

# ALQP – OUTDOORS LEADERSHIP QUALIFICATION – LEARNING OUTCOME SUMMARY

MODULE 1	BEING PART OF GUIDING IN AUSTRALIA
<b>AIMS</b>	<p>To provide the new Outdoors Leader who has no or limited previous experience of Guiding with background information on Guiding in Australia and how it fits into the World Association of Girl Guides and Girl Scouts.</p> <p>This module encourages new Leaders to make contact with other Guide Leaders and Managers and find out about outdoor activities and events in her State and/or Region.</p>
<b>READING</b>	<p><i>GGA Leader's Handbook: Chapter 1, Your Commitment as a Guide Leader</i></p> <ul style="list-style-type: none"> <li>• Handbooks</li> <li>• What does Guiding promote?</li> <li>• Your commitment to the Promise and Law</li> <li>• Code of Conduct</li> <li>• Uniform</li> <li>• Your role as a Unit Leader</li> <li>• Learning &amp; Development</li> </ul> <p><i>GGA Leader's Handbook: Chapter 2, Being Part of Guiding</i></p> <ul style="list-style-type: none"> <li>• Our history</li> <li>• The Promise and Law</li> <li>• WAGGGS</li> <li>• The Girl Guide/Girl Scout method</li> </ul> <p><i>GGA Leader's Handbook: Chapter 3, Being Part of Guiding in Australia</i></p> <ul style="list-style-type: none"> <li>• Guiding in Australia</li> <li>• The Promise and Law in Australia</li> <li>• Members</li> <li>• Your District team</li> <li>• Your Unit team</li> <li>• The Learning &amp; Development team</li> <li>• Meetings</li> </ul>
<b>TRAINING – Guiding Orientation</b>	<ul style="list-style-type: none"> <li>• World Regions, World Centres, History, Advocacy</li> <li>• Symbols of Movement and how used in practice</li> <li>• The Girl Guide/Girl Scout method</li> <li>• Structure of Guiding from Unit to WAGGGS</li> <li>• Introduction to the Promise and Law in practice</li> <li>• Benefits of volunteering</li> <li>• Introduction to the Promise &amp; Law in practice</li> <li>• Introduction to Australian Guiding Program</li> <li>• Uniform</li> <li>• Handbooks</li> <li>• District and its operation</li> <li>• Support Groups</li> </ul>
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Discuss with your Learning Partner what the Promise and Law mean to you and record here the date you made or renewed the Guide Promise.</li> <li>2. Access your State Girl Guide website to find information about State outdoor activities and initiatives and discuss with another qualified Leader.</li> <li>3. Access the WAGGGS website <a href="http://www.waggggs.org">www.waggggs.org</a> to find information about outdoor or environmental activities and initiatives. Discuss with another qualified Leader.</li> <li>4. Attend a District/Region meeting and share your background, outdoor skills and interests, and availability with the Leaders.</li> <li>5. At a meeting or event, share your skills, knowledge and resources with other Leaders / Managers.</li> </ol>
<b>REFLECTIONS</b>	<ol style="list-style-type: none"> <li>1. How do you intend to maintain contact with other Leaders and remind them of what you are doing and how you can support their program?</li> <li>2. How do you intend to keep up-to-date with what is happening in your District / Region?</li> <li>3. Consider how you can provide on-going support to the Leaders / Managers in your District / Region. What team/s do you consider you are part of? How can you develop your role and contribute to these teams, not only to outdoor activity programs, but to all the activities occurring in the Units / District / Region? Note here the steps you will take to build relationships and support others.</li> </ol>

MODULE 1	BEING PART OF GUIDING IN AUSTRALIA (continued)
<b>ASSESSMENT</b>	Successful completion of activities
<b>LEARNING OUTCOMES – KNOWLEDGE</b> <i>On successful completion of this module, the new Leader will be able to:</i>	<ol style="list-style-type: none"> <li>1. Describe the Uniform requirements, her role and the code of conduct (all of this should have been covered by District / Region Manager as part of induction.)</li> <li>2. Explain the qualification process (all of this should have been covered by the Learning Partner).</li> <li>3. Summarise the history of the Guiding movement.</li> <li>4. Explain the structure of WAGGGS, its role and current advocacy programs.</li> <li>5. Recall how international opportunities can be accessed.</li> <li>6. Identify the Symbols of the Movement.</li> <li>7. Understand the structure of Australian Guiding including the role of national officers.</li> <li>8. Articulate what being a member of Guides means and the different youth and adult membership roles.</li> <li>9. Explain how the District or Region works.</li> <li>10. Explain the different roles in the Unit leadership team.</li> <li>11. Recall the Elements and Fundamentals of the Australian Guide Program.</li> </ol>
<b>LEARNING OUTCOMES – SKILLS</b> <i>On successful completion of this module, the new Leader will be able to:</i>	<ol style="list-style-type: none"> <li>1. Explain to parents, girls and the wider community what Guiding promotes.</li> <li>2. Recount the history of the Guiding movement with confidence and enthusiasm.</li> <li>3. Use the WAGGGS website with ease.</li> <li>4. Navigate the GGA and State websites with ease.</li> <li>5. Contribute to a District / Region meeting.</li> </ol>
<b>LEARNING OUTCOMES – ATTITUDES/ BEHAVIOURS</b> <i>On successful completion of this module, the new Leader will:</i>	<ol style="list-style-type: none"> <li>1. Be confident in understanding the requirements of the leadership role.</li> <li>2. Show interest and enthusiasm in the World Association of Girl Guides and Girl Scouts and the current advocacy campaigns.</li> <li>3. Proudly wear her uniform.</li> <li>4. Be personally committed to the principles and practice of the Promise and Law.</li> <li>5. Confidently contact other Leaders in order to start building networks.</li> <li>6. Represent her Outdoors Leadership role confidently to Leaders within the District / Region.</li> </ol>

MODULE 2	DELIVERING THE AUSTRALIAN GUIDE PROGRAM OUTDOORS
<b>AIM</b>	To gain an understanding of the Fundamentals of the Australian Guide Program (AGP) and the skills, knowledge and confidence to apply them to outdoor activities. To enable the new Outdoors Leader to deliver the Australian Guide Program outdoors in a meaningful, coherent, relevant and fun way, bearing in mind that it will take some years to be fully competent in this.
<b>READING</b>	<p><i>GGA Leader's Handbook: Chapter 4, Delivering the AGP</i></p> <ul style="list-style-type: none"> <li>• The four Elements</li> <li>• The seven Fundamentals</li> <li>• The AGP process</li> <li>• The Girl Recognition System</li> <li>• Badges and Awards</li> <li>• Outcome tables</li> </ul> <p><i>GGA Leader's Handbook: Chapter 5, Implementing the Seven Fundamentals of the AGP</i></p> <ul style="list-style-type: none"> <li>• Patrol System</li> <li>• For each fundamental, information on historical background, Leader responsibilities, suggested activities and sources of further information.</li> </ul> <p><i>GGA Leader's Handbook: Chapter 6, Your role as a Leader of your Unit</i></p> <ul style="list-style-type: none"> <li>• Shared Leadership</li> <li>• Unit meetings</li> <li>• Creating a friendly and cooperative Unit</li> <li>• Building self-esteem of girls</li> <li>• Developing resilience in girls</li> <li>• Accepting diversity</li> <li>• Effective discipline</li> </ul>
<b>TRAINING: Leadership Qualification – Delivering The AGP or Outdoors Leadership Qualification – Delivering The AGP outdoors</b>	<p>AGP – The Girl</p> <ul style="list-style-type: none"> <li>• Developmental Milestones</li> <li>• Adapting activities</li> <li>• Atmosphere for growth: building resilience, building self-esteem, tackling bullying, establishing trust, building friendships etc</li> </ul> <p>AGP – Delivering the AGP</p> <ul style="list-style-type: none"> <li>• Girl Guide / Girl Scout Method Activity</li> <li>• AGP Process</li> <li>• Identifying appropriate challenges</li> <li>• Setting challenges in recognition system</li> </ul> <p>AGP – The Patrol and the AGP</p> <ul style="list-style-type: none"> <li>• Patrol System</li> <li>• Range of patrol activities from several fundamentals/elements of AGP</li> </ul> <p>AGP – Promise and Law</p> <ul style="list-style-type: none"> <li>• What girls believe</li> <li>• Promise and Law games and activities</li> </ul> <p>AGP – Guiding Traditions</p> <ul style="list-style-type: none"> <li>• Campfire / history</li> <li>• Guides Own</li> </ul>
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Attend a Unit meeting or other Unit event and assist the Unit leadership team to run the meeting / event.</li> <li>2. Attend another Unit meeting or other Unit event (preferably with another age group of Guides) and assist the Unit leadership team to run the meeting / event.</li> <li>3. Attend a District or Region event for girls and assist the other Leaders to run part of the event.</li> <li>4. At one of the above meetings / events, run a Wide Game, utilising your outdoors skills.</li> <li>5. At one of the above events welcome parents or visitors and explain your role.</li> <li>6. At one of the above meetings / events, take responsibility for leading or assisting with a ceremony, e.g. opening, closing, flag ceremony.</li> <li>7. Discuss with your Learning Partner how ceremonies could be integrated in the outdoor activities you will run.</li> <li>8. Discuss with your Learning Partner how you could integrate the main principles of shared leadership into an outdoor activity.</li> <li>9. Keep a record of the activities and events, and associated correspondence for outdoor activities you have undertaken.</li> </ol>

MODULE 2	DELIVERING THE AUSTRALIAN GUIDE PROGRAM OUTDOORS (continued)
<b>ACTIVITIES (continued)</b>	10. Produce a provisional 12-month plan for how you might be able to deploy your skills and knowledge to support Units in your District / Region / State to deliver outdoor activities. 11. Lead an outdoor activity lasting up to two hours within a normal Unit meeting. You can carry out this activity as part of the leadership team, although you will have to have a substantive role. 12. Lead an outdoor activity lasting a full day (this must be a minimum of 4 hours of program). You can carry out this activity as part of the leadership team, although you will have to have a substantive role. For activities 11 and 12 the Outdoors Leader will need to demonstrate: <ul style="list-style-type: none"> <li>• Preparation: equipment, information to girls and parents, GGA forms as applicable</li> <li>• Undertake a risk assessment</li> <li>• Why the activity was chosen and how it fits within the Guides' current program</li> <li>• How the activity meets the relevant developmental stages of the girls, using the outcome tables on pages 36-56 of the Leader's Handbook</li> <li>• Which AGP elements and fundamentals will be addressed</li> <li>• Which outdoor skills and knowledge the activity is designed to develop</li> <li>• What was actually done and how the activity unfolded</li> <li>• How you led the Guides and other adults who may have been involved</li> <li>• How the Patrol System was used</li> <li>• How the Recognition System was used</li> <li>• If appropriate, how the activity was adapted to suit the needs of individual Guides</li> <li>• How the activity was evaluated</li> <li>• Reporting to your District / Region Manager</li> </ul>
<b>REFLECTIONS</b>	1. Rate your own understanding of the seven Fundamentals on a scale of 1-5, with "1" being weak and "5" being strong. 2. How do you intend to improve your understanding of the seven Fundamentals? 3. How will you incorporate the seven Fundamentals and four Elements into future outdoor activities?
<b>ASSESSMENT</b>	Successful completion of activities
<b>LEARNING OUTCOMES – KNOWLEDGE</b> <i>On successful completion of this module, the new Leader will be able to:</i>	1. Discuss the Elements and Fundamentals and how they are used to construct the Australian Guide Program. 2. Utilise the Girl Recognition System, including the Badges and Awards to structure the learning and achievements of the girls. 3. Determine at what stage of the Patrol System cycle the Guides are. 4. Use the Outcome Tables to determine the girls' developmental stages and design an appropriate program. 5. Recall the Girl Guide / Girl Scout Method 6. Explain what is meant by the term <i>shared leadership</i> . 7. Explain the fundamentals of the Patrol System. 8. Recall her obligations to ensure a discrimination free environment for girls. 9. Discuss some basics of "girl psychology" including: building resilience, building self-esteem, tackling bullying, establishing trust, building friendships etc. 10. Describe the main ceremonies used.
<b>LEARNING OUTCOMES – SKILLS</b> <i>On successful completion of this module, the new Leader will be able to:</i>	1. Effectively use an age-appropriate Patrol System during activities. 2. Conduct outdoor activities. 3. Use games as a learning tool. 4. Involve the Guides in decision-making and goal-setting. 5. Conduct a range of ceremonies, including opening and closing ceremonies. 6. Evaluate the program.
<b>LEARNING OUTCOMES – ATTITUDES / BEHAVIOUR</b> <i>On successful completion of this module, the new Leader will:</i>	1. Be enthusiastic about the AGP as a way of optimising learning and fun for girls. 2. Be passionate about outdoor activities as an integral part of the development of girls. 3. Provide a safe inclusive atmosphere for Guides. 4. Develop collaborative relationships with parents. 5. Use ceremonies to celebrate achievements and create a sense of belonging. 6. Promote Guiding positively.

MODULE 3	BEING SAFE
<b>AIM</b>	To enable the new Outdoors Leader to understand what is meant by having a “duty of care”, to develop the skills and knowledge to keep Guides safe from all kinds of harm, to minimise risk to Girl Guides Australia, and to meet GGA’s legal responsibilities.
<b>READING</b>	<p>GGA <i>Leader’s Handbook</i>: Chapter 7, <i>Your role in safety and risk management</i></p> <ul style="list-style-type: none"> <li>• Risk management and risk management planning process</li> <li>• <i>Guide Lines</i></li> <li>• Health &amp; safety at Unit meetings</li> <li>• Health &amp; safety for activities</li> <li>• Emergency management</li> <li>• First Aid and First Aid Kit</li> </ul> <p><i>Guide Lines</i> - policies on Child Protection, Food Handling, HIV, Risk Management, Substance Abuse, Social Media, Sun Protection, Administering Medication and any relevant State policies.</p>
<b>TRAINING: Leadership Qualification – Being Safe</b>	<p>Being Safe</p> <ul style="list-style-type: none"> <li>• Hazard identification</li> <li>• Risk Management plans</li> <li>• Safe food handling procedures using preparation of one of the meals as an example</li> <li>• Reporting incidents</li> </ul>
<b>TRAINING: Provide First Aid HLTAID003</b>	<ul style="list-style-type: none"> <li>• Basic Life Support (DRSABCD)</li> <li>• CPR and AED</li> <li>• Shock Management</li> <li>• Airway Management - Asthma, Choking, Severe Allergic Reaction, Hyperventilation</li> <li>• Cardiac Emergencies</li> <li>• Bleeding and wound care</li> <li>• Burns and Scalds</li> <li>• Extremes of Heat and Cold</li> <li>• Musculoskeletal Injuries</li> <li>• Altered Conscious States</li> <li>• Poisons Bites and Stings</li> </ul>
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Act as the designated first aider for an activity. Take the opportunity to check the first aid kit and make replacements as required.</li> <li>2. For the relevant activities in the Passport, identify and address any health and safety issues.</li> <li>3. With other Leaders, discuss risk assessment for a Unit meeting and note the key points.</li> <li>4. Conduct a risk assessment for full day outdoor activity. Document the results in a risk management plan (using GGA forms).</li> <li>5. Use safe food handling procedures during an outdoor activity.</li> </ol>
<b>REFLECTIONS</b>	<ol style="list-style-type: none"> <li>1. How can you pass your learning on to Guides to keep your activities as safe as possible?</li> </ol>
<b>ASSESSMENT</b>	First Aid – <i>Provide First Aid HLTAID003</i> Certificate of Attainment
<b>LEARNING OUTCOMES – KNOWLEDGE</b> <i>On successful completion of this module, the new Leader will be able to:</i>	<ol style="list-style-type: none"> <li>1. Describe the main risk management policies and to identify her responsibilities within them.</li> <li>2. Find all relevant policies, procedures and forms.</li> <li>3. Identify hazards, assess the risk, take steps to minimise the risk and determine a risk balance.</li> <li>4. Recall First Aid theory.</li> </ol>
<b>LEARNING OUTCOMES – SKILLS</b> <i>On successful completion of this module, the new Leader will be able to:</i>	<ol style="list-style-type: none"> <li>1. Identify hazards and know how to minimise them.</li> <li>2. Apply appropriate First Aid skills.</li> <li>3. Conduct Fire or Evacuation Drills.</li> <li>4. Undertake risk assessments and prepare risk management plans – as needed for Unit meetings and for activities outside of meeting place.</li> <li>5. Use safe food handling procedures.</li> <li>6. Report incidents, following policy and procedures.</li> </ol>
<b>LEARNING OUTCOMES – ATTITUDES / BEHAVIOUR</b> <i>On successful completion of this module, the new Leader will:</i>	<ol style="list-style-type: none"> <li>1. Be confident that she can discharge her “duty of care” as an Outdoors Leader.</li> <li>2. Commit to safe practices and procedures.</li> <li>3. Respect confidentiality and security of information.</li> </ol>

MODULE 4	DEVELOPING OUTDOORS SKILLS
<b>AIM</b>	To enable the new Outdoors Leader to develop and/or demonstrate a wide range of basic outdoor skills that are relevant to Guides.
<b>READING</b>	GGA Guide Handbooks: Outdoor chapters
<b>TRAINING: Leadership Qualification or Outdoors Leadership Qualification– Outdoor Skills</b>	<p>Outdoor Skills</p> <ul style="list-style-type: none"> <li>• Wide Game</li> <li>• Environmental Awareness - conservation, <i>Earthkeepers</i>, recycling, environmental impact, environmental science, environmental service etc.</li> <li>• Knots and Gadgets - flagpoles, chariots, camp gateways, pioneering projects such as bridges, etc.</li> <li>• Map and Compass - map reading, navigation, GPS, orienteering, geocaching, etc.</li> <li>• Fires and cooking - cooking fires, campfires, cooking with or without utensils, solar cooking, safe food handling etc.</li> <li>• Bushcraft - improvised shelters, water stills, food gathering, survival and safety in the bush, trails &amp; tracks, tracking signs, animal tracks, scavenger hunts, stalking etc.</li> <li>• Camp skills - improvised shelters, pitch &amp; strike tents, bedrolls, setting up campsites, care of equipment and site, etc.</li> </ul>
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Visit the website Leave No Trace <a href="http://Int.org.au/">http://Int.org.au/</a> and note how to manage your outdoor activities to minimise impact on the environment. Discuss this with a Unit Leader.</li> <li>2. Lead an activity for Guides designed to raise their awareness of minimum impact practices.</li> <li>3. Take an active part in the leadership team for a Guide camp.</li> <li>4. Budget for an event/camp and discuss with District / Region Manager.</li> <li>5. Develop and demonstrate your <b>environmental awareness</b>. Record the environmental activities you have undertaken during the qualification period.</li> <li>6. Develop and demonstrate your skills in <b>Knots and Gadgets</b>. Record the knotting activities you have undertaken during the qualification period.</li> <li>7. Develop and demonstrate your skills in <b>Map and Compass</b>. Record the map and compass activities you have undertaken during the qualification period.</li> <li>8. Develop and demonstrate your skills in <b>Fires and Cooking</b>. Record the map and compass activities you have undertaken during the qualification period.</li> <li>9. Develop and demonstrate your skills in <b>Bushcraft</b>. Record the map and compass activities you have undertaken during the qualification period.</li> <li>10. Develop and demonstrate your skills in <b>Camping</b>. Record the map and compass activities you have undertaken during the qualification period.</li> <li>11. Research other outdoor activity providers in your Region. Find out how Guides can access the activities they provide. Share this information at a District / Region meeting.</li> </ol>
<b>REFLECTIONS</b>	<ol style="list-style-type: none"> <li>1. Rate your own skill level in each of these outdoor skills areas on a scale of 1-5, with “1” being weak and “5” being strong.</li> <li>2. What else can you do to improve your outdoor skills in these areas?</li> <li>3. What are the major challenges in teaching Guides outdoor skills? What do you need to include for skills sessions to be successful?</li> </ol>
<b>ASSESSMENT</b>	Successful completion of activities
<b>LEARNING OUTCOMES – KNOWLEDGE</b> <i>On successful completion of this module, the new Leader will be able to:</i>	<ol style="list-style-type: none"> <li>1. Describe the range of outdoor activities available to Guides.</li> <li>2. Recall a range of outdoor activities suitable for different developmental stages of the Guides.</li> <li>3. Discuss the benefits of outdoor skills to the Guides.</li> <li>4. Access adults with skills in the outdoors.</li> <li>5. Demonstrate knowledge of outdoor equipment and its safe use.</li> <li>6. Budget for an event/camp</li> </ol>
<b>LEARNING OUTCOMES – SKILLS</b> <i>On successful completion of this module, the new Leader will be able to:</i>	<ol style="list-style-type: none"> <li>1. Apply minimum environmental impact practices.</li> <li>2. Be an active Leader at a Guide Camp and take an outdoor-focused role at Guide events.</li> <li>3. Lead a range of outdoor activities including environmental awareness, knots and gadgets, map and compass, fires and cooking, bushcraft and camping skills.</li> <li>4. Demonstrate the practical application of skills.</li> <li>5. Conduct a wide game.</li> </ol>
<b>LEARNING OUTCOMES – ATTITUDES / BEHAVIOUR</b> <i>On successful completion of this module, the new Leader will:</i>	<ol style="list-style-type: none"> <li>1. Be confident to take the Outdoors leadership role.</li> <li>2. Value the outdoor environment.</li> <li>3. Share a love of the outdoors with Guides and adults and promote this part of the program.</li> <li>4. Make outdoor activities fun and adventurous.</li> <li>5. Continue learning outdoor skills suitable for sharing with Guides.</li> </ol>