

Module	Session 5: Planning - putting it altogether
Qualification	Unit Leader / Assistant Unit Leader
Proposed length of session	1 ½ hrs

Training Objectives
<p>During this session leaders will</p> <ul style="list-style-type: none"> • Collect program ideas from a variety of sources. • Compare meeting plans for a variety of age groups. • Look at State calendars. • Use a calendar to complete a term's program • Identify information that needs to be communicated with parents/caregivers • Discuss the benefits of long term planning. <p>After the session, Leaders will be able to:</p> <ul style="list-style-type: none"> • Include a variety of ceremonies in their program. • Facilitate girl decision making to create the weekly and term program. • Communicate necessary information with parents/caregivers in a suitable way. • Produce term and 12-month programs using shared leadership as appropriate to the age and stage of her girls. • Produce an evening program suitable for age and stage of her girls.

General notes: This session pulls together all the program ideas and shows participants how to plan over a term and longer. It also includes developing plans for the weekly meeting. In 5.3 Term calendar - choose a term and talk to participants about events and special dates in that term, eg term 1 - Thinking Day; term 2 - Mothers' Day; term 4 preparations for Christmas etc. The calendar (both the term and year) need only include a meeting night theme and the weekend/other activities.

Time	Activities	Trainers Notes	Resources
10 mins	5.1 Adding a sense of belonging: Ceremonies	<ul style="list-style-type: none"> • Remind participants that they have taken part in flag ceremonial - the opening of the training course and closing of the AGP day. They have experienced getting into a horse-shoe formation. • Why do we have ceremonies? Make a list as a patrol. [<i>They mark an occasion, give a sense of belonging and can be a rite of passage.</i>] Trainer share brief story of a special ceremony they have experienced or examples where there was no ceremony and should have been. • In the patrols discuss other ceremonies their unit have or they have heard of. Create a new one or act out one suggested by a member of the patrol. Share with the whole group. 	<ul style="list-style-type: none"> • Trainer's examples of ceremonies relevant to age & stage
10 mins	5.2 Getting ideas	<ul style="list-style-type: none"> • Play <i>Scattergories</i>. Choose a letter and make a list of activities beginning with that letter. • Give each patrol a set of cards with other events that may be part of a unit program over a term such as Promise ceremony, International night run by Mary-Jane, Camp preparation, District Thinking Day, Community event such as Anzac. <p>Trainer: ask if anyone has experienced any of these - show of hands.</p> <p>Trainer: Talk about Shared Leadership. Remind participants that girls and leaders contribute to the program. (Leader's Handbook pg 102)</p>	<ul style="list-style-type: none"> • Bag of Scrabble letters or alphabet dice • 5.2 Program event cards for each patrol or if small group one large print set to be shared. • 5.2 <i>Getting Ideas (Scattergories)</i>

20 mins	5.3 Plan for a term	<ul style="list-style-type: none"> Put one term calendar on the wall or have a set of cards labelled with the weeks 1 to 10. Spread them on the floor or a table where all can see. One set of weeks or calendar per patrol. Or share one set if a small group. Decide on some activities and events you wish to put in your term plan depending on the time of year (can use 5.2 Program Event Cards) Look at the <i>Scattergories</i> game results from the activity above and choose a few activities/events. The patrol has to agree on events chosen using a decision method suitable to the age with which the participants work. Write on post-its or cards. Plan by sticking the event cards/post-its to the appropriate date on the calendar. Look for adventure and excitement, balance, use of the GG/GS methods, coverage of the Elements and Fundamentals, inclusion of traditions and ceremonies. <p>On the term calendar,</p> <ul style="list-style-type: none"> Keep in mind any long-term goal (Jamboree in Qld 2015 for instance) that the girls will need time to prepare for. Add any relevant steps to the goal, eg practising camp skills for jamboree, fundraising etc Add the girls' program ideas/themes as well as girls' badge and award needs. 	<ul style="list-style-type: none"> State event calendars. Term planner with weeks 1 to 10 listed. 5.2 Program event cards Blu-tak & cards or Post-it notes Planning a program - Leaders handbook pg 106 - 108 Decision making handout given out in session 3.7.
15 mins	5.4 The Weekly Meeting	<ul style="list-style-type: none"> In patrols, brainstorm the things that could be in an evening, writing one each on a strip of paper or card: games, "chat time" opening, closing, patrol time. Plan an evening including timing. Optional: Look at some of the GG Victoria sample programs at 5 levels showing difference timings for different ages. Trainer: Pose questions such as <ul style="list-style-type: none"> Why is one program more suited for a particular age group? Why is there a game first on some? Where are the examples of shared leadership? Which of the Elements and Fundamentals are being covered? Compare sample meetings 	<ul style="list-style-type: none"> One or two GG Victoria sample programs at 5 levels. Strips of card / pens Leaders Handbook 104 - 105
20 mins	5.5 Plan a 12 month program	<ul style="list-style-type: none"> As a patrol, plan a 12-month outline program incorporating the term plan from above using all the resources previously discussed including State/Territory calendars, girls' needs and wants, preparations for events etc. Give out a set of cards for a fictitious or real 12 months with other events and important dates, eg local show, State camp in 15 months involving fund raising and preparation including practice camping etc. 	<ul style="list-style-type: none"> 12-month planning template with dates State/Territory calendars World festivals UN Days
10 mins	5.6 Communicating with parents	<ul style="list-style-type: none"> Use the term plan. List the information that needs to go home, eg the program, what to wear, what to bring, any changes of time. Use the meeting plan. Anything parents needs to know or to tell you? Eg anyone coming late or going early, details of any variation of routine, eg going for a walk. Use the year plan. Anything that parents need to know? Eg Date of camp, State event etc so that they can put it on their calendar in plenty of time. Who else needs to know your plan? [District Leader] 	

5 mins	5.7 Reflect on Learning/ summarize	<ul style="list-style-type: none"> • Why do we plan in advance? Shared leadership, preparation time, time to consider risk management, gives Guides something to look forward to, teaches them to plan, teaches them they can do what they want to do, adds fun and adventure, advanced notice for parents of time and changes to routine. • Also helps us ensure a balanced program. • Evaluation activity 	
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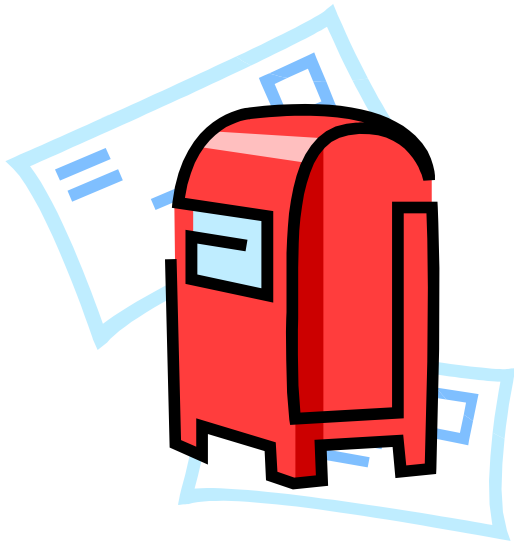
[Note to Trainer: A risk management form does not need to be completed for a game outside during meeting or a short walk provided participants have discussed the activity in advance asking themselves the questions:

- **What am I going to do?**
- **What can happen / go wrong?**
- **What can I do to make it safe?**

Don't go into depth. This will be dealt with in depth in the Being Safe session on day 2.]

EVALUATION SESSION 5 – Planning - putting it together

“Look Wide” Words



Thinking about what you have done during this session, finish the statements on the sheet provided and “post it” into the box.

I feel.....

I think.....

I will.....