

# A GIRL'S GUIDE TO BEING **A JUNIOR LEADER**



**GIRL GUIDES**  
**AUSTRALIA**



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# CONGRATULATIONS

on taking on the role of a  
Junior Leader.

This role is both exciting and challenging and we hope you have a lot of fun sharing your guiding with the girls in your unit.



# Being a Junior Leader

## What is the role of a Junior Leader?

A Junior Leader is a Guide aged between 14-17 years who works with a Unit of younger Guides.

As a Junior Leader you will help younger Guides learn new skills, gain confidence and have fun. This can be at unit meetings, outings, camps or special events. You just need to be working with a unit of Guides younger than you, which is not the same unit as your Peer Unit.

Being a Junior Leader is a great way to give service to Guiding and your Community while gaining leadership skills and is lots of fun as well. The work you do as a Junior Leader enables the girls to have fun, develop, grow more confident and gain life skills etc.

You will be developing leadership skills with the supervision and guidance of a Qualified Leader as well as being part of the team that facilitates the Australian Guide Program with the unit.

You also have the chance to participate in all activities for 14-17 year olds that are offered as National and State Events as well as in events especially designed for Guides working as Junior Leaders.

It would be worthwhile keeping a record of the activities you have done and achievements you have accomplished as a Junior Leader as this may help you when you use the role on your CV, as you progress as a Leader through the Australian Learning and Qualification Program (ALQP) Leadership Learning Passport or in other aspects of your life.

## What are the responsibilities of a Junior Leader?

Being a Junior Leader is lots of fun but there are some responsibilities that you have. In this role you have to make a commitment to a Unit of younger Guides. That means being part of the leadership team of that Unit.

### Commitment to the Leaders:

Being part of the leadership team means that you have to not only be part of it, you will be expected to be reliable and punctual and set a good example to the Guides in your unit.

Being a part of the leadership team also means helping to organise program activities, assisting with running activities at your Unit meetings as well as outings and camps etc.

### Commitment to the Guides:

You need to remember that the girls will look up to you and that you will be a role model for them. This means that you need to treat each of them with respect and help them in any way you can. There may be times when you hear things about the girls that is confidential. You need to respect that and never repeat anything you hear about the girls or their families. If you hear something that concerns you, you could talk this over with the Unit Leader.

## What is expected of you?

You are part of the leadership team. Therefore you will lead games and activities as part of the Unit meeting as your skills develop over time. You will be asked to attend outings, camps and other events with the Unit when you can. These may include District, Region and State events.



It is hoped that you will also take the opportunity to attend workshops and trainings that are offered to increase your skills in leadership and to learn new games and activities that you can share with the Unit.

As part of the Promise you made you promised to “do my best”. As a Junior Leader it is expected that you will strive for high standards and that you will look for opportunities to assist both the adult Leaders you are working with and the younger Guides you are helping to lead.

## Which Unit should you work with?

It is up to you to think about which age group of girls you would like to work with as a Junior Leader and to discuss with the District Leader and/or the Unit Leader which Unit best fits with your needs. Sometimes going back to the Unit that you were a Guide in isn't always the best option and you should think about visiting a few units before deciding which Unit you would like to be a part of.

## What role do Guide Leaders have with respect to Junior Leaders?

The Leader is there to help you develop your leadership skills whilst being part of the Unit. She may give you special responsibilities each week such as taking the role of running a particular part of the program. She may ask you to prepare activities ahead of time or to take a Patrol of girls to teach them a new skill. She is also there as a resource for you to find out about activities that are happening in the State for Guides aged 14-17.

## Some things to remember when working with the Unit

Because you are under 18 you do not count in the adult ratio. Leaders are required to have a certain ratio of Leaders to Guides both at their Unit meetings and when they take Guides on activities.

You should not be left alone with girls unsupervised – although you are an older Guide you are not an adult, and as such you are not required to have the full responsibility of the girls on your own. You can be asked to help take a group of Guides around the block for a “penny hike”. However you cannot take a Unit meeting on your own without other adult Leaders being present.

You should not have to deal with money. You cannot be asked to take responsibility for banking money for the Unit. You may be asked to collect subs at the Unit meeting but it is not your role to then bank the money.

## What is a Peer Unit?

The Unit of younger Guides that you are working with as a Junior Leader is not your Peer Unit. A Peer Unit is a group of girls who are within a few years of your age. You can be a Junior Leader with a unit of younger Guides as well as a member of a Peer Unit. However, the two Units cannot be the same Unit. The younger Guide Unit cannot be your Peer Unit.

We encourage you to be a member of both Units, not to make it harder for you but because we believe you will find you have more fun, more friends and more networking opportunities when you attend events for your age group. This will help you to make the most of your time in Guiding

If you are a member of a Peer Unit and a Junior Leader you need to be clear to both Units just what commitment you can give to each.

## What badges can you get as a Junior Leader?

You cannot earn badges from the Australian Guide Program as a Junior Leader. However, you can use the work you do as a Junior Leader as part of badge work which is assessed by your Peer Unit. You need to be part of a Peer Unit to undertake completing challenges to earn badges and awards. This includes the Queen's Guide Award, and the focuses including the Leadership Focus.

## How can I learn more about Leadership?

Being a Junior Leader is all about developing your leadership skills. As part of that development we suggest that you try to attend a Youth Leadership Training as soon as possible. These are great weekends offered each year to girls aged from 14-17. They are all about fun, friendship, networking and developing leadership skills.

## What should I pay for, and what should my Unit pay for?

As a Junior Leader you are part of the leadership team of the Unit. As such it is expected that you would only pay for those activities that the other Leaders pay for. However, sometimes you might attend an event as a participant and then you may need to pay e.g. if you attend a rock climbing event with your Unit, you may need to pay if you participate with the other girls.

If you have any concerns about what you should pay for please talk first to your Leader or phone the State Program Manager or send her an email and she can help you further.

## Progressing to Adult Leadership

When you progress to an adult leadership role ask your Learning Partner about Recognition of Prior Learning (RPL) for your work as a Junior Leader which is part of the requirements for the Leadership Learning Passport.





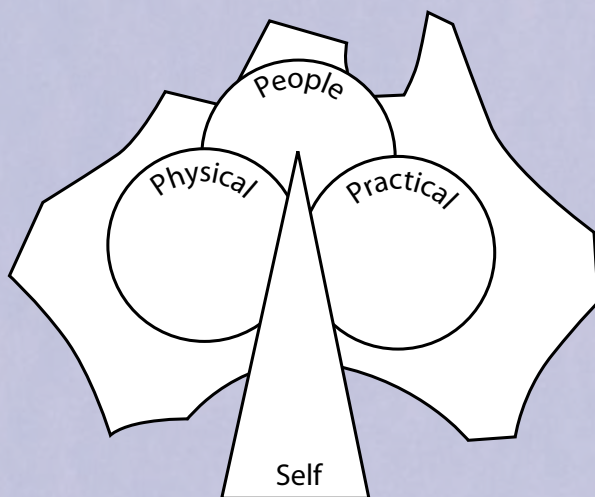
# Understanding the Australian Guide Program

The Australian Guide Program (AGP) is a values-based, leadership and life skills program. Girls grow into confident, self-respecting, responsible community members through fun, friendship and an active awareness of the outdoors.

This program is delivered through an interactive planning process based on four elements and seven fundamentals.

## Elements of the Australian Guide Program

The Australian Guide Program encourages the girl to develop her **Self** in the areas of **Physical** development, **Practical** skills, and in relationships with **People**.



Promise and Law  
Outdoors      Service  
World Guiding      Guiding Traditions  
Leadership Development      Patrol System

## Fundamentals of the Australian Guide Program

1. Code of conduct in the **Promise and Law**
2. Active awareness of the **Outdoors**
3. Community development as **Service**
4. Building peace through **World Guiding**
5. Sense of belonging through **Guiding Traditions**
6. Life skills through **Leadership Development**
7. Team-working skills through the **Patrol System**







In the Australian Guide Program, there is plenty of opportunity for Guides to plan their own activities and challenges. You can assist Patrols and the Unit Leaders with ideas and suggestions for activities, help with the planning, and have great fun.

The Australian Guide Program is based on a **process** facilitated by Leaders, which allows girls and young women to plan, implement and evaluate their own activities. It is important that unit programs are based on this philosophy.

This gives girls opportunities to learn trust, self-confidence and independence, and can best be shown in the following diagram:



## The Girl Recognition System

The girl Recognition System is available to Guides within the Australian Guide Program. It is optional for a girl to attempt any of the challenges, badges and achievement awards (including the Peak Achievement Award – the Queen’s Guide Award), but girls usually find this an enjoyable part of their Guiding activities.

Many girls enjoy the diversity and challenge offered through the recognition of achievement.

As a girl progresses through Guides she looks for more and more challenges. Many girls like to extend themselves by setting individual challenges away from the weekly Unit meeting.

## Progression

Because everyone is different, progression is a personal thing. It is important though to allow girls to move on when they are ready to the next age group of Guides. You should recognise and observe differences in girls’ values, understanding, knowledge and skills as they grow older.

As a Junior Leader you can assist your Unit Leader to offer support and be a human resource for the girls.

Have a flexible approach to allow girls to experience activities and skills for themselves. Be prepared to step back and let the girls try for themselves. It is through practical activities and experiences that girls grow and learn.

If you have previously been a Guide yourself then your knowledge is very useful to a younger Guide. You can alleviate fears and help a girl recognise when she is ready for the next phase of her Guiding journey.

# What is Leadership?

‘The process by which a person influences the activities of an individual or group in efforts towards the achievement of a goal’ (International Training Handbook of the World Scout Bureau)

Many of us become good Leaders by learning about the skills of leadership and practising them. Experience and observation will show you that different situations need different types of leadership. Effective leadership is achieved when the Leader modifies her leadership style to suit the specific situation. This is called Situational Leadership. Learning to be aware of situations, and how people are feeling; takes time and observation skills. You will learn more about these special skills at leadership training weekends and workshops.

However, you can begin to learn a great deal by watching others in a leadership role. For example: teachers, employers and other Unit Leaders. Some Leaders will be more effective than others. Try to decide why?

A Leader needs to be:

- friendly and understanding
- trustworthy
- willing to learn
- reliable
- punctual
- fair-minded
- adaptable
- tolerant and patient
- willing to listen
- confident
- enthusiastic

She also needs a sense of humour, to keep everyone’s spirit up when things don’t go according to plan. Some leadership skills may be taught by experience, others by example. Special skills such as managing time wisely, and being able to plan ahead, need practice.

Planning ahead step by step can make all the difference between success and failure of everything you undertake – from running a game to organising an outing.

## Shared Leadership

The process of shared Leadership:

The role of the Leader in encouraging shared leadership develops from the Leader supporting the girl towards increasing girl involvement. For example:

- the girls brainstorm ideas and you write down what they suggest
- the girls begin to share responsibility for recording
- you encourage the girls to lead the discussion and write down their ideas
- the girls initiate and plan activities including you in their discussions

Leadership development is continually provided throughout the program through the girls planning, conducting, and evaluating games, ceremonies and activities for small and large groups. This encourages awareness of group needs. They are also given opportunities to learn leadership skills and to put them into practice.





**you can only lead others, if you have their confidence,  
and you can only have confidence  
if you have confidence in yourself;  
you can only have confidence in yourself  
by knowing your work thoroughly and well.**

**- Baden-Powell**

**Leadership is providing the functions necessary to:**

- get the task done (competence)
- maintain the life of the group (comradeship, cohesion, spirit)

Leaders should be encouraging girls to develop leadership skills. They achieve this by partnering in the planning and development of the Unit program. Through appropriate activities, the girls learn and practice skills.

By actively encouraging girls to challenge themselves, Leaders should also identify when it is time for a girl to move on to another group.

This active progression allows a girl to reach her full potential and find Guiding stimulating and fun.

Build your partnership with the Guides in your Unit through trust, acceptance, challenge and sharing. As a Junior Leader you can assist the Unit Leaders by being a motivator, an encourager, a contributor, and a supporter.

Unit Leaders need to identify the needs of their girls, and develop a leadership program to meet these needs. They need to select and modify activities appropriate for their girls.

**This could be achieved through activities based on:**

- Team games, particularly non-competitive games
- Communication skills, particularly listening
- Assertiveness skills – using “I” language when dealing with conflicts and problems
- Assessment skills – self assessment and peer assessment that looks at the planning, effort, and learning involved - whether it was worthwhile, what went really well; how it could be improved and something good to build on.

As a Junior Leader you can assist in this process by observing and questioning the girls on their likes and dislikes.

**Shared Leadership is the  
interaction of girls and Leaders  
planning their program together'**

Page 3 of 'Leader's Guide to Shared Leadership'



## Leadership skills

Here is a core list of skills that will assist you to become an effective Leader:

- Observation
- Communication
- Listening
- Questioning
- Decision making
- Problem Solving
- Evaluating
- Teaching a skill

You will find that your skills will develop as you and the girls work together with the Unit Leaders to plan their activities.

Units vary in the age of the girls, the number of girls in the Unit and the types of activities they do.

What makes your Unit special? What do the girls in your Unit like to do?

Consider what skills you already have that you can share with them? Are you creative and like playing games and planning activities? Do you like outdoor skills? Do you need to bring in some fresh ideas to help the girls think about trying something new?

One of the joys of leadership is introducing something new to the Unit, watching the Guides build on the original concept, and take the idea even further.

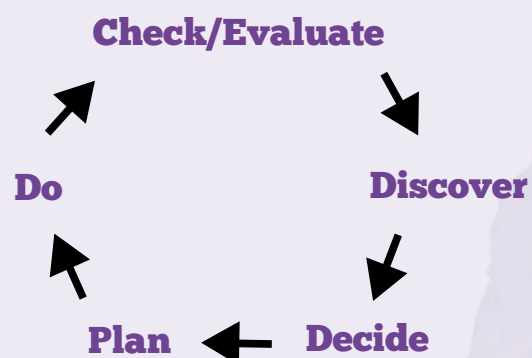
One of the best ways to build skills and knowledge in the girls is to provide plenty of practical activities with a fun element.

That is one of the secrets of good leadership in Guiding. For you to be competent in leadership, ask yourself the following 3 questions:

1. How can a task be done? (Attitude)
2. What specific skill do I need to complete this? (Skill)
3. Why do I need to use this skill to have this task completed? (Knowledge)

If you ask yourself what skills are required to complete the task, you can then teach girls skills that allow them to complete tasks for themselves. This is the core of the Patrol System! Teaching the Patrol Leaders skills, who then teach their own Patrol, allows a Leader to build on her own skills as well as the Guides. Helping girls to pass on information correctly is the key to good communication.

Remember the process of the AGP from the AGP in Section 1?



A Unit can build on the activities by evaluating what worked and what didn't.

Girls can practise this even further in the security of their own Patrol. Girls will learn more when they can make their own mistakes and build on the knowledge they have. Evaluating the passing on of a request or task allows girls to grow in their understanding of small group interaction.

Another key aspect of girls working together is to give them an environment where they feel free to express their opinion, and are supportive of each other as they try new activities and ideas.



It is important that girls can take turns being the Leader of an activity to give them all a chance to have a go at being the Leader. You will find girls can decide, plan and do quite quickly. It is important that Leaders assist girls to evaluate effectively and introduce new challenges for them to consider and try.

Evaluation does not have to take much time. You will know very quickly, for example, if the girls enjoy a game. If they don't enjoy it, they will tell you!

Every Guide has the right to learn how to develop leadership skills gained from working together in a Unit.

Explore how to assist girls at all stages of development to build leadership skills through Unit activities and using the Patrol System.

Guiding uses different methods of the Patrol System that are appropriate to the developmental stage of a girl's growth.

**Note** that Units may move back and forth between these different models, based on the girls' needs and experience and their Leaders' experience.

### For Guides 5 – 7 years

Co-operative membership of a group

- Learning to co-operate
- Learning to share

### For Guides 7 years or older

Decision making in a group; working in Patrols, plus shared Unit activities.

- Program planning
- Patrol planning
- Learning to co-operate and share
- Learning to think of others and to share opinions

### For Guides 11 years or older

Task management in Patrols, with the Patrol Leaders and Leaders holding PL's Council to plan the Unit program

- Patrols work together planning their own activities
- Patrols come together for some Unit activities

### For Guides 14 years and older

Group management. Start to work with Meeting Guidelines/ Procedures with a Chairperson, Treasurer and Secretary.

- Leaders take on a mentoring role and are consulted when necessary.
- Freely sharing opinions and seeking new opportunities
- Girls may pursue individual goals or shared goals in small groups based on shared interests.

## Improve Your Skills

There are many type of skills which you will need to be a successful Junior Leader. For example:

- Leadership skills
- Guiding Skills
- People skills
- Technical skills

Leadership skills were discussed in a previous section. Think about what skills you have already.

What have you learned? Can you apply what you know to a situation?

The skills that you will gain through being a Junior Leader can enhance and support your career plans, including volunteer and paid work. Make a commitment to keep up to-date, to build up your skill level and to design a personal action plan.

The choice here is yours. Whatever you choose, it should stretch your capabilities, It if does not, your choice was too easy!



## Guiding Skills

Tick the ones that you have

Practical Skills	
<input type="checkbox"/> Camping	<input type="checkbox"/> Craft
<input type="checkbox"/> First aid	<input type="checkbox"/> Cooking
<input type="checkbox"/> Knotting	<input type="checkbox"/> Compass
<input type="checkbox"/> Hiking	<input type="checkbox"/> Mapping
<input type="checkbox"/> Singing	<input type="checkbox"/> Book-keeping
People Skills	
<input type="checkbox"/> Listening	<input type="checkbox"/> Perseverance
<input type="checkbox"/> Speaking	<input type="checkbox"/> Friendliness
<input type="checkbox"/> Honest	<input type="checkbox"/> Interest
<input type="checkbox"/> Patience	<input type="checkbox"/> Enthusiasm
<input type="checkbox"/> Tolerance	<input type="checkbox"/> Good relationships
Technical Skills	
<input type="checkbox"/> Driving	<input type="checkbox"/> Sewing
<input type="checkbox"/> Word-processing	<input type="checkbox"/> Swimming
<input type="checkbox"/> Cross stitch	<input type="checkbox"/> Netball
<input type="checkbox"/> Music	<input type="checkbox"/> Woodwork
<input type="checkbox"/> Cake decorating	

Perhaps the most important skills you can have are people skills. These skills reflect your attitudes and it is important that you develop good relationships with the people, adults and girls, with whom you are working in the Unit and in all aspects of your Guiding life.

Consistent and fair behaviour, being a good listener, and trusting girls to do their best are all people skills which you can develop through your time as a Junior Leader.



## Setting Challenges

The idea of a Junior Leader challenging herself to plan and carry out an activity is evident throughout the whole of the Junior Leader leadership program.

The word challenge suggests that you choose an activity that will achieve a particular purpose involving adventure, enjoyment and resourcefulness. The whole experience is one of making a personal decision to extend yourself.

Perhaps you wanted to learn how to build a rope bridge? You had a really good try and were able to teach it to some Guides, plus try some variations. You did your best. Sometimes the bridge may not have been totally successful, but you will still know that you did your personal best in building it and teaching the knotting skills to achieve it.

Decide how well your challenge went. Discuss it with the Unit and think how well you achieved what you set out to do. This is called peer and self-assessment.



## Teaching Skills

To teach a skill, you need to have the ability to use that skill yourself. Most people learn best by doing, so give basic information, demonstrate the skill, explain its purpose, follow up with examples, and then let the girls try it for themselves.

### Key points:

- Know the subject
- Think about what you are going to say and do
- Have an aim (eg: teach the girls 5 knots and their application)
- Ensure you have all the equipment and time needed
- Give examples to illustrate your point
- Keep explanations short and clear
- Can everyone see and hear?
- Take time to do it well
- Let everyone have a go
- Apply it in practical situations
- Give alternatives (most things can be done in more than one way)
- Relate it to the program
- Be sure everyone is occupied, interested and comfortable

## Planning Activities

Guiding emphasises 'learning by doing' and encouragement of initiative and resourcefulness. You may be asked to plan some activities for the weekly program, and teaching the girls skills. There are several useful methods that you may like to try. If you have previously been a Guide, you may already be familiar with these.

## Brainstorming

Brainstorming is a quick way to get many ideas from a group. The person in charge asks for ideas on a given topic. These are written down on a large piece of paper or chalkboard or whiteboard for all to see. All ideas are listed without comment.

The group looks at the ideas generated, and then decides which ones they will keep. Some ideas may be grouped together, because they are similar, and some may be rejected. Try this out with topics such as: collecting program ideas, deciding on a service project or where to go for a hike.

## Discussion

Often the girls will have a lively discussion. You may initiate a discussion by posing a question or problem to solve. A discussion not only conveys information and improves understanding, but helps to change attitudes and improve relationships.

## Miming or Role Play

Girls love to act or mime. Role play involves acting out a situation from real life so that the issues involved become more meaningful. This is a useful method for girls to understand the Guide Promise and Law.

Below are some examples of situations you could act out:

- A situation showing each of the Guide Laws being kept, or broken.
- Accepting a new girl into the Patrol – acceptable and unacceptable ways.
- What would you do if you found a wallet with money in it?

## Demonstration

This involves showing a girl a way to perform a selected skill: for example, simulating first aid or knotting. It includes preparation on your part. Explain the skill as you demonstrate to the girls how to do it, and allow practise by the girls, to see if they have learnt from your demonstration.

## Round Robin Activities

A “round robin” is a series of activities. Several activities or skills are set up in different areas. Patrols do each one in rotation, spending part of the available activity time at each base.

**Consider what you learnt from trying each of these training methods.**

## Games

Games have many values and purposes, but they must be enjoyable.

Many games are indoor games, because Unit meeting times are often in the evening. Try to play games outdoors wherever possible. Everyone loves games, but no one wants to play the same game all the time. Adapt old favourites or create new games on known themes. Use games to practise skills.

Games can be used for many purposes:

- To help girls get to know each other
- To release high spirits and energy
- To develop physical fitness
- To train girls in co-operation, listening, fair play, patience and self-control
- To teach observation
- To develop senses (hearing, taste, feeling etc.)
- To teach skills and facts





A few pointers on what to ask yourself when selecting a game to use and add to your collection.

- Will it be fun?
- Is it suitable for the age of the girls and the number taking part?
- Will everyone be occupied all the time?
- How long will it take?
- Do I need any equipment for the game?
- Will the girls have suitable clothing?
- If outdoors, is the weather suitable? Can it be adapted for indoors?
- Does it have a purpose in the program?

Try to collect games under the following headings. This will give you a variety to choose from that are appropriate for a particular meeting program. Keep a note of any equipment required for the game. If you have played the game, write a few notes on its effectiveness.

- Team games
- Ball games
- Fun games
- Teaching games
- Thinking games
- Observation games
- Nature and outdoor games
- Quizzes
- Wide Games

## Points to remember when leading games

Baden-Powell said,

**“When playing a great game successfully, a definite organisation and clear rules are essential”.**

- Be sure of the rules and keep them simple
- Appoint an umpire to make decisions if necessary
- Give instructions clearly. Make the game sound exciting
- If possible try the game out first
- Set boundaries
- Make sure scoring is done fairly and consistently
- Have equipment for the game ready before beginning
- Finish the game while the girls are still enjoying it. They will want to play it another time
- Stop the game if it is not going well



# Finding and Using Resources

There are lots of people and places where you can get resources to help you in your role as a Junior Leader.

- Leaders from the Unit
- Other Leaders from the District
- Region Leaders
- Peer Unit Leader
- Other Youth Leaders
- Other Junior Leaders and Guides aged 14-17

## Resources

- The Guide Handbooks
- Books in the cupboard and on bookshelves at the hut or ask your Leader
- Internet sites – other Guide sites

## More information about Events

How can you get more information about events for 14-17 year olds and youth members?

- Ask your Leaders
- Visit your State and National Girl Guide websites.
- Receive the Youth Magazine (if your state produces one)

## Who do I talk to?

If you have a problem or have any questions about being a Junior Leader try talking to your

- Peer Unit Leader
- Junior Leader Mentor / Liaison
- District Leader
- Region Leader





# Useful List of Publications and Websites

## Publications

The following books will give you an understanding of the philosophy and background of Guiding. You may find your Leader, District Leader or State Resource Centre has copies you can borrow.

Girl Guides Australia Youth and Leader Handbooks

Guide Lines, the policy, organisation and rules for Girl Guides Australia.

Girl Guiding/Girl Scouting: A Challenging Movement, gives a concise understanding of Girl Guides and Girl Scouts, the elements and philosophy of the Movement. Third edition, 1997.

Scouting For Boys – the original book for Scouting based on the magazine of the same name, first published in 1908.

Window on my Heart, The autobiography of Lady Olave Baden-Powell GBE. As told to Mary Drewery, 1973.

From a Flicker to a Flame by Margaret Coleman and Honor Darling, The Story of Guiding in Australia, 1989.

Let me Tell You a Story by Clare Broadhurst, revised 1991. A book about the Promise.

Trefoil Around the World (WAGGGS Publication)

WAGGGS initiatives and resources.

## Websites

[www.girlguides.org.au](http://www.girlguides.org.au) Website of Girl Guides Australia

[www.girlguides.org.au/nt](http://www.girlguides.org.au/nt) Website of Girl Guides Northern Territory

[www.guidesnsw.org.au](http://www.guidesnsw.org.au) Website of Girl Guides NSW & ACT

[www.guidesqld.org.au](http://www.guidesqld.org.au) Website of Girl Guides Queensland

[www.guidessa.org.au](http://www.guidessa.org.au) Website of Girl Guides South Australia

[www.guidestas.org.au](http://www.guidestas.org.au) Website of Girl Guides Tasmania

[www.guidesvic.org.au](http://www.guidesvic.org.au) Website of Girl Guides Victoria

[www.guideswa.org.au](http://www.guideswa.org.au) Website of Girl Guides Western Australia





GIRL GUIDES  

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AUSTRALIA

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