

<b>Module</b>	Session 12: Managing Your Unit
<b>Qualification</b>	Unit Leader
<b>Proposed length of session</b>	45 mins

Training Objectives
<p><b>During this session, Leaders will:</b></p> <ul style="list-style-type: none"> <li>♣ Divide unit records into those which are confidential and those which can be shared such as BP awards.</li> <li>♣ Sort sample unit paperwork, taking out information that needs to be recorded.</li> <li>♣ Look at cross-crediting Junior BP, BP and Queens Guide Awards with other Recognition System badges and unit activities.</li> <li>♣ Look at ways of promoting Guiding in the community.</li> </ul> <p><b>After the session, Leaders will be able to:</b></p> <ul style="list-style-type: none"> <li>♣ Keep unit records including AGP progress, events attended and personal details.</li> <li>♣ Identify confidential information and information that can or should be shared.</li> <li>♣ Promote Guiding in the local community</li> </ul>

**General notes:** This session contains the learning about record keeping that Unit Leaders need. It needs to end on a positive note hence the last activities about highlights. If leaders talk about Guiding in a positive way describing their highlights so far and what they are looking forward to doing, they will do a great deal to promote Guiding without really trying.

MODULE OUTLINE			
Time	Activities	Trainers' notes	Resources
10 mins	<b>12.1 Information and records</b>	<p>The following are choice activities depending on the prior knowledge of the new Leaders at the training course.</p> <p>Use the sample unit profile from the previous session.</p> <ul style="list-style-type: none"> <li>• Include what information can be made public, what information is kept in the unit and what needs to be shared with DL and State/Territory office.</li> <li>• Brainstorm information that might be kept and split into confidential and public.</li> </ul>	<ul style="list-style-type: none"> <li>• 12.1 Sample unit profile including fictional list of names, addresses, d of b, membership number, allergies, home circumstances etc.</li> </ul>
20 mins	<b>12.2 Personal Records</b>	<ul style="list-style-type: none"> <li>• Prepare an in-tray of information <ul style="list-style-type: none"> <li>○ 12.2 Week 1, 2, and 3 programs</li> <li>○ 12.1 Unit profile</li> <li>○ 11.3a Finances script</li> <li>○ 12.2 Email from parent re changed contact details</li> </ul> </li> <li>• Sort In-tray into program and personal information. Make a list against each girl's name of the things that needed to be recorded, eg mark who's been to camp, done a knotting game, done a clause in the B-P award, completed a Discover a Challenge activity etc.</li> <li>• Note completion of badges and other achievements including places where there can be cross-crediting.</li> <li>• Trainers: Talk to leaders about cross crediting showing them the symbol used in Discovery Challenge to demote cross credit to BP etc.</li> </ul>	<ul style="list-style-type: none"> <li>• 12.1 Unit profile.</li> <li>• 12.2 Sample record sheets</li> <li>• 12.2 week prog template – 1 each</li> <li>• 12.2 week 1-4 programs.</li> <li>• In-tray: Use the information on the 12.2 week programs, 12.1 unit profile and 11.3a Finances script 12.2 emails etc of changes of address, new medical conditions.</li> </ul>
15 mins	<b>12.3 Promote guiding</b>	<p>The aim of these activities is to send participants out on a high note. If they leave having good memories of the course, they will promote guiding without trying! All participants work together in one group.</p> <ul style="list-style-type: none"> <li>• You have been in Guiding for a few weeks or maybe you have come back to Guiding. What have been the highlights so far? Share with your patrol the best parts of the first part of your journey towards being a Leader</li> </ul>	<ul style="list-style-type: none"> <li>• Balloons</li> <li>• String</li> <li>• 12.3 Highlights of Guiding - cut out and put into balloons.</li> </ul> <p>Note: 22 provided but for large groups you</p>

		<ul style="list-style-type: none"> <li>• Play 12.3 “Burst the balloon” or a similar game</li> <li>• Read out highlights on slips of paper. Ask for who agrees using a show of hands.</li> <li>• Trainers share a few of the highlights in their Guiding life. (Choose things that really demonstrate the possibilities, eg making a difference in a Guides life, travelling overseas, going on big camps, abseiling...)</li> </ul>	may need to add more.
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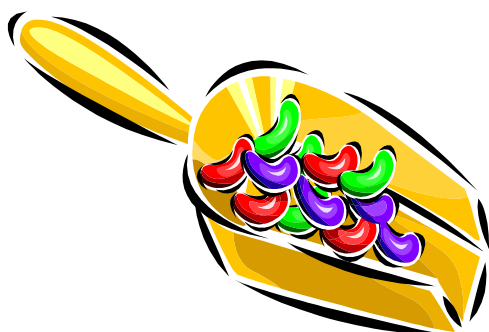
## EVALUATION SESSION 12

### Managing Your Unit – Paperwork

#### Jelly Beans

Three colours of jelly beans represent reactions – used as voting counters.

Take the jelly bean that is appropriate to the way you feel and eat it! You may only take one jelly bean. You can give it to someone else to eat!



**Red** = Important for the Leader to know this

**Yellow** = OK Leader needs to know this

**Orange** or **Green** = Not necessary for a Leader to know this