

Module	Session 3: Facilitating Delivery of the AGP
Qualification	Unit Leader / Assistant Unit Leader
Proposed length of session	1 hr 35 mins

Learning Objectives

During this session leaders will:

- Read the WAGGGS Mission statement
- Read the GGA Mission statement
- Experience a wide game that incorporates the GG/GS methods
- Challenge themselves
- Experience the AGP process
- Use evaluating methods
- Use peer assessment
- Plan a ceremony

After the session, Leaders will be able to:

- Assist the guides to make decisions about their program and plan, carry out and evaluate activities
- Assist the guides to use the Handbooks, *Aim High*, *Look Wide* and *Look Wider Still* to challenge themselves
- Use at least one evaluation method
- Recall the main features of the recognition system
- Assist a Guide to set a challenge

General notes: This session is about our mission statement, where the AGP comes from and how to put it into practice to develop the girls. All leaders will have come to training courses knowing about the AGP Elements and Fundamentals from *Guiding Orientation* and from reading the appropriate part of the handbook. This session therefore needs to focus on experiencing the AGP process. It is important to work in patrols and provide take-home instructions for any activities used.

MODULE OUTLINE

Time	Activities	Trainers' Notes	Resources
2 mins	3.1 Display WAGGGS mission statement	<p>Introduce the WAGGGS Mission statement</p> <p>The Elements of the Girl Guide/Girl Scout method. Quote by Lord B-P 1918 – <i>‘Our method of training is to educate from within rather than to instruct from without; to offer games and activities which, while being attractive to the girl, will seriously educate her morally, mentally and physically.’</i></p> <p>The GG/GS method is the specific way that we, as leaders help achieve the mission of WAGGGS. – “to enable girls and young women develop their fullest potential as responsible citizens of the world.”</p>	<ul style="list-style-type: none"> • WAGGGS Mission Statement on large piece of card or projected.
20 mins	3.2 Take part in activities incorporating the GG/GS Method.	<ul style="list-style-type: none"> • Take part in short activities that incorporate all five elements of the Girl Guide/ Girl Scout Method. (See notes under Suggested activities.) Use a story or theme to tie together a number of activities to be completed in patrols. Include some personal challenges, one or more outdoor activities, an international activity, if possible an opportunity for service and perhaps a ceremony at end. <p>Note: using the patrols, having at least one outdoor activity and making all activities practical will cover several of the elements/components without providing individual activities for each.</p>	<ul style="list-style-type: none"> • Activity instructions • Activity equipment

10 mins	3.3 Brainstorm as a patrol where GG/GS methods were used in the activities.	The GG/GS Method is integrated into our program. Reflect on the activities just played and identify the 5 elements of the educational method. Use the handbook as a reference or display the GG/GS method on pieces of card. Reflection could be done using Post-its, or a table with activities down one side and elements of GG/GS method across the top; or by some other means.	<ul style="list-style-type: none"> Leaders Handbook pg 17-18
3 mins	3.4 Display GGA mission statement	<p>Remind group that they saw the GGA Mission statement in Guiding Orientation.</p> <ul style="list-style-type: none"> In patrols write down the similarities between WAGGGS & GGA mission statements. <p>Note: the AGP is built on GG/GS educational method.</p> <ul style="list-style-type: none"> Give out activity to take home (Using GG/GS Method in unit). Explain that they can easily use the GG/GS educational method with an activity or program in their own unit. 	<ul style="list-style-type: none"> Leaders Handbook pg 7 Take home activity – GG/GS Method <u>Not to be completed at the training course.</u>

Trainer's note: Link the following activities with a theme, eg knots. See suggestions below.

8 mins 7 mins 5 mins	3.5 Group and individual challenge:	<p>In the following challenges, leaders should be encouraged to experience challenge themselves by choosing activities that stretch their skills. (See Suggested Activities on the next page.)</p> <ul style="list-style-type: none"> Take part in a group challenge. Take part in a individual challenge In patrols discuss how can individuals be challenged? How can we ensure the girl is challenged at her own level; to improve on her personal best not in competition with others. 	<ul style="list-style-type: none"> <i>Adapting activities</i> handout
5 mins	3.6 The Recognition System	<ul style="list-style-type: none"> Look at handbooks, <i>Look Wide</i>, <i>Look Wider</i> and <i>Aim High</i> at the range of badges and awards that form the Recognition System. <p>Briefly talk about the different types of badges - Create a Challenge - personal challenge; Explore a Challenge - set clauses with choice; Achieve a Challenge - three skill levels each with a set syllabus; Discover a Challenge - ten levels of skills linked to the Elements of the AGP; Junior B-P, BP Award and Queens Guide Awards covering lots of challenges and badges.</p>	<ul style="list-style-type: none"> Girl handbooks, <i>Look Wide</i>, <i>Look Wider</i> and <i>Aim High</i>
30 mins	3.7 Experience the AGP method	<p>Experience the AGP. Display each part of AGP as patrols reach it. Open handbooks to AGP symbol. Discuss the importance of ceremonies to mark achievements as well as those to do with events. Participants have experienced Opening Colours. Now they have the chance to develop their own informal ceremony at the end of this activity. (See Suggested Activities on the next page.)</p> <ul style="list-style-type: none"> Discover: look at a selection of badges related to theme. Give out a list of badge clauses. Decide: as a patrol choose a badge clause to do using a decision making process suitable for the age of the girls you work with. Plan: plan what you need, how you are going to complete clause and gather equipment. Do: do the activity Evaluate: how did it go? Was it easy or hard? Use an evaluation method suitable for the age of the girls you work with. Peer assess - How did each member of the patrol perform? Celebrate completion with a ceremony. 	<ul style="list-style-type: none"> List of badge clauses, girls' handbooks and Look Wide <i>Decision making methods</i> handout <i>Methods for evaluation</i> at different ages
5 mins	3.8 Reflect on Learning/ summarise	<p>Guides learn from doing things themselves so it is the process of deciding, planning etc that helps them learn, not what they decide to do.</p> <p>Evaluate the session.</p>	<ul style="list-style-type: none"> Evaluation sheet - A4 or A3 depending on nos. of leaders Stickers

SUGGESTED ACTIVITIES

3.2 Activities needs to include:

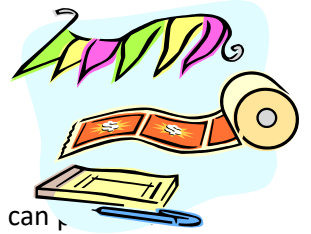
- o Learning in Small Groups (Working positively in small groups creates a sense of belonging).
- o My Path, My Pace (Youth members take the lead in choosing and planning activities, and explore their learning journey at their own pace).
- o Learning by Doing (Learning from real experiences rather than passive listening and observation).
- o Connecting with Others (Connect with people of different ages, genders, cultural and social backgrounds).
- o Connecting with My World (Learning so they can thrive in different environments, and to nurture the communities and environments they care about).

See separate document for suggested activities.

Linked activities for 3.5 and 3.7

Theme	Knotting	Disability awareness	World Guiding
Patrol challenges	Tent-pole knitting	Team games played, with a hand behind back, no hands, on one leg etc	World centre dominos
	Mini pioneering project		World centre hunt
Individual challenge	Individual knotting	Tie knots or write name with toes, write name holding pen in mouth or between wrists etc See Resources for more	Friendship knot, Simple friendship bracelet Thai friendship necklace
Badges	Explore a Challenge: <i>Outdoors</i> Achieve a Challenge: Boating, Camping, Outdoors Discover a Challenge: Topaz, Amethyst, Garnet, Jade	Discover a Challenge: <i>Garnet - a game all patrol can play, Jade, Sapphire,</i>	Explore a Challenge: <i>Guiding, World</i> Achieve a Challenge: <i>World Guiding</i> Discover a Challenge: <i>Agate, Diamond</i>

EVALUATION SESSION 3: The AGP



Stickers

Take a set of 3 stickers. Place the stickers on the activities you liked the best. You can place stickers on the same activity if you REALLY liked it and thought it was AWESOME!

LEADER QUALIFICATION TRAINING COURSE Session 3 Activities Evaluation	Date:
GG/GS Activities	
Finding the Girl Guide / Girl Scout Method	
Group challenge	
Individual challenges	
Recognition System Choosing and doing part of a badge	
Peer assessment	
Ceremony	