <ul style="list-style-type: none"> • plan camp menus with health in mind • invite/learn from a guest speaker on health issues • list ways in which media promotes/inhibits healthy behaviour • identify organisations in the community that help with health issues or adolescent issues, e.g. Kid's Help Line, QUIT • debate the pros and cons of healthy living |
| | Girls challenge themselves to expand own experiences | <ul style="list-style-type: none"> • are better at exploring new skills • feel a need to extend the bounds of their experience • increasingly recognise that positive risk-taking is important to personal growth and leadership | <ul style="list-style-type: none"> • choose new activities, e.g. abseiling • expect to take risks • mention risk-taking as a growth experience | <ul style="list-style-type: none"> • choose own adventure-based activities • go on a hike • plan and carry out more advanced outdoor activities in Patrols • tackle the Outdoors Explore and Achieve a Challenges • attempt BP Award |
| | Girls take responsibility for personal safety | <ul style="list-style-type: none"> • are aware of own personal safety and the safety of others in a range of environments | <ul style="list-style-type: none"> • follow rules at Guides, at camp; are concerned about safety at all times • can teach others in their Patrol about safety | <ul style="list-style-type: none"> • write a Risk Assessment Plan (RAP) for camps and hikes, etc. • safely lay and light fires for cooking • know local fire regulations • earn Emergency Achieve a Challenge • learn basic first aid – to include bleeding, burns, recovery position, CPR, bandaging, shock |
| | Girls take action to protect the environment | <ul style="list-style-type: none"> • are more confident in their power to effect positive change in their Unit, school and community(ies) • feel it's their duty to act on behalf of others • feel it's their duty to improve the environment | <ul style="list-style-type: none"> • describe ways to express their power in making change • advocate on environmental issues • identify steps they can take to effect change | <ul style="list-style-type: none"> • participate in Clean Up Australia Day, World Environment Day or National Tree Planting Day • write to a local member about environmental issues • plan and conduct an advocacy project |

Physical – participating actively; focusing on the environment and the outdoors

| OUTCOMES | By age 14 girls... | | Indicators | Activities/applications |
|----------|--|---|---|---|
| | Girls make healthy choices | <ul style="list-style-type: none">• are increasingly committed to practising and promoting healthy behaviour• have factual knowledge about sexual activity and the consequences• understand the consequences of substance abuse | <ul style="list-style-type: none">• advocate healthy living• choose to learn more about exercise, diet, relaxation and other activities and how to give balance to their lives• begin to make informed decisions about sexual activity, smoking, drinking and drug-taking | <ul style="list-style-type: none">• organise guest speaker on health issues• list ways in which media promotes/inhibits healthy behaviour• visit organisations in the community that help with health or adolescent issues, e.g. Kid's Help Line, QUIT• debate the pros and cons of healthy living• teach others about healthy living |
| | Girls challenge themselves to expand own experiences | <ul style="list-style-type: none">• are better able to distinguish between positive and negative risk-taking• seek new experiences• recognise that positive risk-taking is important to personal growth and leadership | <ul style="list-style-type: none">• expand bounds of risk taking• weigh up risks before attempting new things• understand that risk-taking is a growth experience | <ul style="list-style-type: none">• want to experience as many new activities as possible• plan and carry out more advanced outdoor activities in Patrols• find appropriate challenges in the Girl Recognition System• attempt BP Award |
| | Girls take responsibility for personal safety | <ul style="list-style-type: none">• can implement safety rules at home and outdoors | <ul style="list-style-type: none">• implement rules at Guides and at camp• insist on others following safety rules | <ul style="list-style-type: none">• write a Risk Assessment Plan (RAP) for camps and hikes, etc.• use outdoor cooking methods safely• know emergency procedures in the outdoors• earn Emergency Achieve a Challenge• learn first aid and gain external qualifications in CPR |
| | Girls take action to protect the environment | <ul style="list-style-type: none">• feel more valued by others for their ability to use leadership skills to effect change• have increased confidence in their ability to change people's thinking about the environment | <ul style="list-style-type: none">• feel their ideas and contributions are taken seriously by adults• express pride when their advocacy projects improve the environment | <ul style="list-style-type: none">• participate in Clean Up Australia Day, World Environment Day or National Tree Planting Day• join a local environmental group• sponsor and look after an area or park in the community |

Physical – participating actively; focusing on the environment and the outdoors

| Physical | | By age 18 girls... | Indicators | Activities/applications |
|----------|--|--|---|--|
| OUTCOMES | Girls make healthy choices | <ul style="list-style-type: none"> • are increasingly committed to practising and promoting healthy behaviour • have factual knowledge about sexual activity and the consequences • understand the consequences of substance abuse • act as role models for younger girls, making healthy choices | <ul style="list-style-type: none"> • advocate healthy living • choose to learn more about exercise, diet, relaxation and other activities and how to give balance to their lives • begin to make informed decisions about sexual activity, smoking, drinking and drug-taking | <ul style="list-style-type: none"> • organise a guest speaker on health issues • advocate to influence the media/community on the portrayal of girls and young women • join or participate in organisations in the community that help with health or adolescent issues, e.g. Kid's Help Line, QUIT • lead and/or participate in global or local advocacy projects related to health issues |
| | Girls challenge themselves to expand own experiences | <ul style="list-style-type: none"> • increasingly set challenging goals for the future • demonstrate increased enthusiasm for learning new skills and expanding existing ones • recognise that positive risk-taking is important to personal growth and leadership | <ul style="list-style-type: none"> • set goals for the future • enthusiastically take on new challenges • understand that risk-taking is a growth experience | <ul style="list-style-type: none"> • explore as many new ideas, skills and activities as possible • explore the bush, wilderness, oceans, etc. • plan and carry out outdoor adventure-based activities as a Unit • find appropriate challenges in the Girl Recognition System • attempt Queen's Guide Award, Gold Endeavour, Outdoor Focus, Environmental Focus or Duke of Edinburgh Award or other |
| | Girls take responsibility for personal safety | <ul style="list-style-type: none"> • can implement safety rules at home and outdoors | <ul style="list-style-type: none"> • implement rules at Guides, at camp and during adventure-based activities • insist on others following safety rules | <ul style="list-style-type: none"> • write a Risk Assessment Plan (RAP) for camps and hikes, etc. • safely use all methods of outdoor cooking • safely participate in all adventure-based activities • know emergency procedures in the outdoors • attend a first aid course and gain a qualification |
| | Girls take action to protect the environment | <ul style="list-style-type: none"> • feel capable in their ability to use leadership skills to effect change • have increased confidence in their ability to change people's thinking about the environment • feel their projects and ideas are valued and respected by stakeholders in their local and/or global community | <ul style="list-style-type: none"> • feel their ideas and contributions are taken seriously by adults • express pride when their advocacy projects improve the environment • show increased confidence in their own abilities | <ul style="list-style-type: none"> • join a local environmental group • actively become involved in conservation and environment groups in own State • volunteer to run the Guide Environment Day or a local community day • plan own advocacy projects |

People – making friends and developing long-lasting friendships; developing an understanding and respect for others

| People | | By age 7 girls ... | Indicators | Activities/applications |
|----------|--|--|---|---|
| OUTCOMES | Girls develop healthy relationships | <ul style="list-style-type: none"> • are better able to demonstrate helpful and caring behaviour • are better able to identify and communicate their feelings to others • make friends | <ul style="list-style-type: none"> • spontaneously offer assistance • express feelings verbally rather than non-verbally (crying, lashing out, temper, etc.) • talk and laugh with other members | <ul style="list-style-type: none"> • activities and games that focus on caring and being helpful • activities that encourage expressing feelings • Promise and Law activities • activities and games that focus on friendship |
| | Girls promote cooperation and team building | <ul style="list-style-type: none"> • join in • are responsible for simple tasks • begin to learn how to work well with others • are better able to assist peers/adults and seek help from them • take turns and share time, materials and affection | <ul style="list-style-type: none"> • join in without being asked • take on simple tasks and complete them • can identify from a personal viewpoint what helps a group work together • respond to requests for help with actions or words | <ul style="list-style-type: none"> • simple, non-threatening and non-competitive games • participate in the AGP Process • participate in first stage of self-government • games and activities that rely on turn-taking |
| | Girls think and act inclusively | <ul style="list-style-type: none"> • recognise others' needs and respond to them • understand there are cultures other than their own • avoid making hurtful or unkind remarks and don't leave people out • accept different skills and abilities | <ul style="list-style-type: none"> • make statements that show they recognise that other people may have different needs and opinions • make inclusive statements • include all in activities and use kind and inclusive language • make allowances for differences | <ul style="list-style-type: none"> • World Guiding activities • participate in District, Region and State events • friendship games and activities • learn by watching Leaders |
| | Girls are connected to their community, locally and globally | <ul style="list-style-type: none"> • are better able to identify people and places that make up their community • gain increased understanding of how they belong to various groups in their community (school, church, etc.) • seek to help others in the community | <ul style="list-style-type: none"> • identify people who provide services in the community (e.g. doctors, emergency services) • give examples of the groups they belong to • choose to help others | <ul style="list-style-type: none"> • exploring the community and community helpers • service to the community • participate in the Girl Recognition System |

People – making friends and developing long-lasting friendships; developing an understanding and respect for others

| People | | By age 9 girls ... | Indicators | Activities/applications |
|----------|--|--|---|--|
| OUTCOMES | Girls develop healthy relationships | <ul style="list-style-type: none">• begin to understand how their behaviour contributes to maintaining healthy relationships• are better able to show empathy towards others• are strengthening communication skills | <ul style="list-style-type: none">• identify healthy and unhealthy behaviours (e.g. honesty, bullying)• make empathetic statements (e.g. ‘I helped Sarah because she was getting frustrated’) and are more caring in their interactions with others• can name communication strategies useful in building relationships | <ul style="list-style-type: none">• activities and games that focus on positive and negative aspects of relationships• activities that encourage expressing empathy• Promise and Law activities• activities and games that focus on friendship and communication |
| | Girls promote cooperation and team building | <ul style="list-style-type: none">• offer to share time, materials and affection• enjoy working in groups• support their Patrol with encouragement and praise• have a better understanding of cooperative and team-building skills | <ul style="list-style-type: none">• display cooperative skills• able to identify and describe ways that make group work fun• begin to apply specific strategies for promoting cooperation | <ul style="list-style-type: none">• simple, non-threatening and non-competitive games• participate in the AGP Process• participate in second stage of self-government• games and activities that rely on cooperation and teamwork• activities and games in varied groups |
| | Girls think and act inclusively | <ul style="list-style-type: none">• respect different skills and abilities and include others• are aware of different cultures and want to know more about others• understand the consequences of words and actions and begin to manage emotional responses in social situations | <ul style="list-style-type: none">• show that they recognise that other people may have different skills and abilities• make inclusive statements• include all in activities and use kind and inclusive language• make allowances for difference | <ul style="list-style-type: none">• World Guiding activities• participate in District, Region and State events• friendship games and activities• learn by watching Leaders |
| | Girls are connected to their community, locally and globally | <ul style="list-style-type: none">• have greater interest in participating in community events, activities and social networks• recognise the importance of being part of a larger community• develop basic strategies to identify community issues | <ul style="list-style-type: none">• positively describe their participation in a community event• give examples of how community groups help and support each other• list things that are valuable in their community and things that can be improved | <ul style="list-style-type: none">• find out about the community• identify issues in the community and take action• service projects• participate in the Girl Recognition System, earn the Service Flash• Post Box (in Australia)• JOTA/JOTI |

People – making friends and developing long-lasting friendships; developing an understanding and respect for others

| People | | By age 12 girls ... | Indicators | Activities/applications |
|----------|--|---|--|--|
| OUTCOMES | Girls develop healthy relationships | <ul style="list-style-type: none"> • are more competent in addressing negative treatment by others • have more trusting and positive relationships with others • are developing appropriate responses in social situations | <ul style="list-style-type: none"> • identify bullying tactics and aggressive behaviours in others • name people who they can turn to when experiencing difficulties in relationships • begin to show appropriate behaviours in social situations | <ul style="list-style-type: none"> • activities and games that focus on positive and negative aspects of relationships • trust games • Promise and Law activities • activities and games that focus on communication |
| | Girls promote cooperation and team building | <ul style="list-style-type: none"> • have a greater understanding of team building • recognise how cooperation contributes to the success of a project • naturally share time, materials and affection • use competition for own self-esteem but not at the expense of others | <ul style="list-style-type: none"> • list criteria for what makes a good team • consistently prefer solving problems in teams as opposed to working alone • work and play cooperatively • use praise and encouragement and accept praise graciously | <ul style="list-style-type: none"> • participate in the AGP Process • participate in third stage of self-government • games and activities that rely on cooperation and teamwork • evaluation of team projects • introduce competitive games |
| | Girls think and act inclusively | <ul style="list-style-type: none"> • show respect for different skills and abilities by including others in groups • know and understand more about different cultures • develop the appropriate responses in social situations | <ul style="list-style-type: none"> • include girls with different skills and abilities in groups without being prompted • use inclusive language • respond appropriately in social situations | <ul style="list-style-type: none"> • World Guiding activities • participate in District, Region and State events • learn by watching Leaders • outings and excursions that allow for many and varied social situations |
| | Girls are connected to their community, locally and globally | <ul style="list-style-type: none"> • begin to feel part of a larger community of girls/women • strengthen existing relationships and create new connections with others in the community • are better able to determine whether projects can be realistically accomplished | <ul style="list-style-type: none"> • enjoy connecting with girls and women locally, nationally or globally • use various ways to connect with others locally, nationally or globally • consider time and/or financial constraints before selecting an issue to tackle | <ul style="list-style-type: none"> • visits, guest speakers, connections face-to-face or by email • service projects • Post Box (Australia and international) • JOTA/JOTI • identify community issues and take action • participate in the Girl Recognition System, earn the Service Flash |

People – making friends and developing long-lasting friendships; developing an understanding and respect for others

| People | | By age 14 girls ... | Indicators | Activities/applications |
|----------|--|---|---|--|
| OUTCOMES | Girls develop healthy relationships | <ul style="list-style-type: none"> • are better able to recognise and address challenges to forming and maintaining healthy relationships • have more trusting and positive relationships with others • feel more comfortable with new feelings that accompany adolescence and ways of expressing feelings in relationships, including sexual feelings | <ul style="list-style-type: none"> • report that they have at least one girl or adult they can talk to about anything • give examples of behaviours they use to promote trust, mutual respect and understanding • might talk about healthy decision-making (e.g. self-respect and respect for others) when presented with different relationship scenarios | <ul style="list-style-type: none"> • activities and games that focus on positive and negative aspects of relationships • trust games • Promise and Law activities • activities and games that focus on communication • guest speakers on relationships • simulation and initiative games |
| | Girls promote cooperation and team building | <ul style="list-style-type: none"> • are better able to address obstacles to effective group work and team building • form groups around interests and contexts • recognise role in a team • can make requests of others, negotiate and compromise | <ul style="list-style-type: none"> • describe obstacles to group work • able to make suggestions to enable effective teamwork • able to form teams/groups based on interest • show respect for the roles each play in a team • display negotiating skills and are learning to compromise | <ul style="list-style-type: none"> • participate in the AGP Process • participate in the third/fourth stage of self-government • games and activities that rely on cooperation and teamwork • team projects • competitive games |
| | Girls think and act inclusively | <ul style="list-style-type: none"> • show respect for different skills and abilities by including others in groups • know and understand more about different cultures • have developed appropriate responses in social situations • demonstrate increased commitment to addressing issues of fairness, ethics and justice in their community | <ul style="list-style-type: none"> • include girls with different skills and abilities in groups without being prompted • use inclusive language • respond appropriately in social situations • identify instances in their communities where issues arise of fairness, ethics, and social justice | <ul style="list-style-type: none"> • World Guiding activities • participate in District, Region, State and national events • learn by watching Leaders • excursions that allow for many and varied social situations • activities, guest speakers, simulation games that raise questions about justice and fairness, e.g. racism, health, poverty |
| | Girls are connected to their community, locally and globally | <ul style="list-style-type: none"> • gain greater understanding of the importance of community networks for themselves and others • begin to address deeper community issues and their causes • connect locally, nationally and globally through Guiding networks | <ul style="list-style-type: none"> • identify causes for a problem they wish to address • explain the difference between a 'quick-fix' and a long-term solution to community problems | <ul style="list-style-type: none"> • identify issues in the community and take action • service projects • Girl Recognition System • JOTA/JOTI • Post Box (Australia and international) |

People – making friends and developing long-lasting friendships; developing an understanding and respect for others

| People | | By age 18 girls ... | Indicators | Activities/applications |
|----------|--|--|--|--|
| OUTCOMES | Girls develop healthy relationships | <ul style="list-style-type: none">• are better able to recognise and address challenges to forming and maintaining healthy relationships• have increased knowledge of what healthy dating entails• are better able to protect their rights in a relationship• strengthen strategies for maintaining healthy relationships | <ul style="list-style-type: none">• recognise that people hold different beliefs about relationships based on gender, culture, etc.• identify behaviours that hinder or progress the development of positive relationships• know where to get information on healthy dating behaviours, e.g. safe sex• know who to go to when faced with unhealthy relationships• begin to practise assertive behaviours | <ul style="list-style-type: none">• activities and games that focus on positive and negative aspects of relationships• trust games• Promise and Law activities• activities and games that focus on communication• guest speakers on relationships• simulation and initiative games• decision-making exercises to practise assertive behaviours |
| | Girls promote cooperation and team building | <ul style="list-style-type: none">• strengthen their abilities to build effective teams to accomplish shared goals• are committed to mentoring others on effective strategies for cooperative work and team building• recognise the value of cooperation and team building for effective leadership and for their future careers | <ul style="list-style-type: none">• identify strategies for building effective teams, using the skills and strengths of individuals• help others work better as a team• report that cooperation and team-building skills helped them in other areas of their lives | <ul style="list-style-type: none">• participate in the AGP Process• participate in the fourth stage of self-government• team projects and games• leadership courses/seminars• organising events |
| | Girls think and act inclusively | <ul style="list-style-type: none">• understand other cultures and apply this understanding to interaction with others• are inclusive (not patronising or giving special treatment)• are better able to recognise and resolve ethical dilemmas | <ul style="list-style-type: none">• use inclusive language• give examples of making ethical decisions that reflect inclusive thinking | <ul style="list-style-type: none">• World Guiding activities• participate in District, Region, State, national and international events• excursions that allow for many and varied social and cultural situations• activities, guest speakers, simulation games that raise questions about justice and fairness, e.g. racism, health, poverty |
| | Girls are connected to their community, locally and globally | <ul style="list-style-type: none">• feel that their connections with diverse members of their communities are important resources for personal and leadership development• have extensive feelings of connection with their local and global communities | <ul style="list-style-type: none">• describe how their participation in larger communities benefited their personal and leadership goals• report more positive attitudes towards different members of their communities• develop friendships and connections with members of WAGGGS | <ul style="list-style-type: none">• identify issues in the community and take action• service projects• Girl Recognition System• JOTA/JOTI• international events, seminars and camps• train to be guest speakers at Guiding events and in the wider community |

Practical – learning by doing; learning everyday skills that can be integrated in all areas of life

| Practical | | By age 7 girls ... | Indicators | Activities/applications |
|-----------|---------------------------------------|--|--|---|
| OUTCOMES | Girls are resourceful problem-solvers | <ul style="list-style-type: none"> • learn the basics of planning a project • are able to question • remember given information • understand instructions • learn from mistakes | <ul style="list-style-type: none"> • with adult guidance, make a list of resources to complete their project, e.g. material to make a gift • able to make mistakes and learn from them | <ul style="list-style-type: none"> • craft projects • use the AGP Process to plan and carry out simple projects • girls solve problems, such as Gang Show is expensive – how do we get there? |
| | Girls learn skills for life | <ul style="list-style-type: none"> • begin to take on newly learned tasks • begin to seek independence from family • begin to develop resilience | <ul style="list-style-type: none"> • able to use skills to complete tasks • reduced or no separation anxiety • often able to bounce back after being distressed | <ul style="list-style-type: none"> • complete activities from the <i>Skills for Life</i> and <i>Go Girl</i> publications • sleepovers • excursions |
| | Girls strive to make a better world | <ul style="list-style-type: none"> • recognise they can act on behalf of others • recognise they can speak out about issues of concern | <ul style="list-style-type: none"> • recognise situations where they can make it better for someone else • advocating about issues they are concerned about | <ul style="list-style-type: none"> • simple service projects • help each other • work as a group, using the first stage of the Patrol System • Promise and Law activities • simple advocacy projects |
| | Girls seek challenges | <ul style="list-style-type: none"> • demonstrate increased interest in learning new skills | <ul style="list-style-type: none"> • carry out new skills | <ul style="list-style-type: none"> • tie shoe laces • pack own bag for sleepover • cut and paste • plant a seedling |

Practical – learning by doing; learning everyday skills that can be integrated in all areas of life

| Practical | | By age 9 girls ... | Indicators | Activities/applications |
|-----------|---------------------------------------|--|--|---|
| OUTCOMES | Girls are resourceful problem-solvers | <ul style="list-style-type: none"> • are better able to develop a basic plan to reach a goal or solution to a problem • are better able to create alternative solutions to problems | <ul style="list-style-type: none"> • identify two or three steps and resources needed to reach a goal or solve a problem • reflect on a real life problem or a scenario and state an alternative solution | <ul style="list-style-type: none"> • use the AGP Process to plan and carry out simple projects • plan for camp, sleepover, etc. • decide ways to solve specific problems, e.g. the Unit needs an extra Leader; what should we do? |
| | Girls learn skills for life | <ul style="list-style-type: none"> • take on newly learned tasks • are able to self-manage • are independent of family • develop resilience • are better able to teach new skills to others | <ul style="list-style-type: none"> • competent to use known skills to complete tasks • able to cope when away from home • able to bounce back after being distressed • demonstrate or teach a skill to another | <ul style="list-style-type: none"> • complete activities from the <i>Skills for Life</i> and <i>Go Girl</i> publications • sleepovers/camps • excursions • projects • skill-based activities, e.g. cooking • traditional Guiding skills, e.g. knots, tracking |
| | Girls strive to make a better world | <ul style="list-style-type: none"> • exhibit increased determination to create changes for themselves and others • are better able to explain their ideas | <ul style="list-style-type: none"> • give examples when they succeed in making positive changes for themselves and others | <ul style="list-style-type: none"> • service projects • work as a group, using the second stage of the Patrol System • Promise and Law activities • work on or develop their own advocacy projects, e.g. clearing rubbish in the local park |
| | Girls seek challenges | <ul style="list-style-type: none"> • are more open to learning or doing new and challenging things • recognise that we learn from mistakes | <ul style="list-style-type: none"> • carry out new skills • participate in new activities • report on things they can do now but couldn't do before | <ul style="list-style-type: none"> • plant trees • various activities that include initiative, adventure and fun • indoor rock climbing • develop and complete challenges from the Girl Recognition System |

Practical – learning by doing; learning everyday skills that can be integrated in all areas of life

| Practical | | By age 12 girls ... | Indicators | Activities/applications |
|-----------|---------------------------------------|--|--|---|
| OUTCOMES | Girls are resourceful problem-solvers | <ul style="list-style-type: none"> • are better able to create an action plan for their projects • gain a greater ability to locate and use resources that will help accomplish their project goals | <ul style="list-style-type: none"> • outline steps, resources and timelines and assign responsibilities needed to complete their project • report increased confidence in creating action plans for their goals • feel confident contacting and using people in the community who can help them achieve their goals | <ul style="list-style-type: none"> • use the AGP Process to plan and carry out projects • plan for camp, sleepover, etc. • girls solve problems • make lists of community partners who may be useful for projects |
| | Girls learn skills for life | <ul style="list-style-type: none"> • are able to teach new skills to others • have honed their negotiation skills • are able to make independent choices | <ul style="list-style-type: none"> • able to negotiate with peers and adults • demonstrate or teach a skill to another • use problem-solving and decision-making skills when making choices | <ul style="list-style-type: none"> • use the AGP Process to plan and carry out projects • camps • projects • traditional Guiding skills, e.g. pioneering, stalking |
| | Girls strive to make a better world | <ul style="list-style-type: none"> • are more confident in their power to effect positive change • understand how they can advocate for themselves and others • strengthen their abilities to speak out or act for themselves or others | <ul style="list-style-type: none"> • identify concrete steps they can take to effect desired change | <ul style="list-style-type: none"> • work as a group, using the third stage of the Patrol System • participate in and/or plan projects that advocate on issues they care about • make fliers and posters to display in the community • give presentations to peers, families, officials and various audiences |
| | Girls seek challenges | <ul style="list-style-type: none"> • seek to learn or do new and challenging things • recognise that one can take positive risks | <ul style="list-style-type: none"> • participate in new challenges • report on things they have achieved through positive risk-taking | <ul style="list-style-type: none"> • speak in public • run a Patrol camp or outdoor activity • walk, using a map and compass or GPS • develop and complete challenges from the Girl Recognition System |

Practical – learning by doing; learning everyday skills that can be integrated in all areas of life

| Practical | | By age 14 girls ... | Indicators | Activities/applications |
|-----------|---------------------------------------|--|---|--|
| OUTCOMES | Girls are resourceful problem solvers | <ul style="list-style-type: none"> • are able to create and implement detailed action plans for their projects • increasingly seek out community/Guiding support and resources to help achieve their goals | <ul style="list-style-type: none"> • demonstrate independence in thinking through the requirements needed to carry out their projects • report being able to keep themselves 'on track' but requesting adult help when needed | <ul style="list-style-type: none"> • use the AGP Process to plan and carry out projects • make lists of community partners who may be useful for projects • learn to create feasible timelines and budgets for projects |
| | Girls learn skills for life | <ul style="list-style-type: none"> • share their skills in the Unit and beyond • have well-developed negotiation skills • are able to make independent choices | <ul style="list-style-type: none"> • express a preference and can justify it • demonstrate or teach a skill to another • use problem-solving and decision-making skills when making choices | <ul style="list-style-type: none"> • use the AGP Process to plan and carry out projects • camps • projects • traditional Guiding skills |
| | Girls strive to make a better world | <ul style="list-style-type: none"> • are more confident in their power to effect positive change • understand how they can advocate for themselves and others • strengthen their abilities to speak out or act for themselves or others | <ul style="list-style-type: none"> • identify concrete steps they can take to effect desired change | <ul style="list-style-type: none"> • work as a group, using the third/fourth stage of the Patrol System • identify, plan and implement advocacy projects, e.g. reducing the cost of girls' haircuts to be more in line with boys' • making fliers and posters to display in the community • give presentations to peers, families, officials and various audiences |
| | Girls seek challenges | <ul style="list-style-type: none"> • seek to learn or do new and challenging things • recognise that one can take positive risks | <ul style="list-style-type: none"> • participate in new challenges • report on things they have achieved through positive risk-taking | <ul style="list-style-type: none"> • speak in public • run a Patrol camp • walk, using a map and compass or GPS • develop and complete challenges from the Girl Recognition System |

Practical – learning by doing; learning everyday skills that can be integrated in all areas of life

| Practical | | By age 18 girls ... | Indicators | Activities/applications |
|-----------|---------------------------------------|--|---|---|
| OUTCOMES | Girls are resourceful problem-solvers | <ul style="list-style-type: none"> • are better able to independently plan, organise and manage projects • actively seek other organisations to help them achieve their goals | <ul style="list-style-type: none"> • monitor own progress and determine criteria for success • report increased knowledge and skill in various aspects of project planning and implementation • explain how partnerships with others maximise the impact of advocacy and other projects | <ul style="list-style-type: none"> • use the AGP Process to plan and carry out projects • contact community partners who may be useful for projects • evaluate project success |
| | Girls learn skills for life | <ul style="list-style-type: none"> • share their skills in the Unit and beyond • use a range of negotiation strategies • lead discussions • have developed advocacy skills | <ul style="list-style-type: none"> • express a preference and can justify it • demonstrate or teach a skill to another • use negotiation skills when making decisions | <ul style="list-style-type: none"> • use the AGP Process to plan and carry out projects • organise camps or projects • traditional Guiding skills • participate in leadership opportunities • run activities which encourage teamwork, negotiation, communication skills and leadership |
| | Girls strive to make a better world | <ul style="list-style-type: none"> • use advocacy skills and knowledge on behalf of a cause or person, locally or globally • are able to mobilise and inspire others to become more engaged in community service and action • feel that they have greater access to community resources and have developed supportive relationships with adults in their community. | <ul style="list-style-type: none"> • give examples of advocating for an issue at school or in neighbourhood • send messages to explain the importance of taking action about something they feel strongly about • report that adults in the community invite their input on issues affecting girls and young women | <ul style="list-style-type: none"> • work as a group, using the fourth stage of the Patrol System • identify and implement advocacy projects, e.g. a more healthy canteen, effects of poverty, increased awareness of eating disorders • make fliers and posters to display in the community • give presentations to peers, families, officials and various audiences • work on/develop joint projects with community partners |
| | Girls seek challenges | <ul style="list-style-type: none"> • increasingly set challenging goals for the future • demonstrate increased enthusiasm for challenges outside their comfort zone | <ul style="list-style-type: none"> • set goals for the future • report on things they have achieved by breaking through their comfort zone | <ul style="list-style-type: none"> • speaking in public • run a Unit camp • walk overnight, using a map and compass or GPS • develop and complete challenges from the Girl Recognition System • plan future careers and aspirations |

Self – development and appreciation of the individual; gaining growth through challenging the girl as an individual

| Self | | By age 7 girls ... | Indicators | Activities/applications |
|----------|--------------------------------------|---|--|---|
| OUTCOMES | Girls develop a strong sense of self | <ul style="list-style-type: none">• are better able to recognise their strengths and abilities• are able to evaluate and change behaviour when necessary | <ul style="list-style-type: none">• can ask adults questions• start to participate in group activities• able to demonstrate to others what they can do | <ul style="list-style-type: none">• participate in first stage of self-government• begin to play games in teams and Patrols• dramatic play, dressing up, drama activities• dance and music |
| | Girls develop self-esteem | <ul style="list-style-type: none">• start to recognise and value their right to choose• begin to form opinions but will be influenced by others | <ul style="list-style-type: none">• able to say ‘no’ to unwanted situations• able to use ‘I’ statements to assert themselves | <ul style="list-style-type: none">• participate in first stage of self-government• participate in the AGP Process with adult assistance• choose games to play• choose activities and menu for overnight stays• begin to vote for ideas, program, etc. |
| | Girls develop positive values | <ul style="list-style-type: none">• begin to understand the values inherent in the Promise and the Law• understand the difference between right and wrong• consider the needs and wants of other people | <ul style="list-style-type: none">• make their Promise• can identify times when they are keeping the Promise and the Law• identify actions that are fair/unfair, honest/dishonest• can refer to instances when what they have done or said has improved outcomes for others | <ul style="list-style-type: none">• Promise and Law activities• explore values in the family, school, Unit and community• participate in service and community activities• participate in Guides’ Own |
| | Girls negotiate and make decisions | <ul style="list-style-type: none">• are able to make a choice between a range of options• are able to negotiate and express opinions• are able to evaluate• feel their actions and words are important to others | <ul style="list-style-type: none">• can decide on program ideas• can form an opinion on the value or enjoyment of an activity or outing | <ul style="list-style-type: none">• participate in first stage of self-government• participate in the planning process of the AGP• evaluate by using smiley faces, number of stars given, loudness of cheers, etc.• choose and plan their own ceremonies, e.g. Promise, opening, badge presentations |

Self – development and appreciation of the individual; gaining growth through challenging the girl as an individual

| Self | | By age 9 girls ... | Indicators | Activities/applications |
|-----------------|---|--|---|---|
| OUTCOMES | Girls develop a strong sense of self | <ul style="list-style-type: none"> • have increased confidence in their abilities • are able to evaluate and change behaviour when necessary | <ul style="list-style-type: none"> • can ask questions of a wider range of adults • participate well in group activities • proud of their own visible achievements and express this pride | <ul style="list-style-type: none"> • participate in second stage of self-government • play team/Patrol games and be an active member of a Patrol • can be a Patrol Leader • 'This is me' and 'these are my strengths' activities |
| | Girls develop self-esteem | <ul style="list-style-type: none"> • start to recognise and value their right to choose • have their own opinions but are emotionally dependent on the opinions of others | <ul style="list-style-type: none"> • able to say 'no' to unwanted situations • able to use 'I' statements to assert themselves | <ul style="list-style-type: none"> • participate in second stage of self-government • participate in the planning process of the AGP • choose games to play • choose activities and menu for camps • decide goals and ideas by voting |
| | Girls develop positive values | <ul style="list-style-type: none"> • understand that a promise must be kept • understand the difference between right and wrong • consider their needs and wants in relation to the needs and wants of others • can resolve a low-level conflict | <ul style="list-style-type: none"> • begin to apply values inherent in the Promise and Law • can explain the difference between right and wrong choices • can refer to instances when what they did or said has improved outcomes for others | <ul style="list-style-type: none"> • Promise and Law activities • explore values in the family, school, Unit and community • participate in service and community activities • participate and help plan Guides' Own |
| | Girls negotiate and make decisions | <ul style="list-style-type: none"> • are able to make a choice from a range of options • use group power as a tool for negotiation • express their own opinion when making choices • can participate in discussions to achieve outcomes | <ul style="list-style-type: none"> • can decide on program ideas • can begin to negotiate, using the support of others • look to peers for support • offer ideas and opinions during discussion | <ul style="list-style-type: none"> • participate in second stage of self-government • participate in the planning process of the AGP • participate in peer evaluation of individual challenges undertaken in the Girl Recognition System • choose and plan their own ceremonies |

Self – development and appreciation of the individual; gaining growth through challenging the girl as an individual

| Self | | By age 12 girls ... | Indicators | Activities/applications |
|----------|--------------------------------------|--|---|---|
| OUTCOMES | Girls develop a strong sense of self | <ul style="list-style-type: none"> • identify their own inner strengths • accept suggestions from others to modify behaviour • gain a clearer sense of their individual identities when confronted with outside influences | <ul style="list-style-type: none"> • can ask questions of a wider range of adults • participate well in group activities • can compare how various situations and environments bring out various aspects of self | <ul style="list-style-type: none"> • participate in third stage of self-government • play team/Patrol games and be an active member of a Patrol • can be a Patrol Leader • explore the idea of the various aspects of self, e.g. emotional development |
| | Girls develop self-esteem | <ul style="list-style-type: none"> • recognise and value their right to choose • have own opinions but are emotionally dependent on the opinions of others | <ul style="list-style-type: none"> • are able to say 'no' to unwanted situations • able to use 'I' statements to assert themselves • feel that their opinions, ideas and contributions are taken seriously by adults | <ul style="list-style-type: none"> • participate in third stage of self-government • participate in the planning process of the AGP • choose activities and menu for camps • decide goals and ideas by voting • vote for their own PLs and Seconds |
| | Girls develop positive values | <ul style="list-style-type: none"> • have a deeper understanding of the Promise and Law • gain greater understanding of ethical decision-making in their lives • consider their needs and wants in relation to the needs and wants of others • can resolve a basic dilemma | <ul style="list-style-type: none"> • give examples of using the Promise and Law in deciding behaviours • can explain the difference between right and wrong choices • can imagine themselves in relation to other people's situations and may change behaviour as a result | <ul style="list-style-type: none"> • Promise and Law activities • participate in service and community activities • play simulation and initiative games • share faiths of others, e.g. attend a festival or religious service that is not necessarily their own • actively participate and develop Guides' Own |
| | Girls negotiate and make decisions | <ul style="list-style-type: none"> • are able to make a choice from a range of options • negotiate directly with adults and peers • express a preference and justify it • can conduct discussions and take responsibility to achieve outcomes | <ul style="list-style-type: none"> • can negotiate to achieve desired outcomes • report increased confidence in dealing with outside pressures, e.g. peer pressure, advertising • show greater skill in gathering and evaluating information | <ul style="list-style-type: none"> • participate in third stage of self-government • participate in the planning process of the AGP • provide support for girls undertaking challenges in the Girl Recognition System, and can direct peer evaluation to a limited degree • choose and plan their own ceremonies • decide, organise and conduct special projects • explore the effects outside pressures have on their lives. |

Self – development and appreciation of the individual; gaining growth through challenging the girl as an individual

| Self | | By age 14 girls ... | Indicators | Activities/applications |
|----------|--------------------------------------|--|--|--|
| OUTCOMES | Girls develop a strong sense of self | <ul style="list-style-type: none"> • show an increase in personal achievement • are better able to negotiate and navigate the effects of social factors, gender issues and stereotyping on their sense of self | <ul style="list-style-type: none"> • state increased belief in ability to achieve personal goals • engage in active discussion • describe how cultural influences affect self-image | <ul style="list-style-type: none"> • set short-term and long-term personal goals • investigate time management and implement strategies to improve this • explore self-image, body image, racism and sexism • explore the idea of the various aspects of self |
| | Girls develop self-esteem | <ul style="list-style-type: none"> • identify own inner strengths • have own opinions but are emotionally dependent on the opinions of others | <ul style="list-style-type: none"> • able to say 'no' to unwanted situations • able to use 'I' statements to assert themselves • feel that their opinions, ideas and contributions are taken seriously by adults | <ul style="list-style-type: none"> • participate in third/fourth stage of self-government • participate in the planning process of the AGP • make decisions involving the location, program, activities, transport and menu for camps • decide goals and ideas by voting, starting to work towards consensus |
| | Girls develop positive values | <ul style="list-style-type: none"> • have a deeper understanding of the Promise and Law • gain greater understanding of ethical decision-making in their lives • consider their needs and wants in relation to the needs and wants of others • can resolve a basic dilemma | <ul style="list-style-type: none"> • understand the consequences of not keeping a promise • have a growing sense of justice or injustice • are willing to make amends and attempt to avoid causing offence • are able to challenge the language and behaviour of peers | <ul style="list-style-type: none"> • Explore how to put the Promise and Law into action • explore own and others' belief systems • participate in service and community activities • play simulation and initiative games • explore ethics in relation to justice, peace, social mores and moral codes • identify and find information on situations of injustice and inequality |
| | Girls negotiate and make decisions | <ul style="list-style-type: none"> • are able to make a choice from a range of options • negotiate directly with adults and peers • express a preference and justify it • can conduct discussions and take responsibility to achieve outcomes | <ul style="list-style-type: none"> • can negotiate to achieve desired outcomes • report increased confidence in dealing with outside pressures, e.g. peer pressure, advertising • show greater skill in gathering and evaluating information | <ul style="list-style-type: none"> • participate in third/fourth stage of self-government • participate in the planning process of the AGP • provide support for girls undertaking challenges in the Girl Recognition System and direct peer evaluation • choose and plan their own ceremonies • decide, organise and conduct special projects • explore the effects outside pressures have on their lives • consider participating in decision-making bodies beyond their Unit |

Self – development and appreciation of the individual; gaining growth through challenging the girl as an individual

| Self | | By age 18 girls ... | Indicators | Activities/applications |
|----------|--------------------------------------|--|--|--|
| OUTCOMES | Girls develop a strong sense of self | <ul style="list-style-type: none"> • feel they are better equipped to pursue personal goals • have increased sense of autonomy | <ul style="list-style-type: none"> • state options and possibilities to achieve personal goals • have increased confidence to get the job/education they envisage | <ul style="list-style-type: none"> • set short-term and long-term goals • investigate time management, and implement strategies to improve this • explore career options • explore education options • volunteering in areas beneficial for future plans |
| | Girls develop self-esteem | <ul style="list-style-type: none"> • are better able to recognise the many demands and expectations of others while establishing their own individuality | <ul style="list-style-type: none"> • describe challenges they face in finding a balance between accepting group beliefs and thinking and making decisions for themselves | <ul style="list-style-type: none"> • explore and make connections between societal issues and their own opportunities to achieve goals • take the lead in planning and conducting the Unit program • explore strategies for ensuring their voices and opinions are heard in Guiding, locally and globally |
| | Girls develop positive values | <ul style="list-style-type: none"> • are better able to recognise and resolve ethical dilemmas • have a set of principles governing justice or injustice • avoid prejudice and do not discriminate against others | <ul style="list-style-type: none"> • describe examples of making ethical decisions • explain the ethical decisions they make • strive to do the 'right thing' • question assumptions behind inequities they encounter | <ul style="list-style-type: none"> • develop their own service and community activities • play simulation and initiative games • explore ethics in relation to justice, peace, social mores and moral codes • identify and find information on situations of injustice and inequality |
| | Girls negotiate and make decisions | <ul style="list-style-type: none"> • use a range of negotiation strategies • express a preference and are able to justify it • learn from mistakes and evaluate consequences • show increased courage to challenge their own and others' beliefs | <ul style="list-style-type: none"> • can negotiate to achieve desired outcomes • show greater skill in gathering and evaluating information • can discuss with others who hold different views • express preferences even when they differ from the majority's opinion | <ul style="list-style-type: none"> • participate in fourth stage of self-government • provide support for girls undertaking challenges in the Girl Recognition System and fully direct peer evaluation • engage in discussions and debates with people with differing views • invite guest speakers with various views • visit council meetings, parliament and other decision-making bodies • stand for membership on a decision-making committee |

5. Implementing the Seven Fundamentals of the AGP



The seven Fundamentals of the AGP are:

- Promise and Law
- Outdoors
- Service
- World Guiding
- Guiding Traditions
- Leadership Development
- Patrol System.

This chapter will help you to implement the Fundamentals in your Unit and should be read in conjunction with the Guide handbook for your age group/s. The sections on each of the Fundamentals contain a summary of the accompanying material in the Guide handbooks.



Keeping the Promise and Law

Exploring the Promise and the Law encompasses:

- spiritual values
- personal development
- commitment to helping others
- taking action for self and others.

The Guide Promise

I promise that I will do my best
To be true to myself and develop my beliefs
To serve my community and Australia
And live by the Guide Law

The Guide Law

As a Guide I will strive to:

- respect myself and others
- be considerate, honest and trustworthy
- be friendly to others
- make choices for a better world
- use my time and abilities wisely
- be thoughtful and optimistic
- live with courage and strength

Exploring the principles expressed in the Promise and Law encourages Guides to develop their own values system, a responsibility for their own actions and an understanding of self. Through gaining an understanding of the

Promise and Law a Guide:

- develops her self-confidence and self-esteem
- identifies sound values to guide their actions
- gains an ability to cope with change
- appreciates others
- grows her leadership skills
- adopts healthy lifestyles
- achieves international understanding
- improves skills needed to serve others.

Background to the ‘Promise and Law’ Fundamental

The original Promise and Law were developed at the beginning of the Movement’s history. Robert Baden-Powell understood that the philosophy expressed in the Promise needed a practical explanation so he developed the Guide Law. The original Promise and Law will be found in Chapter 5.

Leader responsibilities

Your responsibility as a Leader is to ensure Promise and Law activities are appropriate for the developmental age of each girl in your care. There is no specified time in which a girl must make the Promise. She should make the Promise when she is ready to make the commitment and has gained a basic understanding of the commitment.

You are a role model and help set the culture within the Unit. By you establishing an atmosphere of trust, respect and caring for one another, the girls will gain self-confidence.

Guiding is open to all girls whatever their belief system, ethnic group or background. It is our responsibility to be aware and respect the girl’s spiritual beliefs. It is important for girls to explore and question their values and beliefs through games and activities that are fun and challenging. As the girl matures she is likely to think more deeply about her values. As her beliefs develop, you have a responsibility to provide a safe and supportive environment to allow discussion on a broad range of issues.

Introducing the Promise to girls

The Guide handbooks have chapters about the Promise and Law that can be read by the girl to gain an understanding of what the Promise means, with suggested activities she can do. In Unit and Patrol time, you can introduce the concepts of the Promise and Law through an array of fun and stimulating games.

The Guide handbooks contain information and activities on the Promise and Law:

- *Guide Handbook 1* – doing your best, being kind and sharing
- *Guide Handbook 2* – introduces concepts in each line of Promise
- *Guide Handbook 3* – explores values and citizenship
- *Guide Handbook 4* – increases knowledge of Law
- *Guide Handbook 5* – builds on the girl’s positive values to develop her own service and community activities.

I promise that I will do my best

Whether or not Guides are doing their best is something only they can judge. To do so accurately requires skills in reflection, and the ability to be honest but not too harsh. As a Leader your role is to make sure the Unit has an atmosphere of trust and caring so your girls can genuinely and confidently explore whether they have done their best.



Activities

- Guides of all ages are able to discuss the importance of keeping promises. How meaningful is the making of a promise to each Guide?
- Working in patrols, discuss how much effort is required 'to do my best'?
- Promise mobile: Guides can make a simple mobile with symbols or small pictures to represent different elements of the Promise.
- Promise bracelet: make a 'friendship bracelet' to wear to remind themselves to act on their Promise. The bracelet can be made from various lengths of wool, cotton or ribbon, each colour representing the elements of the Promise. Guides may like to give their bracelet to another Guide or friend as a reminder that their Promise impacts on others.



Growing understanding of the Promise and Law

Your Guides' understanding of the Promise and Law will develop over time.

The learning journey activities below offer several ways that Guides can develop their understanding and commitment to the Promise and Law. These activities may be used over several years, depending on the experience and maturity of the Guides.

Learning journey for Promise and Law

Caring for others

- Encourage them to care for others, starting with the Guides in their Unit. This can start through cooperative teamwork games and activities.

Discuss promises

- Develop an understanding of the nature of a promise by discussing promises that we make in everyday life.

Understanding the Guide Promise

- Explore values within your family, school, Unit or community.

Understanding the Guide Law

- Bring the Law to life through a variety of activities, games and service projects.

Promise and Law activities

- Making use of creative role play and initiative games to gain a greater understanding of ethical decision-making.

Sharing with others

- Understanding of local, national and global community projects.

Growing in the Guide Promise

- With a greater understanding of her own beliefs, the girl can begin exploring the beliefs of others.

Deepening commitment to Promise

- With a growing self-awareness, the girl can reflect on commitment to putting the Promise and Law into action to make a better world.

To be true to myself and develop my beliefs

Being 'true to myself' will have a very different meaning depending on the age group of your girls. For young Guides this concept will often revolve around not telling lies but for older Guides it is very much about there being consistency between their beliefs and the way they behave. Beliefs, although they encompass ideas about faith, are much broader, and – for older Guides – encompass the values they choose to live by and their thinking about the purpose of life.

The Guide handbooks have activities to help Guides explore different beliefs and identify their own values:

- *Guide Handbook 2* – think about beliefs of different people
- *Guide Handbook 3* – find out about the beliefs which other people have
- *Guide Handbook 4* – develop ideas for a Guides' Own and think about values important to you
- *Guide Handbook 5* – identify values which are important and rank them.



Activities

- To encourage positive attitudes and develop personal strength, use activities and games from *Skills for Life* (GGA publication 2005) and *Go Girl* (GGA Publication 2010).
- Use problem-solving and decision-making activities to give girls the ability to make the right choices and to say no when needed. Role-play activities work well in this area.
- Choose an ethical issue, write it on a piece of paper then place it in the centre of the room. Guides choose which side of the room to go to based on their attitude to the issue or go to the middle if they are unsure. Discuss the pros and cons surrounding the issue in a respectful way.
- Ethical dilemmas: each patrol is given a situation or scenario and asked how they might complete the story. Example: Some Guides are in a shop and see one of their friends. Before they can speak to her, they notice her put a packet of sweets into her pocket. They ...
- Our wonderful planet: encourage girls to appreciate and care for what they see, hear or smell in the world around them. This can be done at camp, on an outing or at a Unit meeting. Take time to notice the beauty of nature and comment on it. Try going on an observation walk.
- Recognise when girls act in a way that reflects spiritual values – a caring for humanity, a positive act leading to peace, a pride in the achievement of others. A quiet word that commends their actions will always be welcomed.
- As girls grow they begin to take an interest in the beliefs of others. Explore the appropriateness of attending a festival or religious service that is different to their own practices and beliefs. (Parental permission should be sought for such activities.)
- Encourage Guides to prepare and participate in a Guides' Own, perhaps at camp or in the Unit meeting time. This provides an opportunity to reflect on the Promise and Law and acknowledge the spiritual dimension in Guiding.
- Reflections, readings and thanksgiving: many Units keep a special book in which girls are encouraged to write up their thoughts to share at special times, such as a Guides' Own or during Unit ceremonies.

To serve my community and Australia

Thinking about community often starts very narrowly for young Guides, with their focus being on home and school. As they get older girls will begin to participate in a range of communities – home, school, sports clubs, local groups, faith groups – and begin to be aware of being part of Australia and the global community. Your role is to help your Guides have an equal commitment to serving both their 'big' and 'small' communities.

The Guide handbooks provide activities which help Guides to think about what it means to serve their community and live in Australia:

- *Guide Handbook 1* – identify a Good Turn you could do for someone
- *Guide Handbook 2* – think about a Hands Create a Challenge you could do
- *Guide Handbook 3* – make Good Turn beads and think about what you know about Australia – flag, anthem, laws
- *Guide Handbook 4* – find out about the Australian citizenship pledge, take part in special days and identify Good Turn challenges
- *Guide Handbook 5* – identify community organisations that you can assist and think about ways you can build a better Australia.



Activities

- Local community projects: for example, caring for a local garden or parkland area, helping out at the animal shelter, tree planting opportunities, supporting local government recycling programs.
- The law as it applies to the girls: the government has set age restrictions for many activities; girls could participate in a quiz based on legal age.
- Rules and regulations regarding roads, cycling, fire and swimming can be explored through quizzes and games.
- Australia-wide programs: such as Clean Up Australia Day, Save the Koala
- WAGGGS programs: support the Stop the Violence Campaign
- International days to join in: International Women's Day and World Thinking Day
- National days of celebration to join in: Australia Day, ANZAC Day, National Flag Day, Harmony Day
- Learn about our National Flag, National Anthem, State flags and emblems. What is the story behind them, what do they mean and when are they used?
- National parks, museums, art galleries and zoos are wonderful places to visit. Are there opportunities for Guides to give support in any way?



And live by the Guide Law

Robert Baden-Powell wrote the original Law to be a set of positive statements as a guide to a way of living. Our Guide Law is attractive to Guides because it is easily applied to daily life.

Guide handbooks 2, 3, 4 and 5 provide some advice on the challenges girls might face in their daily life, including using technology safely and handling peer pressure. The Guide Handbooks also contain a number of activities to get Guides thinking about the Guide Law in practice:

- *Guide Handbook 2* – find examples of how you have lived the Promise and Law
- *Guide Handbook 2* – find photos which illustrate the Guide Law
- *Guide Handbook 3* – set a challenge focusing on one part of the Guide Law, sharing it when complete
- *Guide Handbook 5* – challenge to make diet improvements.

Activities

- **Law Game:** each Guide in the patrol brings along two or three items to represent different qualities in the Guide Law. She explains to the Patrol what they mean to her and how they represent the quality or behaviour. When everyone has had a turn place all objects on a table. The Guides have a turn at remembering what was said about each item and who brought it.
- **Guide Law Challenge:** This could be an individual or Patrol challenge and must come from the girls. Guides choose a difficult but not impossible challenge based on a part of the Law. Leaders should show an interest but not check too closely.



The Promise Ceremony

The Promise Ceremony is a very special occasion in a Guide's life. She can choose how it will be conducted, in consultation with her Leaders and fellow Guides. There is no set format for the ceremony, and many Units develop a tradition in the way that Promise ceremonies are organised.

The Ceremony may go like this:

Leader: You have been exploring the Promise and Law. Do you understand what it means to do your best and are you ready to make the Promise?

Girl: Yes. I Promise that ... [and she makes her Promise while making the Guide sign].

Leader: Congratulations ... [and she shakes the Guide's left hand and pins her Promise badge to her uniform]. You have now joined over ten million girls around the world who have made a similar promise. I trust you to do your best to *Be Prepared* and to help other people by doing a Good Turn every day.

Refer to *Guide Handbook 2* for alternate wording for a Promise Ceremony, or you may develop your own.

The Ceremony may include:

- participants standing in a special formation – a circle, horseshoe, V formation, trefoil or other shape
- special surroundings – candles, campfire, outdoor venue, a place special to the Guide making her Promise

- Unit members actively participating in the ceremony, with something special to say or do
- special guests – family, friends, District Manager and local dignitaries
- a special Unit tradition – one Unit has all their Promise Ceremonies in high places; many have the Patrol Leader present the Patrol emblem.

Promise Ceremonies usually include presenting the Promise Badge and a certificate.

FURTHER RESOURCES AND INFORMATION

Skills for Life (GGA publication 2005).
Go Girl (GGA publication 2010).

Exploring the Outdoors

Exploring the Outdoors encompasses skills and knowledge in the areas of:

- the environment
- ropes and pioneering
- bushcraft
- fires and outdoor cooking
- camping and outdoor living skills
- adventure-based activities.

Exploring the Outdoors encourages self-sufficiency and helps Girl Guides discover the beauty of nature. Caring for the environment is particularly important to Australian Girl Guides who, in 2007 as part of the 'Guides Say' project, identified their major concerns as climate change, water and the environment.

Through enjoying the Outdoors a Guide:

- Builds awareness of caring for the environment
- Physically challenges herself
- Develops outdoor, camping and survival skills
- Increases self-reliance.

Background to the 'Outdoors' Fundamental

The traditional focus on the Outdoors was through camping skills. Being comfortable outdoors was important to B-P. As a soldier, he had frequently travelled to undeveloped areas and used only what he could carry to make a comfortable bivouac (informal campsite).

'A wise Guide does not "rough it"; she knows how to look after herself and how to make herself comfortable by a hundred little dodges.'

ROBERT BADEN-POWELL

As a school boy, B-P also valued the nearby woods as a place where he could observe nature and learn about the natural world.

Leader responsibilities

As a Leader you are an important role model for the Guides in relation to how they can learn to care for the environment. In your own approach to managing the resources you have as a Guide Leader, find ways of demonstrating stewardship for the environment.

Include outdoor activities of all kinds in your program, from simply playing a game outside to exploring the natural world or participating in camping and adventure-based activities.

You should carry out a Risk Assessment Plan (RAP) for all outdoor activities that your Guides undertake. You have a duty of care for your Guides, yourself, other adults and Leaders. Familiarise yourself with the risk management, health and safety requirements, emergency procedures and first aid requirements as set out in Chapter 7. The sections on camping and adventure-based activities have more information on your responsibilities.



Caring for the environment

Environmental awareness includes observing nature, growing plants, recycling and conservation activities.

The Guide handbooks contain information and activities on environmental awareness:

- *Guide Handbook 1* – caring for the environment
- *Guide Handbook 2* – understanding natural resources, reducing waste
- *Guide Handbook 3* – water and energy conservation
- *Guide Handbook 4* – thinking about the environment
- *Guide Handbook 5* – environmental activities.

Activities

- Whenever you are outdoors encourage Guides to observe small details. After you go on a hike, can the Guides remember what the kookaburras did as they approached – in fact, did they see them? When you visit a shallow creek, turn over a stone and look to see what lives underneath.
- Think about planting a vegetable garden.
- Have a competition estimating tree height or naming native plants.
- Ask Guides to identify how you can Reduce, Reuse and Recycle materials at your Guide hall or when on camp or undertaking other activities.
- Try star-gazing or bird-watching.
- Photograph or sketch the native flowers in your area.
- Ask the Patrol Leader to blindfold her Patrol and then take each person to a tree or shrub. Ask the Guides to get to know their tree. When the time is up, the PL leads each Guide back to the starting point. Remove the blindfolds and get each person to find their tree again.
- Download the World Environment Day centenary pack and the World Environment Day extension pack from the GGA website and try out the activities.
- Invite a guest speaker from a local environmental action group.
- Participate in Earth Hour, Clean Up Australia Day, World Environment Day, National Tree Day, any of the UN action days for the environment.
- Cook something with solar energy.
- Make a rain gauge or water purifier.



Games

- Go on a leaf hunt: Find a thin one, a round one, one that isn't green, one shaped like a lion's mane, a furry one, a spiky one and a one with a serrated edge.
- Make a snakes and ladders game where good environmental practices lead up ladders and practices harmful to the environment lead down snakes.
- Water relay race: Patrol members fill a cup at their end of the play area and run to deposit the water into a second container at the other end. The Patrol with the most water in the second container at the end, wins. Discuss issues like how much water was lost and how many women have to carry water home, such as those in an African village.

Ropes and pioneering

Rope skills include knots, lashings and whippings. The most commonly used knots are the reef knot, clove hitch, sheet bend, bowline, round turn and two half hitches and packer's knot.

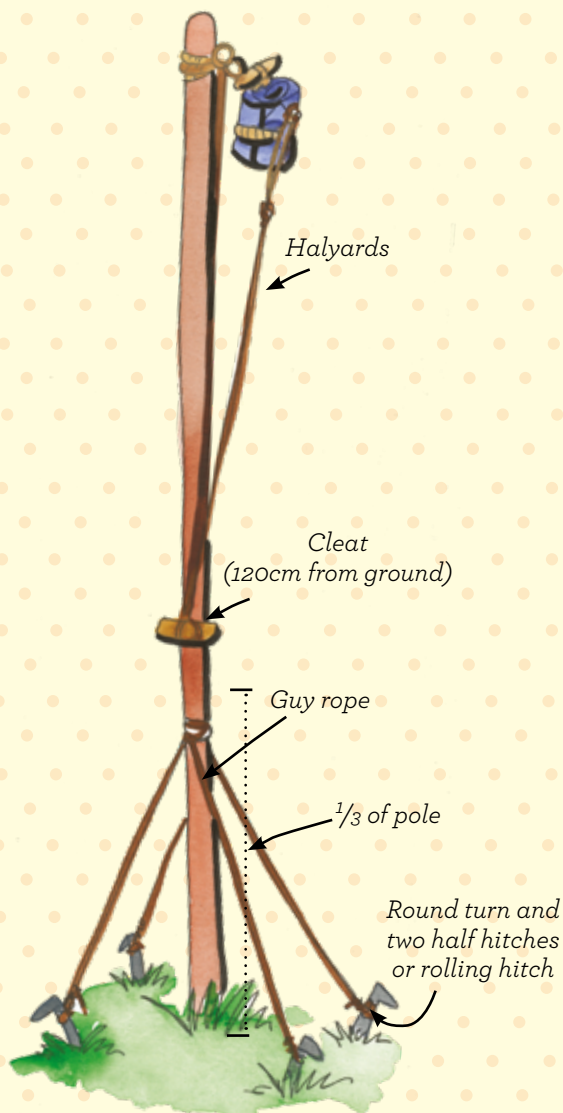
The Guide handbooks contain information and activities on rope skills:

- *Guide Handbook 1* – double overhand knot
- *Guide Handbook 2* – simple knots
- *Guide Handbook 3* – more advanced knot skills.

- *Guide Handbook 4* – advanced knot skills, making gadgets
- *Guide Handbook 5* – advanced gadgets, bridges, chariots.

Activities

- Use knots and lashings to make hammocks for the crew of pirate ships and set up a smoky signal fire to guide the ship through a reef.
- Use rope and string to join sticks to make gadgets that make life in camp comfortable; for example, a tripod for a washstand or to hold a billy above a fire; a ladder to climb a tree; and a flagpole to hoist a flag.
- Construct a special gateway to your campsite.
- Add adventure and make a rope bridge or tower.



Games

- Hold a camping competition, with knot races and tent pitching; race another Patrol to cook spaghetti, then tie it into five knots.

Bushcraft

Bushcraft skills include a wide range of survival, observation and navigating skills. Guides find direction by using the stars, compass, GPS and maps. Tracking skills include knowing trail signs, stalking and orienteering and being able to judge heights, time, and distance. Observing and identifying plants, animals and birds are all part of bushcraft. Survival skills like knowing how to find water are also great skills to learn.

The Guide handbooks contain information and activities on tracking and navigating skills:

- *Guide Handbook 1* – simple tracking signs, packing for a hike
- *Guide Handbook 2* – using a compass, hiking
- *Guide Handbook 3* – more advanced compass skills
- *Guide Handbook 4* – advanced compass skills and map reading
- *Guide Handbook 5* – advanced map reading.

Activities

- You can use GPS devices to participate in a worldwide treasure hunt called geocaching – where treasure caches are hidden all over the world. Some are in urban areas, others in the bush – in fact, a quick search has shown that there are geocaches near each of our major campsites in each State and Territory.



Using a compass. Here are essential points to remember when using a compass:

- The compass needle always points to magnetic north.
- North, south, east and west are the four cardinal points.
- Positions between the cardinal points are identified in this way:
 - NE = north-east, halfway between north and east
 - NNE = halfway between north and north-east
 - ENE = halfway between east and north-east
- Lay your compass on level ground, away from metal objects or ironstone rocks.



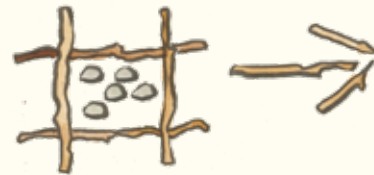
Analogue watch. If you don't have a compass, use an analogue watch for a rough idea of north. Point the '12' to the sun, and halfway between the hour hand and the '12' (going the shortest way) is north.

You will find more information on using a compass and map in *Guide Handbook 4*.

Tracking. Tracking is a fun way used by Guides to lay and follow a trail. Here are some of the tracking signs we use:



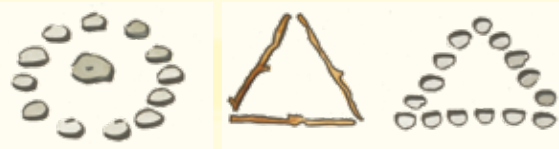
Change of direction.



*Letter hidden in direction of arrow
(5 stones = 5 paces).*

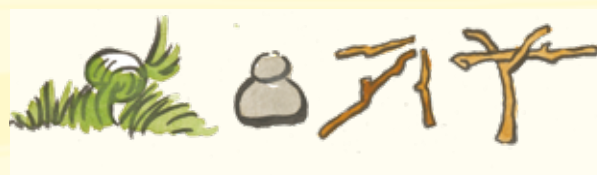


Do not follow this trail.



*I have gone home
(end of trail).*

Caution!



Follow this trail.

Tracking

Here are some simple activities that can be conducted outdoors around the hall or in camp:

1. One Patrol can lay the trail while another Patrol follows the trail – and then swap over.
2. Trail race: give Patrols ten trail signs on coloured paper (one colour per Patrol). Guides place them around an area, then race to find the trail of another Patrol.

The learning journey activities on this page offer several ways Guides may develop their bush skills. These activities may be used over

several years, depending on the experience and maturity of the Guides.

Learning journey for Outdoors

Follow a simple trail

- Follow simple trails laid in the outdoors by someone else.
- Trail signs may be pieces of coloured ribbon or wool, or flour placed on trees or the ground.
- Foil will reflect torchlight for night trails.
- Remember to collect the signs afterwards.

Follow a bush trail

- Follow a bush trail laid in the outdoors by someone else.
- Trail signs use natural materials that are found in the area.
- Bush trail signs are CLUES that show the way to go:
 - Clear the ground so that the sign stands out.
 - Make it large enough to see.
 - Use the right side of the path.
 - Watch for the next sign.

Use codes

- Use codes, such as Braille, Morse code and semaphore, to add interest to the trail.
- Coded messages may be used to find the start of a trail, to give directions during the trail or to say what to do at the end of a trail.
- Trails and codes can be part of Wide Games.
- Use QR codes and the QR app on your smartphone to lay or follow a trail.

Play compass games

- Play games that teach the points on a compass.
- Compass chairs:
 - Arrange four or eight chairs in a circle facing out.
 - One chair is north.
 - Call out a compass point.
 - Players sit on the correct chair.

Geocaching

- Use a GPS device or GPS-enabled phone and participate in geocaching, the worldwide treasure hunt using mapping coordinates.

Orienteering

- Orienteering combines following trails with using a map and compass.
- Follow a map to find orienteering markers.

Follow a map

- Plan a route to follow on a map.
- Use a compass to find your way with a map.

Use a compass

- Use a compass to follow directions.
- When you find the way to go using your compass, choose a landmark in that direction and walk to it.



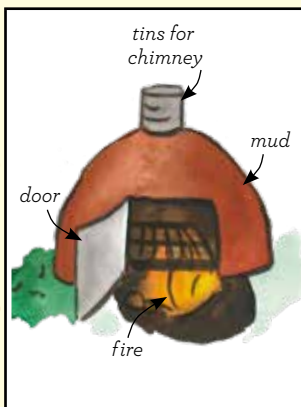
Fires and outdoor cooking

Fire setting and lighting is an important Guiding skill. As with other skills, fire lighting needs to progressively develop.

This can be practised at the hall; initially with the simpler activities, then build to more complex fires, cooking activities and campfire.

Fires and outdoor cooking – hints and instructions

| | |
|---|---|
|  | <p>Safety hints</p> <ul style="list-style-type: none"> • Always strike your match away from you. • Find out the fire restrictions in force in your area before you light your fire. • Make sure no flammable material is around the area where you are lighting your fire. • Have a metal bucket nearby filled with water and use leather gloves or oven mitts to take cooking pots off the fire. • Make sure loose hair is tied back and loose clothing is removed. |
|  | <p>Graded woodpile</p> <ul style="list-style-type: none"> • This can be made by placing varying sizes of wood on two long logs. If needed, the woodpile can be moved easily by picking up the ends and carrying it. |
|  | <p>Pyramid fire</p> <p>This fire is used for quick cooking.</p> <ul style="list-style-type: none"> • Place some punk on the ground and stack wood in a pyramid shape over the kindling. |
|  | <p>Tin can cooking and buddy burners</p> <ul style="list-style-type: none"> • Place a piece of string into a strip of corrugated cardboard. • Roll up the cardboard tightly to fit into a 6–9cm tin (tuna can). • Melt candles and pour wax over the cardboard in the tin to fill it. When the wax is set, the burner is ready to use. • Place a 12cm can (salmon can) over the smaller can to put out the burner. • Punch holes around the top of a 3-litre can. • Cut a rectangular slot in the bottom of the can to allow the burner to be placed inside the can. You are now ready to cook on the top. |
|  | <p>Trench fire</p> <p>This fire is an excellent option on windy days as the fire is protected in the trench. You can have coals at one end and a hot flame at the other, depending on your needs.</p> <ul style="list-style-type: none"> • Dig a trench approximately 50cm long and 15cm deep. Angle one end of the trench towards the oncoming breeze. • Set the fire within the trench. • Remember to save the turf that you dig out and replace it when you have finished. Give the site a good watering so that the grass will grow back. |
|  | <p>Cob house fire</p> <p>This fire is used for slower cooking as more coals are produced. It is good for baking potatoes in foil.</p> <ul style="list-style-type: none"> • Place two large logs parallel to each other and approximately 30cm apart. • Stack two more logs on the top at 90° to the bottom logs. • Continue this way, using smaller logs as each square becomes smaller. • Fill with punk and light in between the bottom two logs. |
|  | <p>Council fire</p> <ul style="list-style-type: none"> • Dig a small trench approx 75cm wide and 15cm deep. • Place large 10cm logs over the trench for the first layer. The following layers will each be a little smaller. • Sprinkle punk between each layer to ensure the fire will keep burning. • Build a small pyramid fire on the top of the last layer; using dry punk in the centre of the pyramid. • When the fire has been prepared, cover the fire with a groundsheet to keep out any dampness prior to lighting. • When you are ready, light the council fire from the top. |



Mud oven

- Dig a trench and over it place some iron pegs; stand a large tin on these.
- Cut the top and bottom off three empty drink cans and stand one on top of the other to make a chimney. Lean these against the back of the tin.
- Cover the entire construction with mud, 4–5cm thick. You may need to place some bark or flat pieces of wood on the iron pegs not covered by the tin, so that the mud will not fall into the trench.
- Light a fire in the trench.
- Inside the tin place a wire cake rack for the baking dish to stand on.
- To ensure the door closes properly, lean an iron tent peg against the door.
- Make sure the oven is hot before use and keep the trench fire going but not too fiercely.

The learning journey activities offer several ways for Guides to develop their skills to use fires safely for outdoor cooking and campfires.

These activities may be used over several years depending on the maturity and experience of the Guides

Fires and outdoor cooking – hints and instructions

Strike a match safely

Play Douse the Candle game:

- In a relay one player lights the candle with a match (using all the safety precautions) and then runs back to a point and squirts the candle out with the water pistol.
- Use a metal bucket, filled with water as the water source.
- Always strike a match away from your body.

Use safety precautions

- Collect some punk (dried grass and leaves) and wood and make a graded wood pile.
- Store the wood pile away from your fire.
- We use metal buckets as fire buckets because plastic ones can melt.
- Find out where to obtain fire restriction advice and always observe the rules at all times.

Build and light a fire applying the safety precautions

- Make a pyramid fire and light it, using two matches only.
- Using a sealed tin with a few nail holes in the lid e.g. a Milo tin, make some charcoal by filling the tin with sticks and placing it in the fire. When all the gas in the tin has burnt off, take the tin out of the fire and allow to cool.

An alternative method of cooking

- Make a buddy burner. Cook some pancakes on a tin can over the buddy burner.

Build and use a mud oven

- Build a mud oven and either roast a chicken or make a chocolate cake in the oven.

Build and use a council fire

- Build a council fire and have a campfire.
- Plan your campfire program and include skits, rounds and traditional Guiding songs.

Build a cob house fire and use it for cooking

- Build and light a cob house fire.
- Wrap a potato in foil and place in the coals when the cob house fire has burnt down.
- Cook the potato by rotating it every $\frac{1}{4}$ hour until cooked.

Build a trench fire and use it for cooking

- Build and light a trench fire.
- Cook a two-course meal with your Patrol over the trench fire.
- Try and use different cooking methods, such as steaming, grilling, and roasting.

The Guide handbooks contain information and activities on cooking skills:

- *Guide Handbook 1* – cooking hygiene
- *Guide Handbook 2* – cooking safely
- *Guide Handbook 3* – cooking for camp and building a fire
- *Guide Handbook 4* – camp cooking.

Activities

- Play a game that involves each Guide running to the other end of the area to light a candle and blow it out.
- Toast a marshmallow over a candle or, better still, in the coals of a fire.
- Build a tiny fire on the lid from a coffee can – can you keep it going long enough to cook a marshmallow?
- Try cooking a pancake on a tin can.
- Core an apple, fill it with sultanas and a small dollop of butter, wrap it in foil and cook in the coals.
- Make a Banana Dreamboat by slicing an opening along the inside curve of an unpeeled banana. Fill the opening with chocolate and then wrap the banana in foil before cooking it in the coals.
- Leaving the peel on, try cutting the top off an orange, scooping out the fruit and adding 2 tablespoons of orange cake mix. Pop the cap back on, wrap in foil and cook in the coals.
- Cook a meal wrapped in foil – two sausages, some sliced potato, carrot, onion, small pieces of broccoli and other favourite vegetables and a dollop of butter.
- Cook a damper twist on a stick.
- You will find other delicious recipes for outdoor cooking on the GGA website.

Camping and outdoor living skills

As a Leader, do your best to make camping enjoyable and adventurous for your girls. Think about what you can do, what skills you have, and then challenge yourself to extend them. Also refer to the learning journey activities on page 71, which can be used to develop Guides' camping skills.

Guides are able to develop their camping skills from a simple sleepover through to an extended expedition in the wilderness. The main types of camping are:



Sleepover or overnight stay. This is when a Unit extends their program overnight, staying at an indoor venue, such as the Guide hall or other approved venue. It must be no longer than 24 hours.

Going on a camp. A camp is when Guides stay for at least one night at a venue other than their homes, while participating in a program that has an outdoor focus. This may be at an indoor venue, in tents or under the stars.

Expeditions. An expedition involves an overnight activity by transporting your camp with you as you move from one location to another, camping in different places as you go. You may be hiking, horse riding, cycling, or canoeing.

The Guide handbooks contain information and activities on camping skills:

- *Guide Handbook 1* – packing bags
- *Guide Handbook 2* – practice packing for a camp
- *Guide Handbook 3* – basic camping skills and making a bed roll
- *Guide Handbook 4* – preparing for camp and setting up tents
- *Guide Handbook 5* – lightweight camping.

Responsibilities as a Leader

A Qualified Leader must be present at a sleepover to take overall responsibility. The Leader in Charge (LIC) of a camp must be a Qualified Leader and hold the appropriate camping module as stated in *Guide Lines*. If you are not qualified, you and your Guides can still go camping either with another Unit with a Qualified Leader, or if a Qualified Leader attends your Unit camp as the Leader in Charge. *Guide Lines* contains requirements for sleepovers, camps and expeditions.

The ratio requirements for sleepovers and camps are in *Guide Lines* and are repeated on page 71.

| Age range of Guides | Ratio | Minimum number of adults |
|---------------------|---------------------|--------------------------|
| 5–9 years old | 1 adult : 6 Guides | 3 |
| 9–14 years old | 1 adult : 8 Guides | 3 |
| 14–17 years old | 1 adult : 10 Guides | 2 |

Planning for any type of camping is a shared responsibility between the Guides and you.

Work with the Guides to decide:

- food that everyone likes
- activities for the program – outdoors, night time, Guides' Own
- *do's* rather than *don'ts* for everyone to get along together (rules).

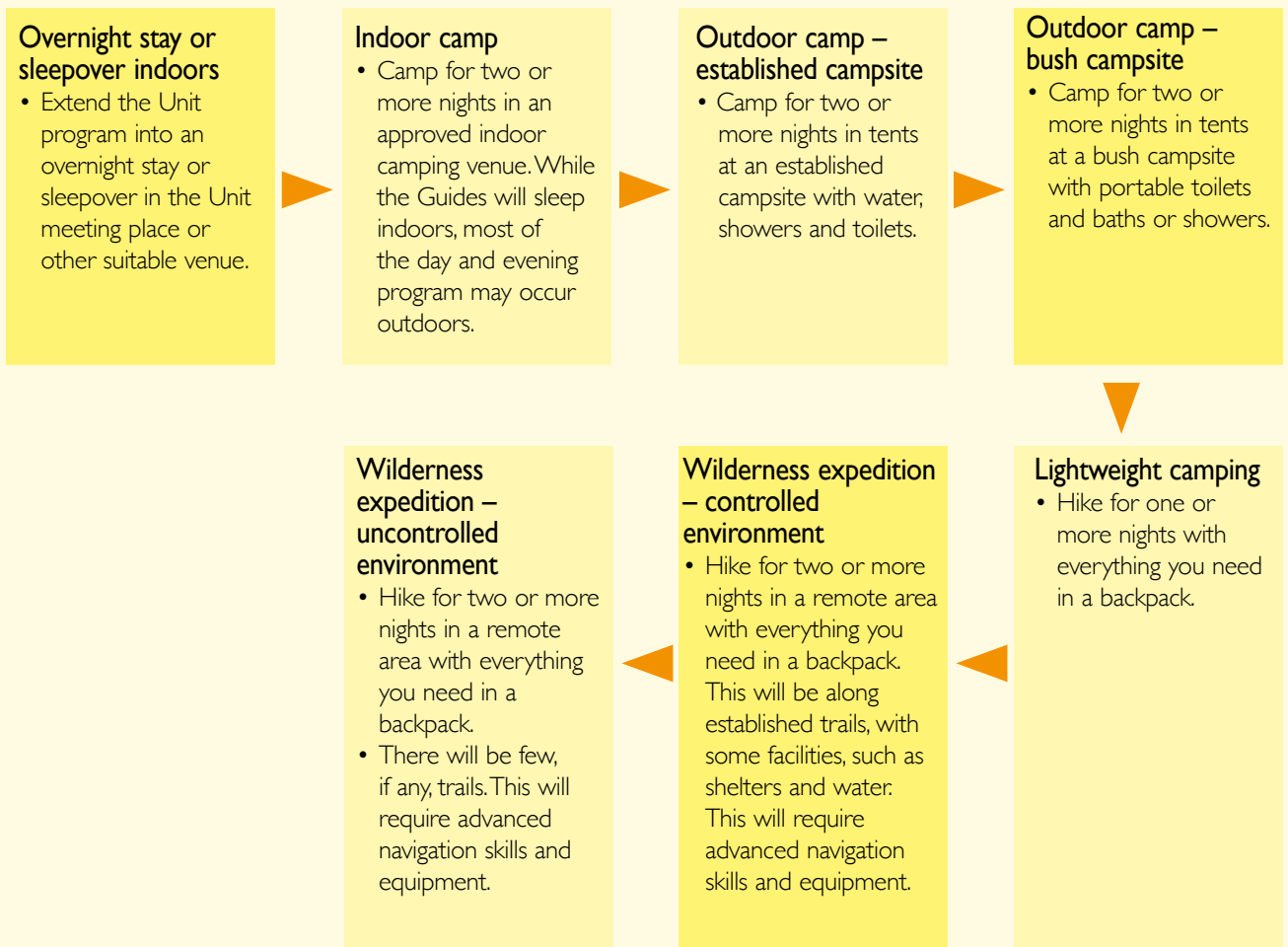
You are responsible for:

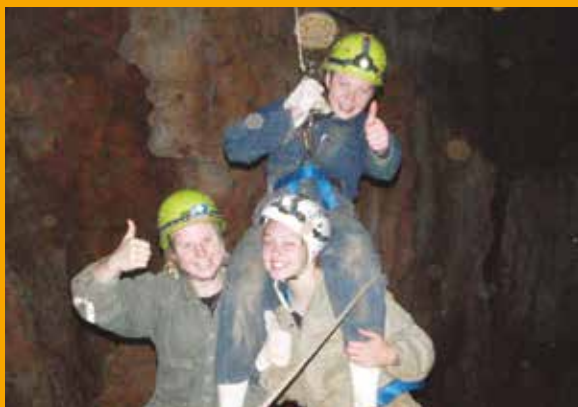
- using a Guide approved venue
- notifying the District Leader or other relevant Guiding personnel beforehand, fulfilling legal and safety requirements and ensuring parents have completed the ADM.27 Activity Consent Form for Youth Members

- meeting health and hygiene standards
- having a qualified first aider in addition to yourself present on site at all times
- having the phone number and location of the nearest doctor and taking anyone requiring medical attention there (unless an ambulance is needed)
- maintaining a first aid kit which meets the relevant standards in your State
- ensuring the overall smooth running of the sleepover, overnight stay or camp.

The learning journey activities below offer several ways for Guides to develop camp skills. These activities may be used over several years depending on the maturity and experience of the Guides.

Learning journey for camp skills





Adventure-based activities

Through the thrill of adventure and the sense of achievement and courage that comes from challenging yourself, you will be able to see the personal growth in your Guides!

Adventure means different things to Guides of varying ages and stages of development, so it is important to make sure adventure-based activities are appropriate. The Guide handbooks list adventure-based activities suitable for each developmental stage.

Leader responsibilities

You should carry out a Risk Assessment Plan (RAP) for any adventure activities that your Guides undertake. As with all outdoor activities, you have a duty of care for your Guides. Some adventure activities require you to be qualified and most require you to follow strict rules. *Guide Lines* describes all the rules for adventure activities. As a Guide Leader you are the responsible person but you do not have to be the expert. So when Guides are ready to extend their skills, be prepared to access resources to help them. Contact other Leaders with relevant qualifications or consult your State or Region Outdoors Manager.

FURTHER RESOURCES AND INFORMATION

- State websites for dates of Trainings to obtain camping, boating and outdoors qualifications
- *Guide Lines* for requirements for camping and adventure-based activities
- State and Region Outdoors Managers
- GGA website – recipes for outdoor cooking, lightweight camping resource, campfire skills
- www.geocaching.com

Giving Service

Giving Service encompasses three main areas:

- Service – from Good Turn challenges through to major service projects
- skills which help Guides *Be Prepared*, e.g. first aid, fire safety or lifesaving
- advocacy.

Guiding encourages active participation in the community to develop girls and young women into responsible community members. From a young age Guides are encouraged to help other people in their community and to advocate on issues of concern to them. This focus on community involvement differentiates Guiding from many other activities available to girls and young women.

Through Giving Service a Guide develops:

- a sense of community and belonging
- an awareness of others and their needs
- a range of life and practical skills
- a commitment to building a better world.

Background to the ‘Service’ Fundamental

Be Prepared

In his books, Baden-Powell tells many ‘splendid stories’ that are examples of girls and boys, men and women keeping calm in emergencies and using skills to save themselves and others. Guiding began with an inventive, pioneering spirit. Guides had to follow the motto to *Be Prepared* to discover, to enjoy, to serve, to dare and to give.

While Guides are out and about in the community, encourage them to be on the alert for ways to help others. B-P described, in a matter-of-fact way, many cases where girls and women had achieved feats of bravery. He encouraged Guides to *Be Prepared* to save someone from drowning, to carry a message over a long distance or to sketch a map to explain directions.

Advocacy

WAGGS has a strong and proud tradition of speaking out for positive change, not just for ourselves but also for others. We have been doing this since the beginning of our Movement. In 1909, a Patrol of girls and young women turned up at a Scouting Rally at Crystal Palace, London, and demanded a place for them in the Scouting family. As a result of taking

action and speaking out on behalf of girls and young women, the Girl Guiding and Girl Scouting Movement was created.

More recently, this 'speaking out', or advocacy, was adopted as a fundamental commitment of the Movement when, following the adoption of the eight UN Millennium Development Goals (MDGs) in 2000, WAGGGS developed Global Action Themes. The themes comprise eight girl-friendly messages to help communicate the MDGs (see chart that follows). The initial theme was 'Together we can change our world' and more recently WAGGGS has been promoting the 'Stop the violence' campaign.

MDG 1 Eradicate extreme poverty and hunger.

Girls worldwide say together we can end extreme poverty and hunger.



MDG 2 Achieve universal primary education.

Girls worldwide say education opens doors for all girls and boys.



MDG 3 Promote gender equality and empower women.

Girls worldwide say empowering girls will change our world.



MDG 4 Reduce child mortality.

Girls worldwide say together we can save children's lives.



MDG 5 Improve maternal health.

Girls worldwide say every mother's life and health is precious.



MDG 6 Combat HIV/AIDS, malaria and other diseases.

Girls worldwide say we can stop the spread of AIDS, malaria and other diseases.



MDG 7 Ensure environmental sustainability.

Girls worldwide say we can save the planet.



MDG 8 Develop a global partnership for development.

Girls worldwide say we can create peace through partnerships.



Leader responsibilities

There is a wide variety of service activities Guides can undertake. Your role is to make sure the service activity your Guides choose is right for their stage of development and

understanding of their world.

As a Leader, you are also an important role model for the Guides in relation to how they can change the world in which they live. Stay informed about campaigns in your local community as well as national and global issues.

Service

Guides Give Service in a variety of ways depending on their developmental stage and interests. They can participate in service activities as an individual or with their Patrol, Unit, District or Region. For example, every year Guides around Australia participate in activities such as Clean up Australia Day, Harmony Day, National Tree Day, Earth Hour and Save the Koala. Many Guides visit nursing homes and hospitals, take part in Landcare or bush regeneration projects, sleep out for the homeless, raise money for zoos and endangered animals, recycle mobile phones and other recyclable material, help out at International Women's Day breakfasts, citizenship ceremonies and other community events.

Guides will respond best to doing on-the-spot, people-involving, now-needed tasks, where they can help others in practical ways. Be alert and notice when help is needed then respond to the need, even though a project may be menial or require sustained effort. Remember to use the AGP Process to Discover, Decide, Plan, Do and Evaluate any service projects.

Doing a Good Turn is putting the Promise into action. A Good Turn is a random act of kindness towards someone else. It could be for a family member, friend or person you don't know.

Each of the Guide handbooks has ideas for service appropriate to the different age groups, starting with Good Turns in *Guide Handbook 1*.

Activities

- **Help at home:** parents can often use help with the ironing, looking after a pet or the garden, tidying a room or cooking a meal.
- **Be Prepared:** learn and practise first aid, fire safety, lifesaving or similar skills and how to *Be Prepared* in an emergency.
- **Assist the elderly:** many older people in our community are lonely and need help and companionship. Consider visiting a home for the elderly.
- Offer assistance to community organisations such as RSPCA, Red Cross, Meals on Wheels or St John Ambulance.
- Seek opportunities for community service challenges by speaking to Lions and Rotary clubs, hospitals and other health-care organisations, etc.

The learning journey activities that follow suggest several ways that Guides may Give Service and develop a sense of community.

These activities may be used over several years depending on the maturity of the Guides.

Learning journey for Service

Plan a performance

- Plan a play or skit to perform at a nursing home or hostel.

Explore citizenship

- Make a simple article that can be given out at a citizenship ceremony that will commemorate the recipient's new citizenship in Australia.

The Australian Flag

- Learn about the Australian Flag.
- What are the names of the stars in the Southern Cross?
- Draw a Union Jack.
- Play the Australian Flag Beetle Game.

Clean Up Australia Day

- Find out where and how you can participate in Clean Up Australia Day.
- Clean up around the Guide hall. Wear gloves, be careful of sharp objects and dispose of the rubbish in a sensible manner.

Advocate

- Find out the causes of homelessness in your community and how it relates to poverty. Invite a guest speaker to speak on the topic.
- Discuss how you can influence and advocate on this issue.

Organise a food drive

- Organise a food drive for needy families. Collect items that you think will help them feel special and include these in the hampers. Contact a charity that can distribute the hampers.

Fundraise for pets

- Hold a pet show and raise some money for the RSPCA. At the pet show you could hold a pet food and blanket drive for the RSPCA to use when they have needy pets.

Helping others

- Do you know of a garden that is overgrown and needs looking after?
- With your Patrol organise to look after the garden with an ongoing commitment.
- Do you know someone who would like their dog walked?
- Ask at the retirement village if they have a Pets as Therapy animal that would benefit from extra exercise.

Skills which help Guides Be Prepared

Often, being able to Give Service effectively means having a range of skills and knowledge that can be applied to the situation. The skills that help Guides *Be Prepared* to Give Service include first aid, fire safety, water safety and outdoor skills, such as orienteering and signalling:

- first aid: carrying a person, treating cuts or bites, putting a person into recovery position
- fire safety: emergency drills, match and fire lighting
- water safety: swimming, throwing a lifeline, life-saving
- getting around: mapping, compass skills, road rules
- memory skills: remembering messages accurately, observation skills, learning codes and signalling.

The Guide handbooks contain information and activities on first aid:

- *Guide Handbook 1* – call ‘000’, put on a band-aid
- *Guide Handbook 2* – stop bleeding, treat a bleeding nose, dial ‘000’, prepare a personal first aid kit
- *Guide Handbook 3* – prevent infection when applying first aid, treat sprains and bruises, treat fainting
- *Guide Handbook 4* – practise recovery position, treat a snake bite
- *Guide Handbook 5* – perform CPR, practise recovery position.

Advocacy

WAGGGS Mission is:

*to enable girls and young women
to develop their fullest potential as
responsible citizens of the world.*

WAGGGS Vision is:

*All girls and young women are valued and
take action to change the world.*

Advocacy is an important element of service. WAGGGS’ definition of advocacy is: ‘We influence people to take decisions that will improve our lives and the lives of others’, and it includes:

- **Speaking Out** on issues that affect girls and young women and influencing opinion-formers
- **Doing** projects that address root causes of issues affecting girls and young women
- **Educating** girls, young women and society at large in areas such as leadership, health, peace and world citizenship.

WAGGGS sends delegations to United Nations conferences to Speak Out about issues that Guides around the world care about. In the past Guides have spoken out at the UN Commission on the Status of Women in New York and the Conference of the Parties (COP) climate change conferences. At these events Guides attend the main conference and side events, speak on panels, give media interviews and meet their government representatives. But you do not have to travel to get involved. Units may like to participate in the events from home by following blogs, participating in discussions or chatting with delegates.

Guides around the world work on simple projects to change things. Guides in Thailand helped fund the planting of trees in their neighbourhood by growing and selling herbs used in cooking. The funds helped purchase trees. Guides in other parts of the world have established child-care facilities or education networks to support young women learn and better their chances for employment. Your role as a Leader is to help girls to identify injustices in their community and work to make things better.

The Guide handbooks contain information and activities on advocacy:

- *Guide Handbook 1* – making things better in their town and world, and an example of advocacy using recycling
- *Guide Handbook 2* – identifying one thing you can change, and an example of using the AGP Process to save local wildlife
- *Guide Handbook 3* – identifying things you want to change in your community and world
- *Guide Handbook 4* – brief description of advocacy; using the AGP Process to develop an advocacy project; the MDGs
- *Guide Handbook 5* – detailed description of advocacy, ideas about how to develop an advocacy project; the MDGs.

Activities

- If your Unit is involved in Clean-Up Australia Day each year and the girls notice that they are always picking up the same sort of rubbish in the same place, they could write an article for the local newspaper or speak on community radio to advocate for a cleaner Australia and to educate local citizens.
- When fundraising for others, Guides can tell people about the Movement and why their work is important.
- Pack birthing kits for the Birthing Kit Foundation (Australia).
- An individual Girl Guide, particularly an older Guide working on her BP Award or Queen's Guide Award, may take up a personal project to champion change for good in her local community.
- Advocacy does not necessarily mean partnering with a vocal group, but being the voice for change. If a girl can see that cyber bullying is an issue among her peers, for example, she may work with her fellow Guides, her classmates or other youth groups to establish an awareness campaign.

FURTHER RESOURCES AND INFORMATION

Some useful websites:

www.girlguides.org.au

www.wagggsworld.org/en/resources/document/view/3384

Global Action Theme Badge Curriculum:

www.wagggsworld.org/en/resources/document/view/20082

Basic Millennium Development Goal info:

<http://cyberschoolbus.un.org/mdgs/index.asp>

United Nations Millennium Development

Goal site: www.un.org/millenniumgoals/

WAGGGS GAT outline: www.wagggsworld.org/en/resources/document/view/20092

Exploring World Guiding

Exploring World Guiding encompasses:

- WAGGGS (World Association of Girl Guides and Girl Scouts)
- Asia Pacific Region and the other four World Regions
- World Centres
- Symbols of the Movement
- International and intercultural understanding.

Exploring World Guiding encourages international friendships and helps to foster an understanding of different countries, cultures and faiths. Exploring World Guiding sows the seed for physically exploring international destinations as the girls grow through Guiding.

Through exploring World Guiding a Guide:

- develops self-confidence and leadership skills
- develops a sense of belonging to a global organisation
- develops an awareness of different countries and cultures
- makes friendships with Guides from around the world.

Background to the 'World Guiding' Fundamental

Guiding started in September 1909 when a small group of girls wearing Scout hats joined more than 10,000 Boy Scouts at the Crystal Palace Rally in London. The next year the Girl Guides Association was formed and Australia became a founding member of the World Association (WAGGGS) when it was formed in 1928. The Guide handbooks describe Guiding history and Australian Guiding milestones.

Leader responsibilities

One of the unique features of Guiding is its global nature. Your role is to encourage your Guides to participate in international activities so that they appreciate being part of an international association. This may be through activities such as JOTA/JOTI, having Girl Guide pen pals and, when they are older, attending international camps, forums and events. The GGA website and your State websites regularly advertise opportunities for Guides (generally over the age of 14) and adult members to attend events and camps overseas.

WAGGGS

There are over ten million Girl Guides and Girl Scouts in more than 140 countries around the world and they belong to the World Association of Girl Guides and Girl Scouts (WAGGGS).

The Guide handbooks contain information and activities on WAGGGS:

- *Guide Handbook 2* – World Regions, World Thinking Day
- *Guide Handbook 3* – World Regions map, profiles of Guides from each of the World Regions
- *Guide Handbook 4* – How WAGGGS works, Service through WAGGGS, International Post Box, letter writing protocol
- *Guide Handbook 5* – World Conference, World Board, World Bureau, Asia Pacific regional involvement.

The learning journey activities that follows offers several ways that Guides may develop their knowledge of World Guiding and an appreciation of different cultures around the world. These activities may be used over several years depending on the maturity of the Guides.



What we share as Guides

Learn about the things that Girl Guides and Girl Scouts share:

- Symbols of the Movement
- World Centres
- Asia Pacific Region or one of the other World Regions
- World Association of Girl Guides and Girl Scouts.

Learning journey for World Guiding

'Round robin' of cultural activities

Go around a 'round robin' of activities from other cultures:

- games
- food
- craft
- songs.

Experience other cultures

Focus on a country:

- dress in the national costume
- cook food
- craft.

Find out about the Symbols of the Movement

Play games and use the Symbols of the Movement in skits and ceremonies.

Find out about Guiding in other countries

Find out about the activities of Guides in other countries:

- what they like to do
- games they like to play
- how they help others
- Promise Ceremonies.

Take part in Guiding events

Take part in District, Region, State, national or international events.

Find out about WAGGGS

Find out about the organisation of the World Association of Girl Guides and Girl Scouts:

- World Conference
- World Board
- World Bureau.

Find out how WAGGGS works

Find out about the operations of the World Association of Girl Guides and Girl Scouts:

- World Regions
- World Centres.

Take part in World Thinking Day

Take part in a World Thinking Day ceremony and contribute to the Thinking Day Fund.

Asia Pacific Region

To aid in supporting member organisations of WAGGGS, each country belongs to one of the five world regions: Africa, Arab, Asia Pacific, Europe or Western Hemisphere. Australia belongs to the Asia Pacific region.

Information about the other member countries of the Asia Pacific Region can be found on the WAGGGS website.

The Asia Pacific Region has a managing committee which facilitates, helps and supports the member countries of the region.

Activities

- Visit the WAGGGS Asia Pacific website to find out what other countries belong to our region.
- Learn 'The Asia Pacific Song'
- Apply for a pen pal through the Girl Guides Australia website.
- Make a game by printing the names of the Asia Pacific member countries on strips of card, cutting them in half and getting the Guides to match them up again.
- Try an activity, game, recipe, craft or wearing traditional costume or uniform from an Asia Pacific country.
- Invite someone to share their culture or tell you about their visit to another country.
- Find out the customs for each country when greeting someone. Will it be a kiss on the cheek or a handshake? What words will be used?

World Centres

There are five World Centres where Guide members can stay: Our Chalet in Switzerland, Our Cabaña in Mexico, Sangam in India, Pax Lodge in the United Kingdom and Kusafiri in Africa.

Guide members are welcome to participate in any of the international events and seminars held at a World Centre. At World Centre events, you may enjoy cultural activities, visit local attractions or participate in community service projects. Members aged 18 years and over can apply to volunteer at the World Centres. Sangam and Our Cabaña also offer community programs providing participants with the opportunity to volunteer with a local community organisation. Guide members can also stay at these centres as independent guests while travelling overseas.

The Guide handbooks contain information and activities on the World Centres:

- *Guide Handbook 1* – simple map of World Centres
- *Guide Handbook 2* – map and description of World Centres
- *Guide Handbook 3* – detailed description of World Centres
- *Guide Handbook 4* – brief mention of World Centres
- *Guide Handbook 5* – brief mention of World Centres.

Activities

- Patrols can participate in an international quiz.
- Play a relay game where the girls match images with the correct countries.
- Download the *Sangam activities pack* from the Sangam World Centre website.
- Play World Centre Dominoes (available from the Pax Lodge website).
- Learn the World Centre songs.

Symbols of the Movement

The Symbols of the Movement are shared by all Girl Guides and Girl Scouts around the world.

- Good Turn: service given to others without expecting praise or reward.



- Left handshake: a way of easily recognising other Guides and Scouts.
- Guide Motto: *Be Prepared*.

- Guide sign: raising three fingers of the right hand as a reminder of the original threefold Promise.



- World Trefoil: three leaves for the original threefold Promise, flame for the love of humanity, two stars for the Promise and Law, circle for our worldwide association, gold colour for the sun shining over the children of the world.



- World Badge: World Trefoil on a blue background that may be worn by all members who have made the Guide Promise.
- World Flag: World Trefoil on a blue background with white in the corner for peace and three golden squares for the threefold Promise.
- World Song: lyrics include the principles and spirit of Guiding.

There are many opportunities to integrate the Symbols of the Movement in a variety of ways

throughout a Unit program – in the opening or closing of a meeting, during a ceremony, as an activity, or at Guides' Own.

The Guide handbooks contain information and activities on Symbols of the Movement. This information is in the chapter 'Sharing in Guiding Traditions', except in *Handbook 1*, where it is in the chapter 'Exploring World Guiding'.

International and intercultural understanding

'Visiting' another country is an effective way to build the girls' understanding of the many similarities shared by people all over the world. By using technology and the WAGGGS website it is easy to organise a virtual visit. Information about countries can be researched on the internet, girls can get in contact with Guides in other countries by using Skype or supervised social media, or they can play games on the web with Guides from other countries. There are some excellent activities in the WAGGGS Global Action Theme (GAT) curriculum about finding out about the lives of Guides in other countries. Using tools like Google Earth can also help girls gain a vivid understanding of what it is to be a global citizen.

Activities

- Girls can participate in Patrols in a quiz about different countries.
- Girls can play a relay game where they match up different features of a country with that country.
- Choose a country, then:
 - try food from that culture
 - wear a traditional costume or Guide uniform
 - invite a guest speaker
 - learn some phrases
 - explore the major faiths.

FURTHER RESOURCES AND INFORMATION

www.waggsworld.org
www.ourchalet.ch
www.paxlodge.org
www.sangamworldcentre.org
www.ourcabana.org

Sharing in Guiding Traditions

Sharing in Guiding Traditions encompasses skills and knowledge in the areas of:

- the history of Guiding
- traditional Guiding skills
- flags
- ceremonies
- campfires.

Sharing in Guiding Traditions is one of the things which make Guiding unique. Traditions are important for creating a sense of belonging and are powerful tools when giving recognition for achievement, marking significant events and storing special occasions in memories. While many ceremonies will be traditional ones, Guides can also develop new ceremonies that are meaningful for them. An important example of this is allowing girls who are committing to the Promise and Law to create their own ceremony.

Through sharing in Guiding Traditions a Guide:

- builds a sense of belonging to a Movement with a long and proud tradition
- understands the importance of respect for flags and the countries they represent
- shares positive feelings of love, acceptance and esteem with other Guides
- enjoys special moments around campfires.

Background to the 'Guiding Traditions' Fundamental

The origins of the Guide Movement make us what we are. Guiding began from Robert Baden-Powell's gift for packaging together exciting ideas and has grown through the novelty and freshness of the program, its practical nature and the way in which Guides learn by striving to achieve their goals. Despite having a history of over 100 years in more than 140 different countries, Girl Guiding and Girl Scouting has remained true to its original spirit because of the maintenance of its traditions. Other traditions include attending a campfire wearing a camp blanket covered with Guide badges; bringing ashes from a previous campfire to sprinkle in the fire; participating in a Guides' Own or singing 'The World Song' as the World Flag is raised.

Leader responsibilities

Your responsibility as a Leader is to balance the strong Guiding traditions with encouragement for your Guides to create their own ceremonies which are true to the Promise and Law. Ask the girls to show you the ceremonies and traditions they already share. You might also read biographies of Lord or Lady Baden-Powell, a Guiding history book or *Scouting for Boys* or *How Girls Can Help Build Up the Empire* to give you a strong knowledge of the history of Guiding.

History of Guiding

Knotting, bushcraft and first aid are traditional Guiding skills. In *Scouting for Boys* the author, Robert Baden-Powell, tells many stories of boys being active, enjoying the outdoors and developing traditional skills. Reading this book and others will give you a solid understanding of the reasons for using the Patrol System and other Guiding Traditions. You can then pass this knowledge on to your Guides.

B-P's military background influenced his passion for community service, ceremonies and loyalty to one's country. The flag and associated ceremonies became important aspects of Guiding and Scouting.

The Guide handbooks contain information and activities on the history of Guiding:

- *Guide Handbook 1* – simple timeline of how Guiding began
- *Guide Handbook 2* – story of how Guiding started
- *Guide Handbook 3* – World Thinking Day, timeline of Guiding history, biographies of Agnes Baden-Powell and Olave Baden-Powell
- *Guide Handbook 4* – Guiding history activities, Australian Guiding milestones
- *Guide Handbook 5* – Guide International Service (GIS) foundation.

Activities

- Ask if your State office or other Leaders have some historical uniforms you can borrow.
- Challenge each patrol to find a story from Guiding's history and share it in a skit or play.
- Make some picture cards and ask the Guides to sort them into the correct timeline.

Traditional Guiding skills

Guiding includes certain skills that have a regular place in the program, such as knotting, bushcraft and first aid. To learn more about these traditional Guiding skills, just refer to *Scouting for Boys* by Robert Baden-Powell. This wonderful book is one of the reasons for the success of Scouting and Guiding. B-P's gift for storytelling while encouraging boys to be active and learn useful skills, enjoy the outdoors and help others proved to be a winning combination.



Some traditional Guiding skills and knowledge

Camping

- fire building and lighting
- knots and their uses
- gadgets
- axemanship
- lashings and whippings
- cooking with and without utensils
- singing
- camp looms
- care of clothes

Flags

- how to fly the flag and when
- care of the flag
- stories and legends
- carrying colours

Being Prepared

- resuscitation and first aid
- fire precautions
- health and safety rules
- swimming, throwing a lifeline
- road rules
- Scout's Pace and carrying messages
- signals and codes
- tying a parcel
- mapping and compass directions

Guiding history origins

- development of Guiding
- international aspect – WAGGGS
- special functions

Bushcraft

- stalking and tracking, observation
- balancing
- plant identification
- bird and animal observation
- whittling
- weather signs
- awareness of nature
- direction by the Sun and stars
- judging heights, time, distance, weights

Ceremonies

- Promise Ceremonies
- marching, flags and standards
- award ceremonies
- Guides' Own
- opening and closing of meetings
- campfires
- Symbols of the Movement

The learning journey activities below suggest several ways that Guides may develop their knowledge of various Guiding Traditions, including the history of the Movement. These

activities may be used over several years, depending on the experience and maturity of the Guides.

Learning journey for Guiding Traditions



Flags

Respect for flags is an important Guiding Tradition. The flags that Guides use most often are the Australian Flag, relevant State or Territory flag, the World Flag, Unit or Patrol pennants and on special occasions, the State or Chief Commissioner's Standards.

The Guide handbooks contain information

and activities on flags:

- *Guide Handbook 2* – explanation of World Flag and Australian Flag
- *Guide Handbook 3* – being in the Colour Party, the flagpole and folding the Flag
- *Guide Handbook 4* – Chief Commissioner's Standard, activity on producing own standard.



Activities

- Guides can make Patrol pennants and practise hoisting them to fly at Unit meetings.
- Guides can find out about the meaning of flags and the stories behind them.
- Each Patrol could make up a ceremony using flags.
- Patrols could investigate flags in their local community and find out what they mean.

Ceremonies

Ceremonies can be used indoors or out, during Unit meetings, camps and activity days.

Ceremonies are used in Guiding to:

- give recognition for achievement
- mark significant events
- underline, emphasise and highlight the importance of an occasion
- solemnise a promise
- recall and teach tradition and history
- sustain people in commitment
- welcome a visitor
- open and close a meeting
- make the Guide Promise
- invest a Patrol Leader
- present badges and awards
- parade or break the colours – flag ceremony
- enhance a Guides' Own
- participate in World Guide Thinking Day or

public events such as ANZAC Day

- celebrate special anniversaries
- say thanks and farewell.

The ceremonies most frequently used in Guiding are simple, informal and created by the girls for a particular need. Some are traditional and follow a definite form, such as when flags are being used. Some ceremonies become Unit traditions and others are changed according to need. Formal ceremonies should be practised before the event to ensure dignity prevails and Guides understand what is expected of them.

The ideas below are for you as a Leader to help stimulate discussion on what to include in particular ceremonies. The Guides plan a ceremony that will be meaningful for them. It is their creation.

The Guide handbooks contain information and activities on ceremonies:

- *Guide Handbook 1* – what you can do in a circle and circle songs, Guides' Own
- *Guide Handbook 2* – explanation of ceremonies, opening and closing ceremonies and activity, Guides' Own
- *Guide Handbook 3* – 'Taps', forming a horseshoe
- *Guide Handbook 4* – purpose of ceremonies, horseshoe, ceremony for new Patrol Leaders
- *Guide Handbook 5* – use of ceremonies, V-formation.

An opening ceremony at a Unit meeting

- Line up in Patrols or pairs.
- Enter the place for the ceremony by marching, skipping, clapping hands or singing.
- Leaders could form an archway or swinging gate.
- Girls form a special shape, such as a trefoil, circle, horseshoe or a V.
- A special song may be sung or the Guide sign made.
- Guides may 'say hello' to their neighbour with a left handshake.

A welcome ceremony

You may choose to welcome new girls to your Unit by having the newcomer stand in the middle of the circle. The other Guides join hands and creep in, spelling her name, and when they are crowded around the new girl, all call out, 'Welcome!'

A thank you ceremony

You may choose to thank visitors. Clap hands three times, once to the right, overhead and to the left, saying 'Thank you' each time.

Achievement ceremonies

Recognising achievement is important. B-P knew this when he included proficiency badges in the program. Achievements don't

always need to result in a badge being earned; however, they do deserve to be acknowledged. A simple ceremony that is traditional at Guide meetings is to sing the song 'Bravo' to a person who has been helpful or made a significant achievement.

'Bravo'

Bravo, Bravo, Bravo, Bravissimo,
Bravo, Bravo, very well done,
Bravo, Bravissimo, Bravo, Bravissimo,
Bravo, Bravissimo, very well done.
B - R - A - V - O - O - O - BRAVO.

Closing ceremonies

A reading, reflection or prayer written or chosen and read by a Guide is often a good way to close a meeting before singing a closing song.

'Taps' is the traditional song sung by Guides around the world - both daytime and night-time versions of 'Taps' are provided on the inside back cover of this handbook. Other songs, such as 'Go Well and Safely' and 'Linger' are also suitable for a closing ceremony. Your Unit may choose to have a special song or ceremony to close a meeting.

Horseshoe and V-formation

Refer to *Guide Handbooks 3 and 4* for horseshoe formations and *Guide Handbook 5* for V-formation.

Campfires

Campfires are a special opportunity for Guides to cement friendships and create magic memories. Campfire singing is a Guiding art form. There is a large repertoire of songs from Australia and around the globe to suit every mood, from fun silly songs, action songs and rounds through to sentimental and meaningful melodies.

The Guide handbooks contain information and activities on making campfires safe and special occasions:

- *Guide Handbook 1* - things you can do around a campfire, making an edible campfire
- *Guide Handbook 2* - how to make a campfire special
- *Guide Handbook 3* - campfires

- *Guide Handbook 4* - planning the campfire program
- *Guide Handbook 5* - campfire singing, leading campfires.

Activities

Guides could:

- research how many different types of campfire you can construct
- participate in a campfire lighting or opening ceremony
- find out about the tradition of sharing campfire ashes
- start a campfire blanket to display their badges.

FURTHER RESOURCES AND INFORMATION

- *Scouting for Boys*, Robert Baden-Powell
- *How Girls Can Help Build Up the Empire*, Robert Baden-Powell and Agnes Baden-Powell.
- *Window on My Heart*, autobiography of Olave Baden-Powell.
- *From a Flicker to a Flame*, Margaret Coleman and Honor Darling.
- *Guides Can Do Anything*, Nancy Eastick, available on the GGA website.
- Check your State office for CDs of campfire songs.
- GGA website for Centenary Campfire songs and lyrics.

Experiencing Leadership Development

Leadership Development in Guiding encompasses the following areas:

- leading and undertaking leadership roles
- building leadership qualities, such as creativity, openness, humility, assertiveness, integrity
- developing management skills, especially communicating, decision-making, problem-solving, teaching others
- being an active learner and taking responsibility for one's self-development.

There are many different styles of leadership. In Guiding the basic approach is one where the Leaders share the responsibilities of leadership with the group. This approach is sometimes called 'distributed leadership' or 'shared leadership.'

The basic principle is that the leadership function is shared by all Guides. This approach leads to a Unit and/or Patrol where all Guides feel involved and engaged and able to contribute to the challenges or activities. It assumes all Guides can be involved in making decisions and taking the initiative for different tasks. Shared leadership should be the approach used by you as a Leader and by your Patrol Leaders, Patrol Seconds and Unit Chairpersons.

By experiencing different leadership roles Guides develop skills in:

- communication – expressing their ideas clearly and listening to others
- teamwork – building cooperation and trust

- decision-making and problem-solving
- building a vision of what needs to be done
- helping others learn and develop their own leadership capacity
- managing their personal learning and development.

Background to the 'Leadership Development' Fundamental

The shared leadership approach is rooted in the Patrol System as established by Lord Baden-Powell. In Captain R.E. Phillip's book *The Patrol System* he states: '... it is necessary to point out at the start that the Patrol System is not one method in which *Scouting for Boys* can be carried out, but that it is the only method.'

Since Robert Baden-Powell created the Patrol System, many academics have tried to capture what is meant by leadership, the different styles of leadership and the qualities which make a good leader.

Leader responsibilities

Your role as a Leader is to be a positive role model and ambassador for Guiding. In turn you support Patrol Leaders to be positive role models for their Guides. The Patrol System enables Guides to model their behaviour on what they see as appropriate conduct by Patrol Leaders and other senior Guides.

As a Leader you can assist in developing the leadership capacity of your Guides by giving feedback to new Patrol Seconds and Patrol Leaders on what went well and where they might improve their practice. It's important when giving feedback to use the steps 'commend, recommend and commend' and to make sure it is timely and specific, so that the Guide feels positive about the feedback.

As a Leader you can provide informal leadership development for Guides at regular meetings by delegating tasks to individual Guides who show potential or would benefit from additional challenges. Such tasks might include preparation and organisation of a game for the Unit to share or inviting a Guide to share her individual talent or skill with the Unit. Building self-esteem and encouraging girls to speak up and express their individuality enhances diversity and develops a sense of community and tolerance among the Guides.



Leadership Development for Guides

Guides will also have access to formal leadership experiences at District, Division, Region or State level and you can play a role by encouraging your Guides to attend. You can follow up afterwards by inviting those Guides to share and apply their learning in their Unit. Alternatively, you might use the information in this chapter to run your own informal training session, either within the Unit meeting – taking a few hours – or extending it to a weekend.

A leadership skills training could include the following content:

- teamwork skills – team skills, team building, cooperation
- communication skills – positive communication, active listening
- assisting other Guides – teaching skills or explaining information, assisting those undertaking the Girl Recognition System
- managing a group – decision-making, problem-solving, group dynamics and management (including respectful relationships and dealing with conflict), organising the Patrol so everyone has a part to play, managing Patrol finances, time management (such as during Patrol time)
- Patrol System – understanding the Patrol System (including self-government in the Unit), conducting Patrol discussions, Patrol Leaders' Council meetings
- AGP Process – planning, implementing and evaluating activities
- effective leaders – defining the role and characteristics of an effective leader, setting goals for leadership, being a good role model, values-based leadership through relating leadership to the Promise and Law.

Leadership skills can be demonstrated through the teaching of a skill or the sharing of knowledge. The following examples will give you some guidance.

Teaching the skill of tying knots:

- Demonstrate tying the knot at your own pace, explaining each step slowly.
- Get the Guides to imitate the skill as you demonstrate it again.
- Allow the Guides to practise the skill at least three times (assisting if required).
- Assess the Guides' ability to do the skill. Make this fun, such as tie the knot blindfolded, play a knot relay race or make a rope ladder.

Sharing knowledge of the AGP Process:

- Explain the five steps of the process – this could be done as a game.
- Get the Guides to apply the process using an activity, such as planning a hike.
- Ask the Guides to summarise key points – the five steps related to the plans for the hike.

This process can then be repeated to explain further information, such as using the process for challenges in the Girl Recognition System.



Leadership roles and skill development

Provide Guides the opportunity to build on their leadership skills by allowing them to take on leadership roles and run activities. These could be:

- prepare for an activity
- clear up after activities
- organise games
- organise ceremonies
- organise a Guides' Own
- assist others to learn new skills
- organise outdoor activities for a Patrol
- organise Patrol camps
- become a Patrol Second
- become a Patrol Leader
- become an office bearer in the Unit Council.

Guides can also take on leadership roles by facilitating discussions. These could take the form of the following:

- Lead discussions using positive communication skills, including active listening.
- Discover options, decide goals, plan activities, check and evaluate.
- Discuss activities that are Guiding Traditions, such as ceremonies, Guides' Own, campfires and uniform.

- Discuss issues that affect the Patrol, such as teamwork skills, Patrol duties, Patrol home or box, and behaviour of Patrol members.
- Discuss challenges undertaken by members of the Patrol.



Guides can develop their leadership skills through being a Patrol Leader or Patrol Second or, when they are older, taking on office bearer roles.

A Patrol Leader needs a range of skills and should be encouraged to:

- show commitment to the Promise and Law by doing her best to keep it
- renew the Guide Promise, when taking on the role of a Patrol Leader, to demonstrate a commitment to keeping it
- be friendly and a good listener
- be responsible and well organised
- assist her Patrol to learn new skills by teaching them herself or arranging for others with the skills to teach them.

Patrol Leaders may gradually develop skills to:

- take responsibility for Patrol time (Leaders can help if needed)
- lead discussions in the AGP Process to Discover needs and options, Decide goals, Plan activities, Do and Evaluate
- delegate tasks to Patrol members
- lead games and activities
- encourage Patrol members to look after the Patrol home or box
- assist younger members
- look after new members by helping them to fit in
- help a Guide who is feeling unwell
- mark an attendance book
- manage Patrol finances
- pass on instructions from the Leaders to the Patrol
- represent her Patrol at Patrol Leaders' Council.

A Patrol Second may gradually develop skills to:

- take the place of the Patrol Leader if necessary
- work with the Patrol Leader in any way she is needed
- carry out work given by the Patrol Leader
- assist in creating harmony in the Patrol.

Older Guides, rather than work in Patrols, may take on roles such as Chairperson, Treasurer and Secretary. These office bearers in the Unit Council will build on skills to:

- follow meeting procedure
- take responsibility for their own program of activities – adult Leaders make sure that activities are carried out in a safe and responsible manner as outlined in *Guide Lines*
- take responsibility for Unit record-keeping, correspondence and finances.

You may have a Guide Helper or Junior Leader attached to your Unit. Although she will be an important part of the leadership team, it is important to take time to develop her leadership skills by giving her feedback and advice.

The Guide handbooks contain information and activities on leadership roles:

- *Guide Handbook 3* – role of a Patrol Leader, qualities of a Patrol Leader and role of Guide Helpers
- *Guide Handbook 4* – role of Guide Helpers
- *Guide Handbook 5* – role and responsibilities of Junior Leaders.



Leadership qualities

Through taking on the roles of Patrol Leader and Patrol Second, your Guides will begin to explore and experiment with the kind of qualities which make leaders effective. Much of this process will be unconscious but your role can be to help them articulate an awareness of these qualities and in this way help the Guides to develop them further. This section does not contain an exhaustive description of the qualities of leaders but provides some information for you to discuss with your Patrol Leaders and Seconds.

Integrity

A person of integrity is the same on the outside and the inside. In Guides this means acting according to the principles of the Promise and Law. It means the Guide behaves in a predictable manner and controls her emotions. Any difficult decisions should always be made by reference to the Promise and Law.

Humility

Leaders with humility recognise they are no better or worse than other members of the team. A humble Guide Leader or Patrol Leader tries to elevate other Guides and does not take credit for success herself.

Creativity

Guiding encourages the ability to think differently. Patrol Leaders with creativity have the ability to see things that their Guides may not and ask lots of 'What if ...?' questions.

Assertiveness

At times Patrol Leaders need to be able to state clearly what the task is or to summarise where the Patrol is up to. This is not the same as aggressiveness.

Dedication

In leadership terms 'doing my best' could be interpreted as dedication. It is simply the Patrol Leader doing whatever it takes to accomplish the next step and taking every opportunity to set an excellent example.

The Guide handbooks also contain information and activities to help Guides develop leadership qualities:

- *Guide Handbook 1* – taking turns
- *Guide Handbook 2* – qualities of good leaders

- *Guide Handbook 4* – adapting plans and listening to suggestions
- *Guide Handbook 5* – tips for being a good leader, different leading styles.

Activities

1. Role-play the consequences when someone doesn't keep her word.
2. Discuss the meaning of doing your best in relation to challenges and peer assessment in the Girl Recognition System.
3. Develop knowledge and understanding of the Promise and Law using a variety of methods, including games with words and pictures, such as fish-shaped cards for magnetic fishing; dominoes; memory (concentration) or snakes and ladders.
4. Plan and conduct a Guides' Own.



Management skills

Decision-making, problem-solving and planning
Being able to solve problems and make confident decisions are two skills which underpin effective leadership. Guides may have to deal with conflict in the Patrol. Here are some tips to share with them:

- Keep everyone calm and don't take sides.
- Allow both sides to give their point of view without being interrupted.
- Ask them if they can think of a fair way to resolve the conflict. If they can't, ask the other Guides in the Patrol. Try to get both girls to agree on a resolution. If they can't agree, ask an adult Leader to help.

The AGP Process can be used by Guides to solve problems. Where there are disagreements in the Unit you can teach your Patrol Leaders some of the pointers in the next chapter on making your Unit a special place.

The Guide handbooks also contain information and activities to help Guides to develop their own decision-making and problem-solving skills:

- *Guide Handbook 1* – making decisions together
- *Guide Handbook 2* – ways to share tasks
- *Guide Handbook 3* – decision-making
- *Guide Handbook 4* – decision-making, problem-solving and planning activities in patrol time
- *Guide Handbook 5* – problem-solving

Achieving goals

Achieving goals takes persistence, work, practice and commitment. Goals should always be written down. One way to do this is to use SMARTER goal setting:

See yourself achieving your goal and write it down.

Make your big goal into smaller daily goals.

Action immediately – so start now.

Realistic goals – targets you believe you can do.

Timeframes to work towards.

Evaluate how well you achieved your goals.

Reward yourself as you progress.



Communicating

Part of your Guides learning to lead confidently is developing their own communication skills. The Guide handbooks provide some guidance in this area:

- *Guide Handbook 1* – saying nice things to other people
- *Guide Handbook 2* – tips for when you are talking in groups
- *Guide Handbook 3* – communication skills
- *Guide Handbook 5* – ways to develop communication skills.

The AGP Process builds leadership skills. By encouraging all members of the group to Discover, Decide, Plan, Do and Evaluate activities, you will create the environment for all to take leadership roles. This can be achieved in the following ways:

5. Evaluate the activity so everyone knows where they went well, where they need to improve and how they can build on what they have done. This could be done in a number of ways:
 - Guides could place stickers, different colours or shapes to mark the highlights, challenges, or what could be better on a chart depicting the different parts of the activity.
 - The 'Plus – Minus – Interesting' system below (often known as PMI), where Guides make notes under these headings, could be part of the feedback form or work as a **stand-alone form**.

Plus, Minus, Interesting

- A feedback form, such as the one below, for Guides to fill out.

Feedback

- Once the Patrol Leader has gathered all the information she can review the evaluations and her own thoughts on how it went and decide how she would improve the plan for next time. The Patrol Leader may need to discuss her findings with the Leaders.

Activity

- To teach the Guides about considering other points of view, the Leader makes a statement and the Guides must place themselves on a continuum between 'agree' and 'disagree' and share their reasons why. A variation is to show 'thumbs up' or 'thumbs down', with 'arms crossed' for undecided or I can see both sides.

Use the AGP Process to solve problems.

Learning and self-development

Central to Guiding is the premise that Guides learn all the time – it is one of the characteristics that makes us human! One of the attributes of successful leaders is that they actively learn all the time, seeking out new challenges, reflecting on how well they did and repeating the cycle. Leaders also constantly share their learning with their team members and encourage an environment of active self-development. To lead others effectively, your Guides will also have to develop confidence and expertise in sharing their skills with other Guides.

Guides are able to choose their own learning challenges and proceed with the chosen activities at their own pace. But your Guides can be helped to optimise their learning by taking time to reflect on what they have learnt – and older Guides can take a proactive approach to self-development. These skills are also developed through the self-assessment process for challenges and badges. The process of peer review can also help Guides to reflect thoroughly and to gain an appreciation of how others see their range of abilities.

The Guide handbooks provide information and activities on learning and self-development:

- *Guide Handbook 1* – sharing a new game or activity with friends and identifying what you do well
- *Guide Handbook 2* – teaching new skills to other Guides and learning new skills
- *Guide Handbook 3* – four steps to sharing skills with others and planning self-development, different learning styles.

FURTHER RESOURCES AND INFORMATION

- Explore the web to find out more about leadership.

Participating in the Patrol System

Participating in the Patrol System encompasses:

- understanding of Patrol roles
- understanding of cooperative management and team work
- using Patrol time effectively
- applying appropriate self-government.

At its simplest the Patrol System is based on the Guides working in small teams to complete tasks and challenges. All members of the Patrol are encouraged to support each other and the Patrol works together to develop activities and program ideas. Each Patrol has a Leader and sometimes a Second, who have a special role to support and encourage the Patrol, only sometimes needing to be directive. Patrols generally have between four and eight Guides of varying ages, although not all Patrols need to have the same number of Guides.

A Patrol may be of a permanent nature or be formed for a period of time to complete special tasks, such as planning, carrying out and evaluating activities; games and activities during a meeting; an outing or a camp. Permanence of the Patrol will depend on the age of the Guides and the activity.



Participating in the Patrol System develops the following skills:

- teamwork
- cooperation
- forming and maintaining friendships
- taking joint and individual responsibility
- negotiation and problem-solving
- leading others.

Background to the 'Patrol System' Fundamental

The Patrol System as used today reflects the Patrol System founded by Baden-Powell. He defined the Patrol as 'a small natural group of four to eight under the leadership of one of themselves where each individual has an indispensable part to play'. The Patrol System was based on the principle of cooperative membership.

'The Patrol System is the important element in the Girl Guide training and it is, as far as I know, the only step so far made available towards educating girls practically in two points which have long been missing in their upbringing – namely, in the sense and practice of self-discipline and responsibility.'

ROBERT BADEN-POWELL,
Girl Guiding, 1918

Leader responsibilities

In order for the Patrol System to work effectively the individual Patrols in the Unit need to be monitored to make sure they are working cooperatively as a team. The Leader's role is one of being a coach to help the Patrol Leaders develop their own leadership skills. Before any election of Patrol Leaders, you should initiate a discussion on the roles and responsibilities of Patrol Leaders to help the Guides choose wisely.

It is likely that different Patrols may be at various stages, according to the ages of the Guides or their leadership development and ability to work as a team. By having a good understanding of how the Patrols are developing for the age, experience and abilities of your Guides, you can determine the most appropriate stage of self-government for your Unit.

Patrol roles

Role of the Patrol Leader

The Patrol Leader (PL) is chosen by the Patrol or the whole Unit. The election of a Patrol Leader can take place at any time during the Patrol's development. She will not necessarily be the oldest member of the Patrol. The Patrol Leader will help her Patrol to carry out their chosen activities. If she does not have all the skills that are needed for the activity, she can ask for help from others.

A Patrol Leader may be responsible for:

- organising Patrol time
- conducting discussions in the Patrol
- involving Patrol members in the AGP Process
- helping new members learn about Guiding
- helping Patrol members learn new skills
- assisting Patrol members with challenges in the Girl Recognition System
- attending meetings regularly and punctually
- representing her Patrol at Patrol Leaders' Council or other forums
- attending Patrol Leaders' training
- looking after Patrol equipment.

However, a smart Patrol Leader won't do all this herself, but delegate responsibility to her patrol, so that each member has a job for which she is responsible.



The leadership skills of the Patrol Leader will grow as she gains experience in the position, with the support of the Leaders. In essence, as part of developing her leadership skills in the Patrol, a PL should:

- listen to everyone's ideas and preferences when discovering options
- encourage everyone to be involved in the Patrol
- act as a good role model by keeping the Promise and Law
- develop new ideas that come out of Patrol discussions
- ensure everyone has a part to play in the activities of the Patrol
- be responsible for initiating the Planning, Doing and Evaluating of activities
- understand that success comes from everyone in the Patrol working together to carry out the responsibilities and activities of the Patrol.



Appointment of Patrol Leader

A Patrol Leader may be appointed by election or on a rotation basis. Generally, rotating the position of Patrol Leader is more appropriate to Units with the youngest Guides. The Unit or Patrol may decide to rotate the position of Patrol Leader among all of the Guides in the Patrol or all of the older Guides in the Patrol. The position of Patrol Leader may be rotated every week, month or term, as decided by the Patrol or Unit.

The benefits of rotating the position of Patrol Leader are:

- It gives more Guides opportunities to develop leadership skills.
- It assists Guides to understand the concept of responsibility within the Patrol.
- It provides positive attention for the individual Guide.

The disadvantages of rotating the position of Patrol Leader are:

- There is lack of continuity in the role.
- The follow through on decisions made may be less effective.
- There is less time 'on the job' so fewer opportunities to make mistakes and learn from them.
- Patrol members do not have the opportunity to elect their own Patrol Leader.

The appointment of a Patrol Leader by election is undertaken by the Unit or its Patrol. Usually a secret vote is the best voting method and all members have a vote. Once the Patrol Leader is chosen, she appoints a Patrol Second to assist her.

The length of term for the Patrol Leaders should be decided before the election; this could be three, six or twelve months. The Patrol or Unit may decide whether to allow Patrol Leaders to stand for re-election or give others a turn.

The role of Patrol Second

The Patrol Second is appointed by the Patrol Leader to assist and stand in for her when she is not at the Unit meeting. The Patrol Second should be included in Patrol Leaders' training. The Patrol Second and Patrol Leader both finish in their roles at the same time. The Second may or may not be chosen as the next Patrol Leader or Second.

Patrol time

Sufficient time for Patrols to plan and carry out their own activities is an important part of the Unit program, particularly for older Guides. Usually this will be a time set aside most weeks during the Unit meeting. Occasionally, when the Patrols are working well, an extra Patrol time could be held in the homes of Patrol members. The Patrol Leader is responsible for running Patrol time, but she should delegate some responsibility to other members of the Patrol.

The Guide handbooks provide information and activities on Patrols:

- *Guide Handbook 1* – what members of a Patrol do, doing activities together
- *Guide Handbook 2* – making your Patrol special, thinking about skills you can offer your Patrol, thinking up ideas for the Unit program
- *Guide Handbook 3* – roles in a Patrol and using Patrol time
- *Guide Handbook 4* – using Patrol time and making decisions in Patrols, using a Patrol activity plotter
- *Guide Handbook 5* – problem-solving and Program planning.

Activities

Some activities suitable for Patrol time are:

- discussions about planning activities
- ideas from Guide handbooks, badge books, resource books, State newsletters, national and State websites
- games that explore the Promise and Law, Service and World Guiding
- games that encourage teamwork
- games and activities from other countries and cultures
- games that explore Guiding history, including the lives of the Baden-Powells
- games that are just for fun
- taking part in outdoor activities
- learning new skills
- singing and acting in plays
- organising art and craft activities
- assisting Patrol members with challenges in the Girl Recognition System.

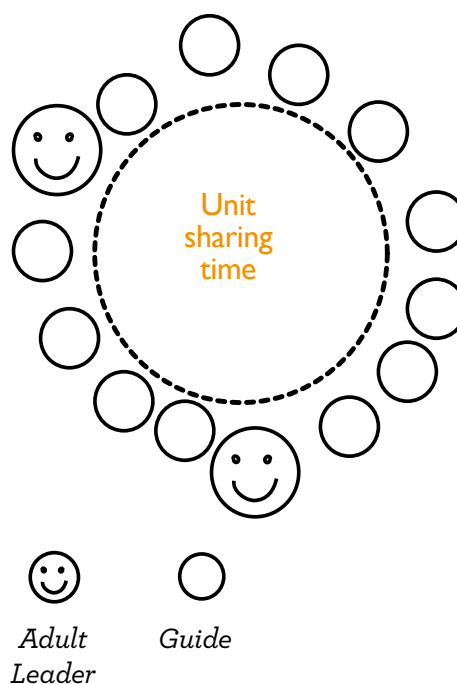


Developing self-government

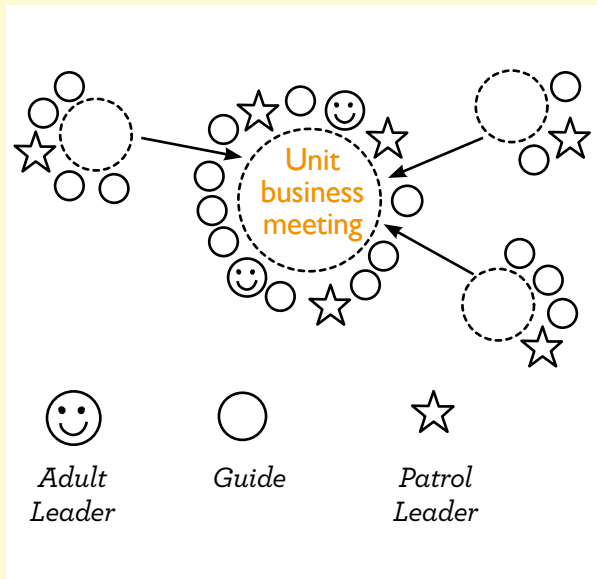
The appropriate level of self-governance depends on the age and experience of your Guides. Generally, Units with younger Guides will remain at the first or second stages of self-government. Units with older Guides may progress quickly to, or may already be at, the third stage, and the oldest Guides will use the fourth stage of self-government.

The four stages of self-government are depicted diagrammatically below and link with the table that follows.

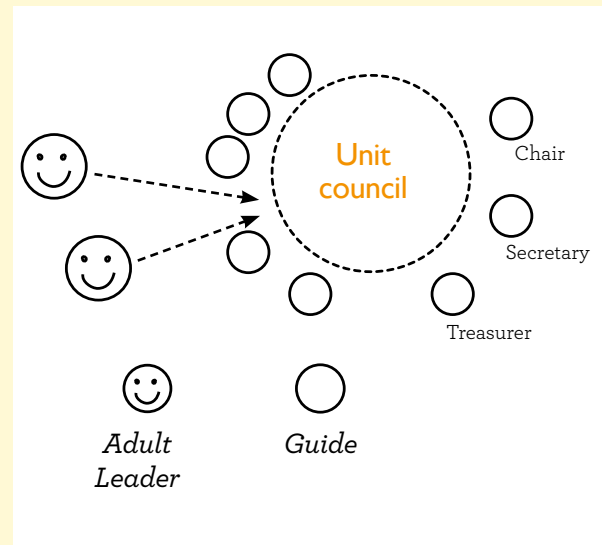
1. **1st stage** – the Unit meets together to share and listen, to plan activities and games.



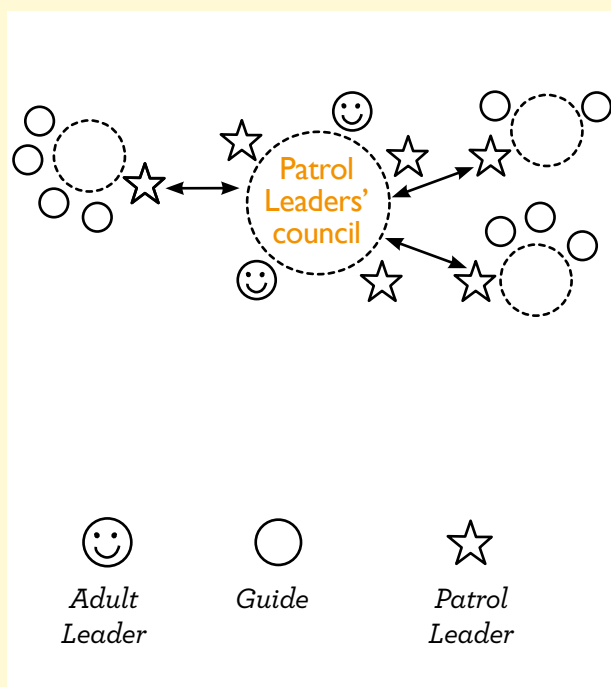
2. 2nd stage – the Unit is divided into Patrols, which are used for discussions, team games, activities and ceremonies.



4. 4th stage – the Unit uses a committee structure to plan and implement its activities. At this stage the Guides are working as an autonomous group.



3. 3rd stage – Patrol Leaders meet with Leaders and jointly plan activities for the Unit based on suggestions from the Patrols.



The table below shows the different features of each of the four stages of self-government.

| Self-government | Patrols | Patrol Leader | Patrol time | Democratic decision-making | Role of Leader |
|-----------------|---|---|---|--|--|
| 1st stage | For meeting or changed with each activity. | The Patrol Leader is chosen for activity or for a whole meeting. | Not used. | Unit sharing time using AGP Process, with decisions being made by consensus or simple secret voting methods. | Major role in guiding girls and helping them to express themselves. |
| 2nd stage | Patrols are formed on a more permanent basis for discussions, games, activities and ceremonies. | Chosen by Guides and she appoints a Patrol Second. | Used to plan and carry out activities. | Unit business meeting, generally in a circle. | Leaders manage Unit business meetings and may assist Patrols when needed. |
| 3rd stage | Patrols are formed on a permanent basis. | Elected by Guides and she appoints a Patrol Second. | Patrol time used for activities, carrying out challenges, peer assessment and carrying out Patrol duties. | Decisions made by Patrol Council and Patrol Leaders' Council. | Role is generally supportive rather than directive. Leaders still take a lead role in risk management and safety issues. |
| 4th stage | Not needed; instead a committee structure is used to plan and implement activities. | Members are elected to the roles of Chair, Secretary and Treasurer. | Not needed. | All Unit members meet in a Unit Council, usually every 6 weeks. | Little input needed from Leaders apart from risk management and safety issues. |

Forms of democratic decision-making

In each of the four stages of self-government different forms of democratic decision making are used:

- 1st stage of self-government – Unit sharing time
- 2nd stage of self-government – Unit business meetings
- 3rd stage of self-government – Patrol Councils and Patrol Leaders' Council
- 4th stage of self-government – Unit Councils.

Unit sharing time (1st stage of self-government)

Unit sharing time involves the whole Unit using the AGP Process to discuss and plan activities. The sharing time is ideally conducted with the whole Unit sitting in a circle, with everyone at the same level. Unit sharing time is usually quite short as the Guides are being introduced to democratic decision-making.

Leaders play a major part in guiding the girls and helping them to express themselves. A 'talking sign' may be chosen by the Guides for when someone wishes to speak so that

the Leader can make sure everyone is heard. Consensus decisions are encouraged as well as simple secret voting methods, such as hand signals behind backs.

Unit business meetings (2nd stage of self-government)

Unit business meetings are generally managed by the Leader, to ensure everyone contributes. Unit business meetings may include:

- sharing options for activities, such as Unit meetings, outings or camps
- setting goals
- planning activities
- evaluating activities
- discussing the running of the Unit, such as behaviour, expectations and consequences for not acting in that way
- discussing the Elements and Fundamentals of the AGP
- discussing the Girl Recognition System
- peer assessment of individual challenges undertaken in the Girl Recognition System
- discussing any other matters relating to the Unit.



Patrol Councils (3rd stage of self-government)

All members of a Patrol meet together to have their say about the Unit and the program of activities. The Patrol Leaders and Leaders draw up an agenda for the Patrol Council meeting. The Patrol Leader chairs the meeting. The Patrol discusses the agenda items and the Patrol Leader takes this information to the Patrol Leaders' Council, where she represents her Patrol. After the meeting, the Patrol Leader tells the Patrol about the decisions that have been made. These meetings are held as required.

Agenda items may include:

- discovering options for Unit activities
- evaluating past Unit activities
- providing support for members undertaking the Girl Recognition System
- conducting ceremonies, including Promise Ceremonies
- carrying out special projects
- taking care of any correspondence.

Patrol Leaders' Councils (3rd stage of self-government)

Decisions affecting the Unit are the responsibility of the Patrol Leaders' Council. These may be large or small and include:

- planning Unit activities, including camps
- evaluating Unit activities
- assisting those undertaking the Girl Recognition System
- allocating new members to Patrols
- deciding how funds should be raised or spent
- discussing the running of the Unit, such as behaviour and expectations.

Patrol Leaders and Leaders attend the Patrol Leaders' Council. Patrols Seconds may attend in place of the Patrol Leader or to gain experience. Other people may be invited to the meeting if required.

A Patrol Leader who is capable may chair the meeting but if the Patrol Leaders are inexperienced, a Leader should chair the meeting. The meeting should be run in a friendly business-like manner so all feel free to contribute and share any problems.

A Secretary should be present to keep an accurate brief record of the meeting. She may be one of the Patrol Leaders (although she needs to be experienced enough to manage both tasks), a Leader or another Guide chosen by the Patrol Leaders' Council. The Treasurer is a Leader or may be another adult volunteer. The Patrol Leaders' Council should know the state of the Unit finances and be responsible for decisions made about the use of these funds.

The Patrol Leaders' Council should meet regularly, maybe once a month or once a school term, but preferably at a time other than the Unit meeting time. Day-to-day matters may be dealt with informally during Unit meetings.

The Patrol Leaders and Leaders prepare the agenda. It may include:

- opening, which may be a reading, prayer, reflection
- present
- apologies
- minutes of the previous meeting
- business arising from the minutes
- correspondence
- Patrol reports, which could include Patrol activities, suggested Unit activities, help needed with the Girl Recognition System, any problems
- Treasurer's report
- Leader's report, which could include coming events, information from District meeting, any other information concerning the Unit as a whole
- individual Guide's progress in the Girl Recognition System
- Unit program of activities for a month or term
- any other business, such as camp, special outing, visitors to the Unit
- closing.

Note that another version of an agenda is given in *Guide Handbook 4*.

The meeting should be conducted in a business-like manner so that everyone has an opportunity to make suggestions, make decisions, discuss plans and feel that she has done her part to keep the Unit functioning well.

Unit Councils (4th stage of self-government)

At Unit Council meetings:

- Leaders attend the Unit Council but do not chair it or have a vote, except in the case of peer assessment for badges and awards. The role of the Leaders is to make sure that activities are carried out in a safe and responsible manner as outlined in *Guide Lines*. The Leaders provide advice when asked or when safety issues demand.
- Elections of office bearers take place at the Annual Meeting.
- The Chairperson has the responsibility of running the Unit Council. She helps the Secretary prepare the agenda. She puts members at ease so all can contribute.
- The Secretary handles the correspondence and keeps minutes of the Unit Council meetings. She prepares the agenda with the Chairperson and makes sure everyone receives a copy before the meeting. Minutes are carefully taken so an accurate record is kept of the meeting and becomes a record of the life of the Unit.
- The Treasurer looks after all the finances of the Unit. The Treasurer, Leader and the Chairperson or Secretary should be signatories to the Unit account, along with the District Leader. At each Unit Council meeting, the Treasurer will present

a financial statement with a record of expenses and give a bank balance. She is responsible for collecting Unit subscriptions and paying accounts.

- Other office bearers may be elected at the Annual Meeting or if the need arises.
- Committees play an important part in the life of the Unit. They may be formed in different ways and for various reasons. The main reason is for a small group of girls to work together to organise a particular event or carry out a certain project. They work as directed by the Unit Council and report details to the Unit Council.

A sample agenda can be found in *Guide Handbook 5*.

Unit Council office bearers are appointed by election at the Annual Meeting for the period of 12 months. The office bearers are the Chairperson, Secretary and Treasurer. Other office bearers may be elected at the Annual Meeting or if the need arises.

A Guide who is not seeking election or Leader may take the chair for the elections. Leaders do not have a vote. All nominations should be received and seconded, making sure that Guides nominated are willing to stand before the vote takes place.

The Guide handbooks provide information and activities on the main forms of democratic decision-making:

- *Guide Handbook 3* – introducing idea of Patrol Leaders' Council
- *Guide Handbook 4* – Patrol meetings, Patrol Leaders' Council
- *Guide Handbook 5* – Unit Councils: roles, office bearers, running meetings, agendas.



Developing cooperative membership or teamwork

Cooperative membership is the traditional Guiding terminology for teamwork and is the basis of the Patrol System. It has four main features:

- decision-making in a group
- task management
- group management
- peer leadership.

1. Decision-making in a group

Patrols of Guides make decisions about their Patrol and Unit activities and the assessment of badges and awards.

- Use the AGP Process as part of the decision-making process.
- Encourage Guides to participate in the planning, implementation and evaluation of Patrol and Unit activities.
- Encourage Guides to make decisions by consensus or a method of secret voting.

2. Task management

Patrols of Guides complete tasks and challenges and can learn valuable lessons about working as a team, being relied upon and trusting each other to do their share and manage their time. Patrol spirit develops as Guides work together in their Patrol, planning, carrying out and evaluating Patrol activities.

- Encourage a willingness to accept and undertake tasks delegated by the Patrol.
- Develop a Patrol identity by choosing a Patrol name and emblem, decorating a Patrol home or box, looking after Patrol equipment and working as a team to help all Patrol members.
- Have a Patrol duty roster that gives responsibility for regular Unit meeting activities, such as conducting opening and closing ceremonies, organising games and setting up and clearing away Unit activities.

3. Group management

At its heart a Patrol is self-programming and self-governing. Its members Discover options, Decide goals, Plan activities, Do activities and Evaluate. Guides learn about working together in a group, identifying their own skills and appreciating the skills of others, sharing leadership (PLs don't have to lead everything),

resolving problems and managing conflict.

Patrols should:

- Establish expectations of each other or ways of working together – *Do's* rather than *Don'ts* and consequences for not acting that way. These may include 'Cooperation', 'Give everyone a turn' and 'Listen to each other.'
- Get to know each other through their activities.
- Decide who is going to lead the activity.

The Leader does not always have to choose the activity. For example, they can provide choices; for example the Patrol might be given a choice out of the following four options:

- one of three activities that have been provided by the Leaders, which requires little planning and preparation
- one activity from a short list that requires plans to be made; a Leader may help with the planning
- an activity from various resources; the Patrol then plans it, carries it out and evaluates the activity
- activities from a variety of sources; the Patrol will carry out the plans over a longer period of time.

4. Peer leadership

Guides can learn to lead their peers in a variety of ways, take responsibility for the activities and their actions and support members of their Patrol. Some of the ways the Patrol Leader can learn is by:

- encouraging Patrol members to decide on a method for appointing their own Patrol Leader
- allowing the Patrol to choose the natural leader for the activity, but encourage them to take turns and let all Patrol members lead according to their interests, skills and talents
- issuing instructions to the Guides via the Patrol Leaders to help them practise leading
- when planning with the PLs, Leaders should encourage PLs to represent their Patrol's interests and not their own.

The following activities demonstrate several ways that Guides can develop through the stages of self-government. These activities may be used over several years, depending on the experience and maturity of the Guides.

Learning journey for self-government

Form Patrols in the Unit

Four to eight girls come together to form a Patrol. They start by discussing ways to work together, such as cooperate, give everyone a turn and listen to each other.

Starting to work together

Girls are encouraged to work together and to get to know each other through Patrol activities provided by the Leaders. These activities could be team games or simple outdoor or craft activities.

Developing leadership

One girl takes responsibility to lead a Patrol activity needing some organisation that has been provided by a Leader. Several girls may take turns at leadership.

Developing decision-making

The Patrol chooses one of three activities that have been provided by the Leaders. The activities require little planning and preparation.

Self-governing Patrols

The Patrol is self-programming and self-governing. Members Discover options, Decide goals, Plan activities, Do activities, Evaluate. They record the activities and share leadership in the Patrol according to experience, knowledge and talents.

Becoming experienced with the AGP Planning Process

The Patrol chooses activities from a variety of sources and plans for a longer period of time.

Using the AGP Planning Process

The Patrol chooses an activity from various resources, plans it, carries it out and evaluates the activity.

Developing planning skills

The Patrol chooses one activity from a short list that requires plans to be made. A Leader may help with the planning. When the girls are ready, the Patrols or Unit may elect Patrol Leaders.

REFERENCE

- Dorothy Lapham, *Guide Patrols and Leadership*, GGA, 2008.

Summary

- The seven Fundamentals are broad and deep, providing plenty of scope for rich programs for every age group.
- Develop your own passions and interests across the Fundamentals – you don't have to be an expert in everything.
- Share knowledge and program experiences with other Leaders.
- Invite other Leaders, Trefoil Guild members and members of your local community to share their expertise.
- Make the most of training programs and learning resources to develop your skills and knowledge across the Fundamentals.
- And don't forget to have fun in exploring the Fundamentals with your Guides!

6. Your Role As a Leader of Your Unit



Your Guide Unit is a special place. A well-functioning Unit depends on good relationships with your girls and a thorough understanding of your role as a Leader. This will not happen automatically, but requires cooperative effort between the leadership team and your Guides. As a Leader you will participate in decisions about the age of girls in your Unit based on how that complements other Units in your District. Your leadership style will develop, based on the principles of shared leadership and self-government and you will share in the decisions about how the Patrol System is going to work in your Unit. Ensuring the Program is based on the seven Fundamentals and that Unit meetings run smoothly all take considerable leadership skills.

In the words of a Guide:

*To me leadership is being able to stand up
and give an opinion to better others.*

*To be able to show empathy and be able to
support others.*

*Someone you look up to for encouragement
and support.*

Someone who will listen to you.

*Someone who will protect you, who shows
you the way but will motivate you.*

A communicator and a trustworthy person.

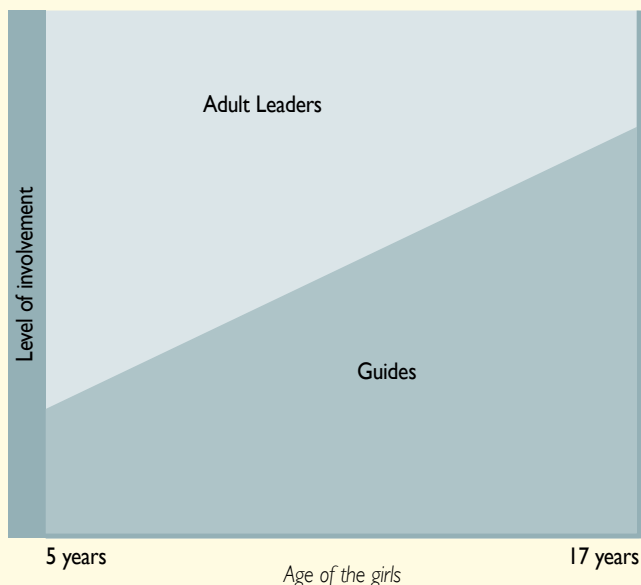
(BY A GUIDE)

Developing a shared leadership approach

As a Leader of your Unit, you are part of a leadership team which has its own style and approach. You will already have a natural leadership style which works for you in your professional life and at home. You probably know too that you have to vary your leadership style depending on the nature of the task and the skills and confidence of the people you are leading. It is the same in Guides. Sometimes it is necessary to be directive with the girls, especially when there is a matter of safety or when things just need to be done, but generally, the leadership style of Unit Leaders could be described as shared leadership. Chapter 5 describes shared leadership in the context of the AGP, but the information there applies equally to you as a Leader.

Shared leadership means planning the program in partnership with your Guides. Naturally the level of involvement you have in planning the program depends on the age and experience of your Guides, as set out in the Shared Leadership diagram. As a Guide's age and experience increases, your involvement as a Leader decreases. Eventually a Guide becomes part of an autonomous group that only needs a Leader to ensure activities are conducted in a safe and responsible manner.

Shared Leadership Diagram



As an example, if you are organising an overnight stay for younger Guides, they may decide the theme and the food they are going to eat, but you will make decisions on the venue, transport and timing. For older Guides, they may make all the decisions, but you remain responsible for minimising any risk and ensuring safety policies and procedures are followed.

Adopting shared leadership has its challenges, as you have to accurately judge the developmental level of your girls and sometimes it can take longer to make decisions. Often the girls' ideas are different from your own but by adopting shared leadership you will:

- gain skills in delegation and the ability to 'lead from behind'
- acquire communication and motivational skills
- increase your confidence as a facilitator and supporter of the Guides, their ideas and their opinions
- gain an understanding, through observation, of individual Guides and insights into their needs and goals
- have time to focus on building relationships with your Guides and their families
- have more time to enjoy being with the Guides instead of spending all the time planning and preparing the activities yourself.

The Unit

The leadership team, in consultation with your Guides, will make the decision on how often you meet. Guide Units usually meet once a week during school terms, with extra activities such as camps, adventure-based activities or other outdoor fun during weekends and holidays. In some cases, Units meet via email or other technology.

Girl Guides Australia bases the programming, resources and some activities around five developmental stages. These stages are founded on educational principles and are recognised as: 5 to 7, 7 to 9, 9 to 12, 12 to 14 and 14 to 17 years. The content of the Guide handbooks reflect these developmental stages.

Your Guide Unit can have girls of any age between 5 and 17 years. For instance, in the city where there are more Guides and Leaders, your Unit may reflect just one of the developmental stages; for example, 5 to 7 or 9 to 12 years. However, in the country, where there are fewer Guides and Leaders, your Unit might encompass a wider age group; for example, 5 to 10 or 11 to 15 years.

The decision about your Unit's age range is made by your leadership team and your District Leader, based on what is best for the Guides and the available Leaders in your District.

All Unit meetings must have two adults present, of whom at least one must be either a Qualified Leader or a Provisional Leader. See *Guide Lines* for further information.



Peer Unit

A Peer Unit has a minimum of four Guides who are within a four-year span of each other's age and are under 18 years. Ideally, a Guide should be meeting with their Peer Unit at least once a month. A Lone Girl Guide Unit can be a Peer Unit. Peer Units are responsible for peer assessment of challenges, badges and awards.

Lone Guides

Lone Guides are girls who are isolated by distance, time and/or circumstance and cannot attend face-to-face Unit meetings.

The 'meetings' for Lone Guides may be:

- written meetings
- recorded meetings
- newsletters and personal letters
- activity sheets
- email or internet-based meetings
- broadcast via School of Distance Education or School of the Air
- visits to local Units
- camps with other Lone Guides or local Units.

Lone Guides can achieve any award available to Guides, as well as attend District, Division, Region, State, interstate, national and international events.

The Leaders of Lone Guides should have close contact with other Leaders at District meetings and trainings.

Lone Guides may need your help with:

- badge assessment
- billeting for badge assessment, and before and after camp



- inclusion in your Unit's and District's special activities or ceremonies
- inclusion in travel arrangements for State or Territory events
- postage and travel expenses
- creating games for small groups or individuals
- publicising this method of Guiding in country areas
- accessing books and other resource materials.

If you know of any Lone Guides in your area, you may like to invite them to your Unit's activities.

For information on Lone Guides, contact the Lones Region Leader or your State Program Adviser/Manager.

The Unit meeting

The order of your meeting is a decision made by you and your Guides, using the principles of shared leadership. You might visit other Units to get ideas, but what follows is a suggestion for a balanced meeting:

1. Begin with a game or an activity

Guides need something challenging to do as soon as they arrive to occupy them while Leaders are involved with the parents and/or administration.



- a ball game
- a colouring or activity sheet
- skipping
- active game that lasts about five minutes.

If you are lucky enough to have a Junior Leader or Guide Helper, you might like to give them the responsibility for this beginning activity each week.

2. Move on to a gathering

An opening ceremony or a sharing time or a planning time is a way to get all the girls to come together, focus and begin the meeting. Guides need a sense of togetherness and direction. The process of planning is important in the AGP. Keep it short and simple though! This should be a ceremony designed by the Guides.

3. Get to the main activities for the night

Move on to your major focus and activities that link to the focus. The Guides need to feel a sense of purpose, followed by achievement. These activities should be based on the

planning decisions made by the Guides. The Guides, where appropriate, should be involved in the implementation of the night's activities. Some ideas could be:

- scavenger hunt
- Guide-chosen activity
- basic skills
- Leader-chosen activity
- round robin of 'tasters'
- outdoor activities
- planning time.

4. Patrol time

Allow some time each meeting for Patrols to work together on a task. This may be planning, badge work, activities or games.

5. Finish

Finish with a closing ceremony or a time of reflection or a sharing time. A closing activity can foster the spirit of Guiding – this could be a closing song, 'warm fuzzy' or reflection.

One way to see how a meeting works is to visit a couple of different Units to get ideas.

Planning a Unit program

The first step to planning the Unit program is to start with what the girls want to do. You might then look at the activities and initiatives which are happening at District, Region or even State level. The Guides can choose which activities they want to participate in. Once you've finalised the list of activities and marked them on a calendar or planner, the

next step is to build in the detail of how you and the girls will implement the AGP. The age and developmental stage of the girls will guide you in how much responsibility they take for their program. Using a grid which sets out the Fundamentals and Elements is one way of ensuring the program is balanced. The following example is for a Unit planning a camp with the theme: Journey around the world.

A planning grid to prepare for a 'journey around the world' camp

| FUNDAMENTALS | ELEMENTS | | | |
|------------------------|--|--|---|---|
| | Physical | People | Practical | Self |
| Promise and Law | | Decide on a theme for Guides' Own | | Compose a reading ready to use at camp Colours |
| Outdoors | Plan a balanced menu for camp | Cooperate to pitch a tent | Practise making a bedroll then hold a bedroll race | Practise packing personal gear |
| Service | | | Learn some first aid ready to help an injured Guide | Put together a personal first aid kit |
| World Guiding | Try traditional outdoor games from other countries | | Make 'passports' to use in a Wide Game | |
| Guiding Traditions | Find out about fire safety | Sing and try activities ready for a campfire | | |
| Leadership Development | | Use a new decision-making method | | Lead a game or activity from another country |
| Patrol System | Conduct an environmental Patrol service for the campsite | | Make Patrol flags to fly at camp | |

Games

Games are an important part of the delivery of the AGP and provide a way of learning through fun activities. Games help Guides to get to know one another, foster cooperation and teamwork, as well as develop their thinking, observation and listening skills, patience, self-control and a sense of fair play. They are fun and enjoyable for both the Guides and Leaders and provide physical activity to keep everyone fit.

Games can be played indoors and outdoors, though always encourage your Guides to play a variety of games so that they don't become bored with playing the same game all the time. Choosing games may depend on the number of Guides who can play, the time it will take and the equipment and space required. The best games will keep every Guide occupied and be enjoyable for all.

Some types of games include:

- team games

- ball games
- thinking games
- observation games
- memory games
- board games
- teaching games
- Wide Games.

You should always remember the following when leading any game:

- Have all the equipment ready before you begin.
- Keep the rules simple and explain them clearly before the game starts.
- Set boundaries for playing the game.
- Keep an eye on how the game is undertaken.
- Give scores fairly and consistently.
- Think carefully about those Guides who 'get out' first as they may need the most practice. Maybe they only get out for one turn.
- Finish the game while the Guides are still enjoying it.
- Stop the game if it is not going well.

Wide Games

'Wide Game' is the term given to a series of games, activities or challenges that are generally played outdoors and over a wide area. It can be a fairly simple game and should run for at least half an hour. Most Wide Games have a theme that makes them more exciting. The game can include a treasure hunt; trails along which there are problems or riddles to solve; an exploration; or a rescuing, raiding or capturing challenge. Wide Games help Guides to use their initiative and skills already gained at Guides. They will also learn to work together as a Patrol. It is also possible to develop a Wide Game for playing indoors during a Unit meeting.

Use the following ideas when developing a Wide Game:

1. Think of a theme for the game: brainstorm ideas, such as fairies, save the koala, gold rush, ghostbusters, shipwrecked, outer space.
2. Develop a set of instructions to follow: ensure there are instructions or rules, boundaries, equipment, start and stop signals and a timeframe for the game.
3. Think of different activities: these could include a campfire, cooking, compass, trails, stalking, knots, shelter-building, codes and messages.

4. Extend knowledge and skills: the game could involve making gadgets, undertaking first aid or a teamwork activity.
5. Games should be fun: make the game interesting and fun by including surprises, such as 'actors' providing distractions, or challenges (such as a problem-solving game), or rewards (such as lollies, treasure or a snack), and any fun activities that fit the theme (perhaps bartering or raiding).

Games can be adapted for Units of younger or older Guides, for Guides with disabilities or to fit with the theme of your meeting, such as an international night, purple theme or a camp preparation meeting. Following are some games that you could try in your Unit. Note that one of the seven Fundamentals is labelled beside each game to show how that game can link to the appropriate Fundamental.

Come on, we want you!

(Leadership Development, Patrol System)

1. Two or more teams are divided into two groups at each end of the hall.
2. On 'Go', player 1 runs to their player 2, holds both her hands and says, 'Come on, we want you!'
3. Together players 1 and 2 run to player 3, form a circle by holding hands and say, 'Come on, we want you!'
4. This continues until Guides collect the last member of the team, run to the other end of the hall and sit down in a circle.

B-PTag

(Guiding Traditions)

This game requires a set of cards, half with the letter 'B' and half with the letter 'P'. (Ensure there's an even number of cards for each letter.)

1. Two or more players are 'chasers' and all of the other players have a card. The remaining cards are in a pile on a table at front of hall.
2. On 'Go', the chasers run after the other players.
3. Anyone caught gives her card to the chaser and then fetches another card from the pile.
4. The first chaser to have the letters 'B' and 'P' calls out 'Be Prepared' and wins.

Variation:

- Play the game with the winner calling out 'Baden-Powell'.
- Play the game with chasers collecting two of each card and the winner has to call out 'Be Prepared Baden-Powell'.

Memory

(Promise and Law)

This game requires two sets of matching cards, such as each Law on one set and relevant pictures on the other set.

1. Scatter each set of cards face down at each end of a table.
2. Divide the group into two teams.
3. Each team takes turns to look at one card from each set. If they don't match, the cards are placed face down on the table again. If they do match, the team keeps the cards and has another turn. This continues until all the cards have been matched.

Round and Through

(Service)

This game requires cards with pictures of objects that can be used to help others.

1. Players stand in a circle and are numbered off in trios: 1, 2, 3, 1, 2, 3 ...
2. The Leader calls out a number. All of the players with that number run once around the outside of the circle then in through an arch made by the other members of the trio.
3. The first player in the middle picks up a card and says a way in which a Guide could help others using the object in the picture.

Variation on Kim's Game

(Guiding Traditions, World Guiding, Outdoors)

This game requires a collection of small objects placed on the ground. These could be natural objects, Guide badges or themed items.

1. Nominate a game leader.
2. Players look at the objects then turn around, walk ten paces away while counting.
3. The game leader removes one object before the players reach ten.
4. Players turn back and run to the objects.
5. The first player to call out the name of the object removed becomes the game leader. (Also refer to *Guide Handbooks 1* and *2* for more variations for Kim's Game.)

More ideas for games can be found on the GGA website and you will most likely find other resources in your Guide hall or hut.

REFERENCE MATERIAL

- *Go Girl*, Girl Guides Australia, 2010.
- *Flying the flag*, Girl Guides Australia, 2010.
- *Australian Service Challenge*, Girl Guides Australia, 2010.
- *World Environment Day*, Girl Guides Australia, 2010.
- *International Service Challenge*, Girl Guides Australia, 2010.

Your Unit – a special place for your Guides

Your Unit is the place which encapsulates the Promise and Law for your Guides. While together as a Unit your Guides should seek to do their best, act consistently with their beliefs, help you and other Guides and strive to be respectful, considerate, friendly, optimistic and courageous in trying out new activities. Unit meetings are always under time pressure, so making the right choices for the Program and using time wisely is important.

The girls and young women in your Unit need to feel that Guides is a safe place where people will care about them, where their needs for support, respect and friendship will be met, and where they will be able to get help to work out problems. Having these needs met helps Guides develop a sense of belonging in their Patrols and the Unit. Guides who feel they belong in the Unit are happier, more relaxed and have fewer behavioural problems. They also work better with others, show more respect and feel fully engaged.

The following sections cover the important elements in ensuring your Unit is a special place for your Guides:

- getting along – creating a friendly and cooperative unit
- self-esteem – creating a Unit of girls and young women who grow
- decision-making – creating a Unit of good decision-makers and problem-solvers
- self-management – creating a Unit of girls and young women who are resilient
- accepting diversity – create a Unit that connects
- discipline – creating a Unit that runs smoothly.

Getting along – creating a friendly and cooperative Unit

As a Leader, you can set the foundations for building a friendly and cooperative Unit using these guidelines:

1. Care and consideration for others

Model a sense of care and compassion among the Guides in your Unit. Encourage the girls to consider the thoughts and feelings of others and to use positive and effective verbal and non-verbal skills through appropriate body language, posture, eye contact, tone and courtesy.

2. Talking about how you feel

Ensure that everyone feels comfortable talking about their feelings and any problems that arise are able to become a part of conversations in the Unit. By learning to pay attention to their own feelings, the girls will be able to understand them but not be controlled by them. Talking together about feelings helps the Guides to express their feelings without acting them out. Learning to cope with their feelings will also help them to manage their behaviour. Here are some guidelines:

- Learning skills for managing feelings takes practice.
- Noticing and naming feelings comes first.
- Talking about everyday feelings in conversation at Guides makes it easier when things get difficult.
- Talking about feelings is best done when the atmosphere is calm and relaxed.

The issues that girls get into conflict over may seem unimportant and minor to you but they are real.

3. Resolving conflicts

Your Guides initially need assistance from you to resolve conflicts. The best way to do this is not to simply tell them what they should do. It works better to act as a coach and assist the girls to find a solution that suits everyone. When the Guides work out solutions this way, they learn valuable skills that can help them resolve conflicts more effectively. With good coaching they can learn to use the skills of conflict resolution unprompted – this is especially positive for school or camp! Unresolved conflicts can spoil friendships and affect the girls' confidence. When conflicts

are left simmering the situation can get out of hand.

The skills needed for effective conflict resolution include thinking skills for problem-solving, as well as skills for managing emotions and communicating with others. The key conflict resolution skills are:

- being able to control angry or anxious feelings
- learning to listen even when you disagree
- understanding the other person's opinions and feelings
- being able to think of different solutions
- exchanging ideas with the other person
- finding 'win-win' solutions.

4. Ensuring cooperation

In order to ensure cooperation in Patrols, strategies and communication skills should be practised through games and activities and by talking about how best to work in a group.

5. Establishing trust

Establishing a trusting relationship with the girls and making the Unit an accepting environment is achieved by demonstrating respect, listening to the Guides and having positive expectations about respectful and caring behaviour. Model this behaviour yourself when interacting with others.

The checklist below will assist your role as a Leader to help maintain a friendly and cooperative Unit. With your help, each Guide in your Unit should show that she is able to:

- share
- ask for what she needs and wants
- take turns
- converse with peers and adults
- apologise to others when necessary
- play fairly
- accept others
- listen to other Guides
- be a good loser and winner
- refuse to join others' negative behaviour
- cooperate
- help others
- respect the personal space of other people
- respect people's possessions
- welcome new girls
- help without being asked
- mentor younger Guides
- learn to resolve conflict
- use appropriate communication skills

- think through problems
- understand her feelings and be able to talk about them to you and her peers
- show respect through her behaviour
- accept or tolerate criticism
- greet people in a friendly appropriate manner
- respond to the 'silence signal' – a raised right hand.

Self-esteem – creating a Unit of girls and young women who grow

Establishing a positive sense of self-worth is important for personal growth. You can help build a Guide's self-esteem by:

- supporting self-confidence through praise; letting her know she is capable and that her contributions and efforts are valued. Give praise not only for outcomes, but also for effort, persistence and courage
- providing opportunities to take leadership roles, even when she is not the Patrol Leader
- ensuring that she gets a turn to build her capabilities
- appreciating she is an individual and recognising and responding to her individual needs
- respecting her ideas and opinions
- allowing her to be able to achieve at her own level.

Confidence improves through building on small successes. You can help a Guide by:

- explaining that her skills will develop with practice
- encouraging her to persist when she doesn't succeed straight away
- praising her effort, persistence and improvement, not just her outcomes
- making sure that her goals are achievable by breaking down large tasks or responsibilities into small steps
- being ready to help her when necessary without taking over.

The following checklist will help maintain a positive environment in your Unit. Each Guide should:

- encourage one another
- persist with tasks
- achieve her goals
- know that she is capable
- know that her efforts are recognised

- know that practice develops skills
- know that she learns from mistakes
- know that she is accepted for who she is
- have a real sense of belonging
- have a sense of security
- have a sense of purpose
- have a say in the running of the Unit
- accept praise when offered
- work in the Patrol System
- seek advice when needed.

Decision-making – creating a Unit of good decision-makers and problem-solvers

Decision-making is part of the AGP.

To be able to make good decisions Guides must learn to:

- think of different possible choices and decide which is the best choice
- take others' needs into account
- understand that the decision is their responsibility
- live with the decision made
- evaluate the outcome of the decisions.

You can help in the following ways:

- Limit the number of choices to ones that are realistic for the Guides to make. How many choices the Guides should have will depend on their developmental stage. If they are having trouble, give them only two choices to start with; for example, horse riding or skating? Even adults have difficulty with too many choices!
- Ask questions about the decisions they are making by using what, where, when, how much, why, rather than making statements, such as, 'That won't work'.
- Ensure that the loudest girl doesn't always get her way and that all Guides are heard.
- Develop a suitable system of voting for the age group.
- Know and implement the AGP Process for planning the program.

The following checklist will assist in the decision-making process in your Unit.

Encourage each Guide to:

- make simple decisions that will lead to more complex ones
- listen to others and respect their opinions
- develop voting techniques
- put forward their ideas to the group

- learn to compromise
- learn to live with decisions
- evaluate the outcomes of their own or the group's decisions and planning.

Self-management – creating a Unit of girls and young women who are resilient

Researchers have identified that resilience is a key factor in the ability of girls being able to cope. Many skills central to developing this 'bounce back' ability are incorporated in the Guiding experience:

- cooperation and negotiation skills
- a sense of belonging and fitting in
- being recognised as capable
- having the space to learn and make mistakes
- having mentors who care
- developing good communication skills
- making decisions and choices
- developing friendships
- building support networks.

1. Developing personal strengths

Girls with strong coping skills are able to identify positive elements in the most challenging of experiences. They often positively self-talk themselves into coping, or use their friends or networks for support. Your role as a Leader is to acknowledge each individual and help Guides recognise their strengths and to feel good about themselves.

There are many statements you can make to encourage the Guides in your Unit:

- 'I'm very proud of you and the way you did that.'
- 'You are playing so well with ...'
- 'What a helper you are.'
- 'How thoughtful you always are.'
- 'You're on the right track.'
- 'You must have been practising.'
- 'That's the best you have ever done.'
- 'Amazing – how did you do that?'
- 'Good on you.'
- 'Well done, you should be so proud of yourself.'
- 'You're good at this.'
- 'Can you be a coach or tutor for this activity?'

2. Encouraging positive attitudes

Using self-talk is a helpful way to improve how girls think about themselves and any challenging situations they have to face.

Use reminders to help Guides trigger positive self-talk.

- What can you tell yourself when you need to try again?
- What can you do when your inner critic finds fault with yourself?
- How can you turn unhelpful thoughts and messages into positive self-talk?
- How can we turn a mistake into a learning situation?

Activities Guides can do to highlight positive self-talk:

- Bursting negative thoughts – put positive self-talk thoughts inside a balloon, inflate the balloon and on the outside write unhelpful thoughts. Pop the balloon to get rid of the unhelpful thoughts and reveal positive messages.
- Write down or draw all the strengths and skills you have and then share.
- Make a flower with a happy, helpful thought on it. Then join them together to make a Unit or Patrol bunch of happy thoughts
- Conduct a partner interview where a Guide interviews another, asking questions about their interests, strengths, times they had to use positive self-talk to get through a difficult moment and successes.

3. Your Unit is a 'No Bullying Zone'

Bullying is to be taken seriously. It is not new and you may have experienced it yourself. It is not a toughening up process nor is it a part of growing up. Bullying can involve teasing, harassing, violence, exclusion or stalking. Have a brainstorm session with your Unit to develop strategies for reducing or eliminating bullying at Guides and elsewhere. Here are some discussion starters:

- Have you seen girls being bullied or teased? What happened?
- How did the person feel who was being bullied?
- Why did the person choose that girl to bully?
- What can you do when you see this happening?
- What could you say if someone was bullying you?

Be ready to move to another activity if a Guide shows signs of distress during such a discussion. Following are some coping strategies that you can give Guides who have been/or are being bullied:

- Don't give the bully opportunities. Rally support around you.
- Ignore the bully.
- Use 'I' statements and stand tall.
- Write a letter to the bully outlining the issue (does not need to be sent).
- Get help from a teacher, counsellor or trusted adult.
- Remember you have a right to feel safe.
- Remember that it is not your fault.

Some activities to address this issue may include making a 'No Bullying' poster, writing a rap, song or poem.

The following checklist will help you maintain a positive environment for the Guides in your Unit. A Guide should:

- learn coping skills
- know that her Unit is a 'No Bullying Zone'
- know that you and the other Guides use encouraging statements
- have provision for her to build networks
- be allowed time to discuss things that matter to her and the other Guides
- fit in and feel part of the Unit
- feel secure at Guides
- feel confident at Guides
- make friends at Guides
- work in the Patrol System
- be able to seek advice when needed.



Accepting diversity – create a Unit that connects

Creating a Unit that emphasises inclusion and cooperation and that supports all Guides is important for the girls' development. Guides need to learn to value the differences in others and help individuals with differences to feel accepted and to belong in the Guide Unit. These differences may include race, religion, disability, learning difficulties, different sexual preferences and differing family units.

1. Promote acceptance and caring

Teaching your Guides about acceptance begins with your own personal beliefs and demonstration of inclusive behaviour in the Unit. Promote respect and inclusion by acknowledging that we are all different and by emphasising cooperative and caring relationships. When a new girl begins in the Unit, the focus should be on the whole girl and her strengths and abilities, rather than highlighting any of her weaknesses, differences or disabilities.

2. Be informed: do your research

Knowing about a particular disability, race or religion will help you with creating an inclusive environment and meeting the girls' social and developmental needs. Seek advice and support from the parents, guardians or carers, the Guide themselves and pertinent resources.

3. When supporting girls with additional needs

Working closely and respectfully with parents and carers is crucial for meeting the complex needs of Guides with disabilities. Collaborative involvement from parents and carers is especially beneficial for enhancing girls' Guiding experience and building a sense of belonging and connectedness.

Build on existing strengths and work collaboratively with the Guide to identify strengths and interests. This is important for building engagement and enjoyment in the Unit. Assess what the Guide can do and build on it step by step to ensure success and improved self-confidence.

Social relationships and skills development can be difficult for Guides with disabilities. Set up a buddy system, maybe in addition to the Patrol Leader, for peer support in the Unit and outdoor environment.



Guides with a disability need to be able to participate in Unit activities along with their peers. Adaptations to skills development, rules of games, physical environment and levels of assessment for awards need to be thought about and addressed. The Guides in the Unit become very adept at this if modelled by you early on.

The following points will help to support girls with the additional needs in your Unit.

- Guides and Leaders accept the differences of others.
- Acknowledge small steps in development.
- Research relevant information.
- Modify environments, tasks and skill development to allow full participation.
- Set up a buddy system when needed.
- Ensure that the Guide Unit is a 'No Bullying Zone'.
- Seek advice when needed.

4. Cultural diversity

In your Guide Unit you will have Guides from various cultures and religious groups.

WAGGGS lists inclusion as one of the fundamental principles to be followed by member organisations. In Australia, we have Units with cross-cultural membership. If we are to grow our membership, we must be open and welcoming to all those wanting to join, who can commit to the fundamental principles of the World Association. Indeed, to keep our membership growing we need to

actively seek out members of other cultures and promote the benefits of belonging to the Girl Guide Movement; these benefits might include language familiarisation and practice, familiarisation with Australian ways and, of course, cross-cultural friendships.

The following checklists will help to ensure cultural awareness and acceptance in your Guide Unit.

Awareness:

- Know about each Guide in the Unit – her home culture (which may be second generation Australian but practising national customs at home).
- Know the religious practice of the family – any new Guide family should be made familiar with the Guide Promise and Law. Discuss the broad meaning of the Promise and Law with the parents, as well as the Guide.
- Refer to *Guide Lines* to understand the variations that are allowable for making the Guide Promise, and be prepared to discuss them with the Guide and her family.
- Consider language difficulties – understand that you may need to repeat instructions or speak more slowly.
- Be aware of food practices that are acceptable to the Guide's family.
- Try to find out courtesies of your Guide's culture, as some of our common practices may be offensive to another culture; for example, shaking hands or eye contact.
- Discuss cultural differences with your Guides in an open and positive atmosphere, and help them to understand what tolerance and inclusion mean.
- Fridays and Saturdays can be worship days and place restrictions on girls' participation.
- Consider starting meetings, particularly special occasions, with an acknowledgement of the traditional owners of the land on which you meet. An example could be: *We acknowledge the traditional owners of the land on which we meet and pay our respects to the elders past and present.* If you know the language group of the local Aboriginal or Torres Strait Islander people, you could insert their name into your acknowledgement.

Acceptance:

- Make sure each girl feels welcomed at meetings and included by her Patrol and other Guides. Encourage a friendly parent to welcome any newcomer's mother and help her become familiar with what is happening, and invite her to Support Group meetings.
- Be prepared for different degrees of parental oversight. Mothers, and even fathers in some cultures, may want to watch what is happening in the Unit.
- Until new girls feel comfortable, you may need to allow them to be shy and uncommunicative.
- You need to accept that cultural events will take precedence over Guides on some occasions.
- Invite participation in meetings – have the Guide or her family members talk to the Unit about their culture, and perhaps learn a song or greeting.
- Incorporate aspects of many religions into prayers and Guide's Own. Visit worship houses of different religions – make sure you speak with the spiritual leader.
- While it is preferable for girls to join a Unit with girls from other cultures, there are monocultural Units, such as Muslim Units. At District and Region events, encourage Guides to mingle, and make a special effort to befriend Leaders, other Guides and parents.
- Dress protocols, particularly in Muslim cultures, may require some modification of the accepted Guide uniform. Contact your State or Territory Office if you are unsure of this.

Discipline – creating a Unit that runs smoothly

Effective discipline helps to prepare the girls and young women in your Unit to know what to do and how to behave in a range of situations.

1. The importance of effective discipline

Effective discipline is important in order to:

- protect Guides from danger and help them to feel safe and secure
- teach Guides to understand and care about others
- teach Guides emotional self-control and self-direction

- help Guides to develop a sense of responsibility
- teach Guides values through keeping the Promise and the Law
- help Guides to be happy and well adjusted.

There are three aspects to effective discipline:

1. Providing an environment that is positive and supportive.
2. Using strategies for building skills and strengthening positive behaviours.
3. Using strategies for decreasing undesired behaviours.

2. Strategies for a positive Unit

Use positive strategies. Responding positively to a Guide's appropriate behaviour is essential. By noticing and praising a Guide's positive behaviour, Leaders can effectively guide girls to use desired behaviours. For example, praise the first girl with her hand up for silence by highlighting her and her behaviour. 'Well done, Pru; first with your hand up!'

Have reasonable expectations. Expectations need to be reasonable and age appropriate.

Have clear and consistent limits or boundaries. Ensure expectations are clear, well known by the Unit and consistently enforced. The Promise and Law provide ideal boundaries and expectations. Highlight moments when the Guides keep the Promise and Law, rather than quoting it at them in moments of misbehaviour.

Avoid power struggles. Getting involved in arguments and power struggles only makes oppositional behaviour more likely. Stating expectations calmly, clearly and reasonably is much more effective. If it is difficult to resolve a situation, give the Guide two choices: one that is what you want and one that she definitely won't want – a choice and a non-choice. For example, 'Would you rather pack up the tent or clean the toilets? Your choice.'

Using punishment is inappropriate. Building appropriate skills is more effective than trying to stop bad habits with punishment.

Help girls develop a sense of care and responsibility. Talking with Guides about how their behaviour affects other people helps them

to learn to take other people's feelings into account.

Ignoring unwelcome behaviour and noticing desirable behaviour. Sometimes it is in your best interests to ignore behaviour that is undesirable or attention seeking. Refuse to make eye contact and 'cold-shoulder' the Guide who is displaying undesirable behaviour. Sometimes Guides will indulge in shock tactics to get your attention by doing or saying inappropriate things. It is best not to respond in any way; change the subject or again 'cold-shoulder' the attention-seeker and talk or pay attention to another girl who is behaving appropriately.

Remember to set boundaries (Promise and Law) and stick to them. Remind Guides of them occasionally or when needed. Notice good behaviour and ignore the not so good.

Reminding a Guide about her behaviour. Always speak privately to a Guide when she needs to understand that her behaviour is inappropriate. Take her aside and discuss what the behaviour was, how it has affected others and ask her what she could have done differently. She may not realise that her behaviour is inappropriate. Remember, praise in public and correct in private. Always make it clear that it is her behaviour that is unacceptable, not the girl herself.

The following checklist will help you develop good strategies for a positive Guide Unit:

- Have you set limits and boundaries?
- Are you consistent?
- Do you avoid playing favourites?
- Do you notice inappropriate and appropriate behaviour?
- Are you developing a sense of responsibility?
- Are you giving a choice and a non-choice when you need to resolve a difficult situation?
- Are your expectations fair and age appropriate?
- Are you using praise often?

Guidelines for an ideal unit

To have the ideal Unit that is happy, cohesive, well behaved, engaged and a pleasure to be involved with seems like a tough task. But

remember to:

- Use the Promise and Law as the boundaries and guidelines for behaviour.
- Use the Patrol System well.
- Keep calm and be fair to yourself.
- Be fair to others.
- Use your networks.
- Seek advice when things are beyond you.
- Take small steps to achieve great things.
- Seek assistance and support from other Leaders, your Guiding network or other resources.

You can refer to additional activities to assist in building a good Guide Unit in *Go Girl Activity Pack*, a centenary publication, or *Skills for Life*, Guides Australia, 2005.

Summary

- Think about how your Unit can best complement others in your District.
- Constantly evaluate how your Unit is an exemplar of the Promise and Law.
- Strive to develop your own leadership style and seek feedback from other Leaders.
- Practise the right level of shared leadership with the girls of your Unit.
- Develop a 'tried and tested' format for your Unit meetings to help them run smoothly.
- Plan your Program with your girls in advance, and use planning tools to assist.
- Share ideas and get advice from other Leaders on how to make your Unit a special place.

REFERENCE MATERIAL

www.kidsmatter.edu.au

Go Girl Activity Pack, a centenary publication, Girl Guides Australia, 2010.

Skills for Life, Guides Australia, 2005.

A Leader's Guide to Working With Children, Guides Australia, 2002.

Different Kids Same Classroom, McGrath, Helen and Noble, Toni, Cheshire Longman, 1993.

7. Your Role in Safety and Risk Management



Duty of care

As a Leader you have a 'Duty of Care' to the girls in your charge and all Leaders and other people who are in attendance at your meeting or activity. 'Duty of Care' is a legal term that is defined in workplace health and safety in each State. In general terms it means that you are responsible for ensuring as far as is reasonably practicable that the health and safety of girls, other Leaders and helpers is not put at risk from any role or work they are engaged in while attending a Guiding activity.

You also have a duty to yourself to take reasonable care of your own health and safety and to ensure that anything you do or don't do does not adversely affect the health and safety of other people.

Risk management

We often hear the terms risk assessment and risk management. Risk assessment involves identifying hazards and then working out how likely it is they will occur and the consequences if they did. Risk management is then the process of controlling those risks to reduce them. We often combine the assessment and the management process in one term called 'Risk Assessment Plan or RAP'.

Risk is inherent in all aspects of Guiding. As Leaders we get to plan all sorts of activities which have risks: running a Unit meeting, taking girls and other Leaders on camp or just

taking the girls for a walk. Risk management is not restricted to physical and safety risks as there are risks in costing our programs, purchasing new camping equipment, managing our Unit finances, in child protection and the way we use social media to communicate. Risk encompasses anything which might damage the reputation of Guiding in your District or the wider Guiding community.

All those involved in Guiding need to manage risk continuously, consciously and in a systematic way. We often find ourselves doing risk management daily without realising it. As a Leader your first step is to look out for hazards. A hazard is something that has the potential to cause harm to our Guides, ourselves, other Leaders and the wider Guiding community. The next step is work out the risk. This means considering how likely it is to happen and what the consequences might be if the risk did occur.

Each Unit meeting night you need to ask three questions:

1. What is the activity we are about to do?
2. How could it harm those involved?
3. What action can I take to reduce or remove the risk?

When planning or conducting any Guide activity; for example, Unit meeting, camp or adventure-based activity, you **must** conduct a risk assessment and document the results in a Risk Assessment Plan (RAP). For further guidance on the conduct of these risk

management requirements refer to *Guide Lines* and the GGA or your State website. If an incident or accident does occur, it is necessary to complete the appropriate forms promptly so that we can respond to the specific incident and work out how to reduce or remove these risks in the future.

Risk management is complex, so don't be afraid to approach your District or Region Leader for information and support. Should a serious problem occur, contact your District or Region Leader immediately and do not admit any liability or make comments to the media.

Guide Lines

Guide Lines is published by GGA and contains the policy, organisation and rules of Girl Guides Australia. Every Leader must have access to this publication so that they are aware of and comply with the content. *Guide Lines* includes essential knowledge about administration, program, leadership roles, camping, rules and qualifications, outdoor adventure-based activities, awards, badges and policies. You are not required to commit to memory all of the information contained within it; just know that you can refer to this publication to find out the official details that need to be followed. Remember that the policies, organisation and rules combine to provide support, a sense of belonging and a safe environment.

As well as relying on *Guide Lines* to ensure you are up to date with your responsibilities you might also want to keep a separate folder that contains any communications about health and safety and risk management.

Guide Lines can be purchased from your State Guide retail outlet or can be downloaded from the GGA website and most State sites. Any updated information and other amendments to *Guide Lines* can be accessed from the GGA website.

To ensure you have adequately managed risks, and the health and safety of your girls, you will need the following forms:

- Member application form for your State
- Activity Consent Form for Youth (ADM.27)
- Notification of Accident/Incident (ADM.24)
- Medication to Youth Members: Medication Record (ADM.53a)
- Medication to Youth Members: First Aid Treatment record (ADM.53b)
- Risk management and Risk Assessment Plan (RAP).

Health and diet requirements

When a new girl joins Guides it is important to ask parents or carers about any health issues or dietary requirements and make sure this is clearly noted on the appropriate forms. Leaders should encourage good eating habits in their Guides. You may provide healthy and energy-replenishing snacks, such as fruit, vegetables, soup and so on if needed. Make sure that there is plenty of fresh water available for drinking purposes, particularly in hot weather.

Leaders should provide for any special dietary needs of Guides – whether for health, medical or religious reasons – without embarrassing the girl or endangering her wellbeing. These special dietary needs may relate to food allergies or conditions such as diabetes, or religious customs such as kosher and halal food for Jewish and Muslim girls.

Health and Safety at Unit meetings

There must be at least two adults present at any Unit activity including at least one Qualified Leader or, if that is not possible, a Provisional Leader who has completed the minimum requirements of Girl Guides Australia. The recommended ratio of adults to Guides is greater for younger girls and those with additional needs. The current ratios are:

| Age range of Guides | Ratio | Minimum number of adults |
|-----------------------|---------------------|--------------------------|
| 5–9 years old | 1 adult : 8 Guides | 2 |
| 9–14 years old | 1 adult : 12 Guides | 2 |
| 14–17 years and older | 1 adult : 15 Guides | 2 |

The following safety checklist will help ensure that your meeting place complies with health and safety standards:

- Kitchen is clean and ready for use.
- Toilets are clean.
- Hand basins have soap and something to dry hands with.
- Interior of the meeting place is clean and in good repair.
- First aid kit is ready for use.
- Exterior areas have paths and steps that are in good repair.
- Lighting is sufficient.
- Fire safety equipment is ready for use.
- Evacuation procedures in place.

Health and Safety for activities

Whenever you are planning outdoors and adventure-based activities, particularly one that involves the outdoors, check *Guide Lines* for information about how to conduct the activity, the qualifications you need and the process for notifying other people. You also need to complete the appropriate forms.

The ratio of adults to Guides is higher for adventure-based activities and camps. See the table on the right.

| Age range of Guides | Ratio | Minimum number of adults |
|-----------------------|---------------------|--------------------------|
| 5–9 years old | 1 adult : 6 Guides | 2 |
| 9–14 years old | 1 adult : 8 Guides | 2 |
| 14–17 years and older | 1 adult : 10 Guides | 2 |

Planning process for risk management

When planning an activity with your Guides, work through the following questions to ensure that you have everything covered.

Purpose:

- What will the Guides gain from participation in the activity?
- What is special about this activity that achieves these benefits?
- Are the benefits worth the risk?

Leader qualifications and experience:

- What training and experience do the Leaders have in the activity?
- What competencies or qualifications do they have relevant to the activity?
- Have they led groups of people in the activity? How often? Where? When?
- What experience do the other Leaders/adults have?
- Are there any laws or regulations governing participation in this activity?
- Is there a standard code of practice for this activity?

Girl requirements:

- Is the activity appropriate to the age and maturity of the Guides?
- How closely do the Guides need to be supervised?
- How much individual attention do the girls need?
- If a Guide is in difficulty, can others stop what they are doing while she is helped?
- How will the Guides be organised while participating in the activity?
- Will constant supervision be needed?
- How far away will staff be?

- Over what area will the Guides be spread?
- Are Guides familiar with the activity's emergency procedures?

Equipment:

- Does the activity require any special equipment?
- Is the equipment appropriate for the age of the Guides?
- What could go wrong with the equipment and can this be dealt with?
- Are there any relevant safety checks that can be carried out on the equipment?
- Have the safety checks been done? Are they current?
- Are there requirements for any protective clothing, such as helmets, wet suits, etc.?

Location:

- What is the location and how regularly is it used for this activity?
- How familiar is the Leader with this location?

Safety:

- Have the Leaders done anything similar before?
- What preparatory activities are undertaken?
- Have the Guides the prerequisite skills; for example, swimming?
- What foreseeable risks can the Leader identify?
- What plans have been made to deal with them if they do occur?

Contingencies:

- How long would it take to get help after an accident?
- How would help be called?

Emergency Management

It is always best to plan beforehand and use the following plans if an emergency happens.

The following checklist will help ensure that you are prepared:

1. **Prevention:** reduce the likelihood of problems or hazards happening.
 - When planning an activity think about who will be involved, the equipment required, the physical environment and the weather
 - Check *Guide Lines* for policies and rules about the activity.
 - Think about what you can do to make it less likely that the problem will arise.
 - Think about the skills, knowledge and qualifications the girls and adults will need.
2. **Preparedness:** make plans for emergency situations. *Be Prepared.*
 - Tell the Guides and adults about the hazards or possible problems.
 - Decide on how you would let other people or agencies know if an emergency happens.
 - Decide on how you would warn the Guides and adults of the emergency if one happens; for example, repeated short, simple, verbal warnings or whistle signals.
 - Plan evacuation procedures to a gathering point, including checking all participants are present.
 - Train the Guides and adults in these emergency procedures.
3. **Response:** deal with an emergency if it happens.
 - Put the plans into action if an emergency happens.
4. **Recovery:** help everyone recover after the emergency.
 - Help everything to return to normal.
 - Support people affected by the emergency; this might include arranging counselling.

First aid

It is your responsibility to keep your first aid qualification up to date and to undertake any refresher training you might need. You must also have the required number of qualified first aiders for any activity or camp you undertake.

First aid kit

The Unit must have an easily accessible first aid kit. It must be kept in a suitable container, with all items clearly marked and a list of contents displayed on the inside of the lid. It is a good idea to carry a charged mobile phone for phone calls in an emergency.

While it is possible to have a basic first aid kit for Unit meetings, as suggested below, for outside activities additional provisions are required, such as supplies for treating burns, bites, stings and breaks. Each State and Territory has different requirements for first aid kits and you should check with the State government Work Safety organisations or the Red Cross or St John's, etc. in order to ensure you are meeting your responsibility for duty of care.

- | | |
|--|------------------------------------|
| • first aid book | • torch and batteries |
| • barley sugar | • sterile non-stick dressing |
| • pure soap | • safety pins |
| • matches | • disposable gloves |
| • non-allergenic band-aids | • rubbish bags |
| • notebook and pencil | • ice pack (disposable single use) |
| • sanitary pads | • emergency blanket |
| • saline eye wash (individual sachets) | • resuscitation mask |
| • non-allergenic tape | • clip seal bags of various sizes |
| • scissors | • sterile eye pads |
| • gauze swabs for cleaning wounds | • splinter forceps |
| • crepe bandage roll | • tick removal tool |
| • gauze bandage roll | • antiseptic wipes or fluid. |
| • salt | |
| • triangular bandages | |

Summary

- Familiarise yourself with *Guide Lines* and the procedures and forms for GGA and your State or Territory.
- Abide by the policies and procedures in *Guide Lines*.
- Always ensure the right ratio of girls to adults.
- Complete Unit health and safety checks and fire drills regularly.
- Complete Risk Assessment Plans (RAPs) as required.
- Always plan for activities and ensure relevant forms are completed.
- Regularly check the Unit first aid kit.

FURTHER RESOURCES AND INFORMATION

Refer to the GGA website and your State website for up-to-date information.

8. Your Role in Managing Your Unit



As a Leader you have a responsibility for ensuring the Unit runs effectively. You are responsible for keeping records, ensuring the finances are kept appropriately, promoting your Unit and planning for the development of your Unit.

Finance

You are responsible for seeing that the Unit accounts are kept, audited and submitted annually to your District Leader. This does not mean that you must keep the accounts, but you are responsible for ensuring they are properly kept. All people handling public money must be meticulously careful. A person who is not confident and competent in managing money should not be pressed to accept the responsibility of looking after finances.

In a Unit of older Guides, for example 14 to 17 years, at least one of the Unit signatories should be over 18. Changes of signatories and/or addresses should be dealt with immediately. You are exempt from providing a tax file number; however, if your bank or other institution requests this, use the following statement: 'Income tax exempt organisation that is not required to lodge a tax return'. Check with your bank about interest, chequebook charges and any fees on the type of account chosen.

Simple bookkeeping

The official books required to be kept by a Leader or Treasurer are a cashbook, chequebook, petty cash book (if appropriate), receipt book, deposit book, bank statements and receipts for all payments.

1. Cashbook

Find out from your District Leader what format the auditor of your State requires. A computer accounting package can be used but the layout should conform to the auditor's requirements or be accepted by them. These records should also be available as hard copy, and a backup disk must be kept. The important thing is that a true and correct record of all financial transactions, both income and expenditure, are recorded and that this is carried out in a way you or the Treasurer can manage and the auditor approves. Liquid paper must not be used to correct errors. Simply rule a line through the error, make the adjustment and initial it. The auditor can then clearly see the correction.

2. Chequebook

All payments should be made promptly by cheque. It is important to show all details on the chequebook butt, including date, name of payee, reason for payment and the amount. Cheques made out to individuals or organisations should be marked 'Not negotiable A/c payee only' and care must be taken to ensure the name of

the payee is correct. It is not advisable to sign a blank cheque. All cheques should have two signatures. Receipts for all payments must be kept for auditing purposes.

3. Petty cash book

This records minor expenses. All receipts must be retained for audit purposes. When reimbursing a petty cash float, a cash cheque should be drawn to return the float to the established ceiling figure. For example, if the petty cash float is \$20 and only \$15 has been expended, the cheque would be for \$15 not \$20. A receipt must be issued and recorded in the petty cash details and the receipt kept in the petty cash book. Alternatively you may use your own money for the many small purchases for which petty cash is used and draw a cheque when these purchases reach a certain amount. However, if this system is used, all receipts must be provided and filed in an orderly manner and totalled in the petty cash book. It is recommended that reimbursement cheques be drawn at regular intervals throughout the year, and care must be taken that adequate funds remain in the account to cover these.

4. Receipt book

An official receipt book may be available from your Guide Shop or a general receipt book may be used. Receipts must be written for all money received, including subscriptions, if applicable. The amount banked should agree with the amount receipted. It is not necessary for stamp duty to be affixed to any receipts made out for a donation. When a receipt is received for a payment made, it is of assistance to the auditor if the Leader/Treasurer notes the relevant cheque number on the receipt before this is filed.

5. Deposit book

This is obtained from the financial institution. It is wise to note the receipt number and amount on the back of the deposit slip, particularly when several receipts may be incorporated in one deposit. A rubber stamp bearing the title of the account can be used for endorsing the back of cheques before depositing; also for stamping receipts, if necessary, and other Unit needs.

6. Bank statements

These are issued on a regular basis by the bank, either in hard copy or online. They can also be requested on notice, although this may incur a fee. They should be reconciled with the cashbook to give a true balance on hand.

Annual audit

Not all States put unit accounts through an annual audit process. Please check the requirements with your District Leader.

The end of the Guiding financial year is 31 December. If an audit is required, all accounts must be audited annually within three months of the end of the financial year; that is, by 31 March each year, and you should find out the audit date from your District Leader. All accounts must balance and receipts for payments for the year made must be available. Complete a financial statement and then give this and the financial books to your District Leader, who will pass them on to the auditor. If anything is missing, ask her what should be done.

Accounts must also be audited when there is a changeover of persons managing them. Where Leaders share the role of Treasurer, it is prudent if this responsibility is undertaken for a financial year by one person, during which time she is fully responsible. Leaders may share this responsibility for shorter periods provided the necessary audits are carried out. Some States are using a new financial system to assist Leaders with their financial record-keeping. Check with your District Leader about what system your State or Territory is using.



Records

You need to maintain the records for your Unit and your Guides and ensure they are easily accessible by other members of the leadership team. You may also be responsible for updating membership records on your State database or your members may be able to do it directly. Any records dealing with individual Guides must be maintained in a confidential manner.

Member records

It is recommended that you keep the following records:

- membership application for every Guide, including talent release and declaration signed by parents/guardians/carers
- health information for every Guide, including emergency contacts and permission to obtain medical aid.

Guide progress records

For every Guide in your Unit record:

- membership number
- date membership due
- date of Promise/renewal
- date of progression to next Unit or resignation with reason
- membership stars
- camps attended
- service undertaken
- activities participated in
- events participated in
- award details
- Discover a Challenge details
- Explore a Challenge details
- Create a Challenge details
- Achieve a Challenge details
- other badge details
- dates Guides are made Patrol Leader or Patrol Second
- date Guides are elected to office.

Program book

- program calendar
- planned programs
- past program activity.

Financial records and books

- unit cashbook
- subs books
- Patrol funds books (if applicable)
- chequebook
- petty cash book

- receipt book
- deposit book
- bank statements
- Unit cashbook.

Attendance book

- record of each girl's attendance.

Health and safety records

- unit safety checks completed
- record of fire drills completed
- Risk Assessment Plans (for retention and/or re-use if required)
- documentation related to incidents or accidents.

Sometimes, these records will be held at District level; check with your District Leader.

Unit minutes

- minutes of Patrol Leaders' Council or Unit in Council.

Unit correspondence file

- letters dealing with Unit matters
- unit newsletters.

If all your correspondence is online, keep it in a separate directory.

State correspondence file

- State or Territory newsletter
- policy advice
- updates to program.

Unit diary or logbook

Record in words and pictures the history of the Unit, including interesting facts about people, places and activities; can be kept by Guides.

Personal records

You also need to have a private personal file which includes information relating to your leadership role and your progress towards your Leadership Qualification. In this file keep your Personal Learning Log to record any training you have undertaken, workshops and conferences attended and other qualifications gained. A copy of your most recent Leader Review should be here too.

Communication

In your role as a Leader you may need to communicate with:

- Guides and their friends
- parents/guardians/carers
- other Leaders (Unit, District, Division, Region, State)
- members of other youth organisations
- community members
- members of the press
- newspapers and other media
- State or Territory Office staff.

You will probably communicate in a variety of ways – letters, email, phone, SMS. As well you will attend meetings, write reports, complete a range of forms and occasionally you may have to record minutes or notes of a meeting.

You need to keep your District Leader and parents, guardians or carers up to date with what is happening in the Unit. Check with your District Leader about reporting requirements and consider producing a Unit newsletter.

You should familiarise yourself with the lines of communication within your State or Territory and the specific procedures used within the District (ask your District or Region Leader).

To be effective in your leadership role you need to stay informed and keep others informed. Up-to-date information is published in your State/Territory newsletter, your State/Territory website, the Girl Guides Australia website and disseminated at District meetings.

Planning

As well as the long-term planning of the Unit program, as a Leader you need to plan for the development of your Unit. This means thinking about how your membership is trending and considering how many girls will be moving on in the next 12 months and how many new girls you will need to bring in to replace those leaving. You need to work proactively with other Units in your District to build Guide numbers overall. Part of this process might also be thinking about recruiting girls from different areas or different ethnic backgrounds. If your Unit is likely to grow, you have to think about attracting women to join as Assistant Leaders or increasing the support from Guide Helpers or Junior Leaders.

Planning also involves looking at ways of

fundraising. This may tie in to participating in community events or other promotional activities, as well as making the most of Girl Guide biscuits to raise Unit funds.

Promoting Guiding

Another aspect of the planning you need to do is how to promote Guides in the next 12 months. You might want to put together a Guide promotional calendar setting out the opportunities to participate in community events as well as highlighting any special Unit events.

You are a walking, talking advertisement for Guiding. Once you are a member, you have the opportunity to let others know the benefits to the girls and also to yourself. Every time you mention Guides and what you have been doing, you are promoting Guiding.

Promotion is about informing the community about your organisation. It includes:

- presenting a favourable image
- using opportunities to tell people what you have been doing – this is free publicity
- letting the public know who we are and what we do
- letting people know how much fun Guides have
- letting people know how to join.



Try our ‘elevator speech’ if you only have a minute to explain what Guiding is all about: *At its core, Guiding is about self-confidence, leadership and teamwork. We empower girls to speak out and take action on issues they care about – locally, nationally and globally.*

Our committed, trained volunteers make Guiding happen. Like the Guides they lead, our volunteers make new friends, have fun and gain skills in leadership along the way.

Unit promotional activities

The following are some ideas for promoting Guiding.

- Send press releases and photos of your recent activities to the local media. You could even drop Guide biscuits into your local TV or radio station office.
- Arrange a display at a local venue; for example, library or other public place.
- Get involved with community events or activities, such as ANZAC Day or Australia Day.
- Promote Guiding at your local schools.
- Hold a ‘Bring a Friend’ night, where Guides bring friends who are not Guides.

- Hold a ‘Be a Guide for a Day’ event.
- Hold a Guiding information night for parents, prospective Leaders and other potential volunteers by running a Guide night for them – with Patrols, mascots and activities to involve both the children and adults. Adults, including dads, love being kids again!

Contact your State PR, Communications or Membership personnel for more information and help.

Summary

- Ensure whoever is looking after your Unit finances knows what they are doing.
- Keep the financial books up to date and if you are not doing them, occasionally check them.
- Keep the Unit records up to date and clearly organised.
- Compile a membership plan for your Unit, or contribute to one at District level.
- Put together a promotional calendar for your Unit.

9. Making Guiding Great



What makes good Guiding great?

All over Australia, great Guiding is happening. Leaders are facilitating the provision of fantastic Unit activities, being part of thriving Districts, Divisions or Regions and encouraging their Guides to get out there and have a go! Great Guiding is doing what you are already doing and keeping that spark alive.



Keep the 'I' in Guiding by developing a strong sense of self in both your Guides and yourself. Remember that each Guide is an individual and comes to you with different skills, different aspirations and different backgrounds. Get to know them well and acknowledge their strengths and support them through things they find difficult.

Use your skills and the skills of others to enhance the development of the Guides in your Unit. Create a network of experts that can help you deliver a great program. Allow each girl to develop skills at her own level and tailor the Unit program to suit the age group you are working with.

There's always a full calendar in Guiding, with local, State or national events happening. It's important to keep abreast of what is happening and give your girls and young women the chance to choose which events they want to participate in. Keep horizons wide and enjoy all that Guiding and the community has to offer.

Fun is the cornerstone to great Guiding. This means excitement, laughter, play, experiences and friends to share it all with.

With a Unit full of fun, with Guides learning by doing, getting them out there in the big wide world and with your understanding of your girls, your Guiding will not only be the best it can be – it will be GREAT!

Here is an overview of what your role is about and how you can be the best Guide Leader possible.

| The 'I' in Guide means you: | Skills for life allow you to: | Expanding your horizons lets you: | Encourage fun and friendship by: |
|--|--|---|---|
| <ul style="list-style-type: none"> • develop a strong sense of self • make sure the program 'fits' each individual girl • get to know each Guide well • get to know the Leaders in your District • attempt an adult badge • visit other Units to 'pick their brains' • share your good ideas at District meetings • put yourself forward for a position on the Region or State team • make sure you are a round peg in a round hole; if not, find another position in Guiding that is more you • practise new skills you have learned • undertake some continuing learning or development • make District or Region meetings a fun and informative place to be • keep up to date. | <ul style="list-style-type: none"> • develop problem-solving skills and help your girls to do the same • develop your leadership skills by attending Trainings, conferences and events • use the self-government system appropriate to your girls' age group to develop leadership skills • learn a new skill to pass on to other Leaders and your girls • gather new ideas for games, crafts and activities from other Leaders, websites and other resources • bring all your skills to Guiding • take your Guiding skills to other aspects of your life • acknowledge and use the skills of others • use various activities and games as 'vehicles' to introduce or improve skills with your girls • learn advocacy skills and help your girls advocate on an issue important to them. | <ul style="list-style-type: none"> • facilitate a program full of variety and action • make risk and safety issues part of your planning • attend a residential Training • check websites and State newsletters for news and current policies • make links with other community organisations who may make excellent partners or who may offer opportunities to you and your girls • stay at a campsite you have never been to • try an adventure-based activity new to you and your girls • make sure that your Unit is linked with a Unit for younger girls and for older girls • encourage girls to move on and be ready for girls to 'come up' • encourage older girls to take up leadership positions in a Unit for younger girls • keep yourself abreast of what is happening in your District, Region, State, GGA and WAGGGS. | <ul style="list-style-type: none"> • making your meetings fun • encouraging inclusivity • heading outdoors at every opportunity • gaining an outdoor qualification • encouraging older Guides to get their own outdoor qualifications • camping as often as you can, indoors or out • ensuring that you and the girls are living by the Promise • trying new things • having adventures • meeting outside your normal meeting place as often as you can • letting the girls choose, plan and evaluate their own program • doing activities in Patrols or small groups • meeting or camping with another Unit • encouraging older girls to apply for international opportunities • taking part in District, Division, Region, State, national and international camps, Trainings and events • making sure that your girls know about opportunities to attend camps and events. |

So over to you – enjoy your Guiding!

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* Excerpts from these publications have been used in this handbook.

Websites

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Girl Guides Australia
www.girlguides.org.au
<https://www.guidelinesforgirlguides.org.au/>

WAGGGS Toolkit on Advocacy
<http://europe.wagggsworld.org/en/resources/documents/2542>

WAGGGS Global Action Theme Badge Curriculum
www.wagggsworld.org/en/resources/document/view/20082

Basic Millennium Development Goal info
<http://cyberschoolbus.un.org/mdgs/index.asp>

United Nations Sustainable Development Goals
<https://sustainabledevelopment.un.org/>

WAGGGS GAT outline
www.wagggsworld.org/en/resources/document/view/20092

Kids Matter
www.kidsmatter.edu.au

Glossary of Terms

| | |
|--------------------------|--|
| AGP | Australian Guide Program |
| ALQP | Australian Learning and Qualification Program |
| Australian Guide Program | Values-based leadership and life skills program with an outdoor focus for youth members, aged 5 to 17 years |
| Assistant Unit Leader | A woman over 18 years of age committed to the principles of Guiding who has made her Promise. She has completed the Assistant Leader Qualification |
| B-P | Lord Robert Baden-Powell, the Founder of Scouts and Guides |
| Code of Conduct | Requirements to which all adult members must adhere |
| Colour party | Guides parading flag(s) on ceremonial occasions |
| District | Consists of one or more Guide Units |
| District Manager | Responsible for all Guiding in a District |
| District Management Team | Team of adults in a District, including Leaders and non-uniformed people, who wish to support Guiding |
| District meeting | Meeting of Unit Leaders with the District Leader |
| Division | Group of several districts, only in NSW and ACT |
| Founder | Lord Robert Baden-Powell |
| Good Turn | Service given by all members of the Movement without being asked, rewarded or recognised |
| Guide Helper | Financial youth member, aged between 9 and 14 years, developing leadership skills through a commitment to a Unit of younger Guides |
| Guide | Any girl or woman who has made the Guide Promise |
| Guide Leader | A woman over 18 years of age committed to the principles of Guiding who has made her Promise. She has completed a GGA Leadership Qualification or Management Qualification |
| <i>Guide Lines</i> | Policy, organisation and rules of Girl Guides Australia |
| Guides' Own | Reflections (acceptable to all faiths and beliefs) planned and carried out by Guides |
| Guiding Orientation | The first stage of the process for a Leader to become qualified |
| Guiding Partner | A Qualified Leader who has specialised skills and knowledge and assesses experienced leaders gaining Further Development modules |
| Horseshoe | Traditional ceremonial formation of Guides |
| Junior Leader | Financial youth member, aged 14 to 17 years, developing leadership skills through a commitment to a Unit of younger Guides |
| Learning Partner | A Qualified Leader who supports new Leaders to gain their Qualification |
| Leader's Passport | Document containing the requirements to gain a Leadership or Management Qualification, which is signed by an appropriate person |

| | |
|--------------------------|--|
| Leadership Qualification | Awarded to Unit Leaders, Assistant Unit Leaders and Outdoors Leaders after having completed the relevant learning and development |
| Leader Review | A two-yearly review of a Qualified Leader, normally carried out by the person they report to |
| Lone Guides | Guides who take part in Guiding by correspondence or other media because of distance, time or other circumstance |
| Management Qualification | Awarded to District Leaders, Divisional Leaders, Region Leaders after having completed the relevant learning and development |
| Mentor | Someone chosen by the new Leader to provide support and advice; this is not a formal appointment |
| Olave Program | Framework for members aged 18 to 30 years to engage in opportunities for personal challenge through a flexible network, with a focus on service |
| Outdoors Manager | A woman over 18 years of age, committed to the principles of Guiding, who has made her Promise. She has completed the Outdoors Leader Qualification and provides specialist outdoors support and expertise to Units, Districts, Divisions or Regions |
| Patrol | Small team of Guides formed within a Unit, usually with four to eight girls |
| Patrol Leader | Leader of a Patrol, elected by the Patrol or Unit or Unit Leader |
| Patrol Second | Assists the Patrol Leader; is appointed by the Patrol Leader, elected by her Patrol or Unit or appointed by the Unit Leader |
| Patrol System | Small group of Guides who work together in a team |
| Personal Learning Log | A personal record of the learning and development completed by a Qualified Leader |
| PL | Patrol Leader |
| Promise and Law | Principles of Guiding |
| Promise Ceremony | Ceremony at which a girl, Leader or other adult female member makes her Promise |
| Provisional Leader | Any Leader who is working towards Qualification |
| Qualified Leader | A Guide Leader who has gained either a GGA Leadership Qualification or a GGA Management Qualification |
| Region | A group of several districts; in NSW and ACT, a region comprises several Divisions |
| Region Leader | Responsible for all Guiding in a Region |
| Region meeting | Meeting of District Leaders and other members of the Region team with the Region Leader |
| Resource Leader | A Qualified Leader specialising in one or more areas or specially appointed to provide support to Units, Districts, Divisions or Regions |
| State Commissioner | Responsible for all Guiding in a State Girl Guide Organisation |
| Support Group | Team of non-uniformed adults within a District who wish to support Guiding |
| Trainer | Leader who has completed the Trainers' Program of the ALQP |

| | |
|---------------|--|
| Trefoil Guild | An adult section of the organisation that links female members of Guiding and Scouting who have made their Promise and that gives support to Guiding and the community |
| Unit | Group of Guides of varying age groups/interests |
| Unit Helper | A member over 18 years of age who assists the Unit Leader but is not working towards Qualification |
| Unit Leader | A woman over 18 years of age committed to the principles of Guiding who has made her Promise. She has completed the Unit Leader Qualification |
| V formation | Traditional ceremonial formation, often used by older Guides |
| WAGGGS | World Association of Girl Guides and Girl Scouts |
| World Centres | Our Chalet in Switzerland, Our Cabaña in Mexico, Pax Lodge in England, Sangam in India and Kusafiri in Africa. |
| World trefoil | Symbol of WAGGGS based on the threefold Promise |

Many of the above terms are explored in more detail in *Guide Lines*.

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