

Module	2: The Girl
Qualification	Unit Leader / Assistant Unit Leader
Proposed length of session	1 ½ hrs

Training Objectives

During this session leaders will:

- Look at the stages in a girl's development and how to develop her skills
- Take part in activities that develop a girl's self esteem and self confidence.

After the session, Leaders will be able to:

- Recall characteristics of girls according to their age/developmental stage and use this information to determine the developmental stage of individual guides
- Adapt an activity for girls of a different age/stage
- Use several activities to build a special unit atmosphere and promote girl development

General notes: The LQ training course starts with a session on the development of the girl as knowledge of girls is a common point for all becoming leaders. It is highly unlikely that leaders attending will have no knowledge of girls. Whether as mothers, aunts, teachers or working with girls in other capacities, they will know about the abilities of at least one age of girl. The self esteem activities below are suggestions only. Notes in (brackets) are optional.

MODULE OUTLINE

Time	Activities	Trainers' Notes	Resources
15 mins	2.1 Activities with several ability levels requiring different levels of dexterity, reasoning etc.	<ul style="list-style-type: none"> • Provide activities that have 5 distinct ability levels to match each of the GGA developmental ages. Ask the patrols to use header cards to place their activity (jigsaws/codes/ball game instructions...) under the appropriate developmental stage heading. Promote short discussion in patrols about the developmental characteristics (milestones) of the girls demonstrated by the activities and then feedback to the whole group. • Note: all patrols could have the same activities or each a different group. The latter will show a wider range of developmental skills, ie - jigsaws need fine motor skills but codes need literacy skills. 	<ul style="list-style-type: none"> • 5 activities per patrol one for each developmental stage - see suggestions below. • 1 set of Developmental Stage header cards per patrol
15 mins	2.2 Looking at the Developmental outcomes tables.	<ul style="list-style-type: none"> • In patrols look at a set of five developmental levels. Match to description of the girl at five levels to one of the Developmental Outcomes. Place the 5 strips from the Developmental Milestones Tables in the correct order of development on the blank table. Use Leaders Handbook to help (pg 36 - 56). 	<ul style="list-style-type: none"> • Five descriptions of girls • Five related outcomes from the Developmental Milestones tables, one blank (1 by 5) table to reassemble the outcomes. • Leaders' Handbook

<p>20 mins 10 mins</p>	<p>2.3 Adapting activities</p>	<ul style="list-style-type: none"> • Play games, an active game, a game involving reading and a game involving fine motor skills. (3 games in all) • In patrols discuss any adaptations they could make to make the 3 games to make them suitable for various ages/abilities. Share your discussion with the whole group. • Optional: Write adaptations on sticky notes and put of white board for discussion by all. <p>Note: This session is not about adapting activities for girls of varying skills levels within an age group but about what skills the girls are likely to have at different ages, for instance making a game for 12 year olds suitable for the skill level of 7 year olds.</p>	<ul style="list-style-type: none"> • Instructions for games • White board with names of games • (Sticky notes and pens)
<p>5 mins 20 mins</p>	<p>2.4 Building the right Unit environment</p>	<p>Now we know something of the girl, how do we build the right environment or atmosphere for growth and personal development?</p> <ul style="list-style-type: none"> • Ask the group what makes the right atmosphere and helps girls thrive? Should get similar answers to those below... <ul style="list-style-type: none"> ○ Establishing Trust ○ Building Friendship ○ Discrimination – free ○ Building resilience ○ Tackling bullying ○ Accepting diversity ○ Effective discipline ○ Building self-esteem • Building the right environments often means helping girls develop skills such as how to be a good friend, how to have the courage to stand up for her beliefs (part of the Promise.) Do some activities or games (probably no more than 3 or 4) that help develop some of these areas. Use the suggestions on the next page (2.4) or add your own. 	<ul style="list-style-type: none"> • <i>A Leaders Guide to working with Children</i> • <i>Go Girl</i> • <i>Australian Service Challenge Centenary Pack</i>
<p>5 mins</p>	<p>2.5 Reflection on learning/ Summary of session</p>	<ul style="list-style-type: none"> • Activities can be adapted for varying skills and abilities • Developmental Milestones are a guide but we don't develop identically • Some of the skills we build are concrete skills such as gross motor, other are to do with building resilience such as having confidence in her own abilities. How do you feel about developing the resilience of the girls in your unit? • Give game instructions (and handouts on particular topics if applicable and available.) • Evaluate the session using the method below or another method. 	<ul style="list-style-type: none"> • Game instructions • (Handouts on resilience building etc.) • Evaluation sheet - on A3 if large group • Stickers

SUGGESTED ACTIVITIES

2.1 Examples of activities at five different skill levels.

It is suggested that trainers chose one type of activity, eg codes for all levels. However if a very large group, the trainer may want to use two different types of skill, eg jigsaws and ball skills to demonstrate that the progression of skills goes across a variety of activities. For example, a lack of coordination at 5 years old will be a factor in the size of jigsaw pieces and the level of ball skills expected.

Skill level	Codes	Jigsaws ^{>}	Ball games
1	Picture writing	Insert puzzles	Throw and catch
2	Phonetic alphabet	Small puzzles (4x5)	4 square (stand in square and bounce ball to each other)/ Piggy in the Middle,
3	Substitution code (A=1),	3D puzzles/ Kinder Surprise/puzzle erasers	Captain ball/ handball/ dribbling
4	Morse	White blank puzzle template/ Tangrams	French cricket/ soccer
5	Symbol font on computer or encrypted with key word at the beginning of alphabet and all other letters after,	3d furniture/ car/ plane models	Cricket, tennis or other standard game

[>] Jigsaws -Visit local toy library for ideas and op shops for training resources.

2.4 Building the right environment

Activities providing similar learning outcomes may be substituted provided they are hands-on, not text to be read.

- Establishing Trust
 - o Trust games
 - o Co-operative games
- Building Friendship
 - o Tearing apart Josephine
 - o Crumpled paper
- Discrimination – free
 - o Tearing apart Josephine
- Building resilience
 - o Something Else
 - o *16 games that promote resilience*
 - o *Feeling and expressing*
 - o *Resilience building activities*
- Tackling bullying
 - o Feeling and expressing
- Accepting diversity
 - o *Tearing apart Josephine*
 - o Something Else
- Effective discipline
 - o *Tearing apart Josephine*
- Building self-esteem
 - o Bodythink Ribbon Activity
 - o *Tearing apart Josephine*

GGA Go Girl Centenary Pack and GGA Australian Service Challenge Centenary Pack also have suitable activities.

EVALUATION SESSION 2: The Girl

Continuum

Choose a sticker that you like and place it in the place along the line that best matches your feeling about this session.

How did you enjoy this session?

Yuk! OK GREAT!

Do you think this session was useful?

Not at all Maybe Probably Definitely!