

Girl Guides Australia

# INSPIRE

An introduction to the Olave Program



A one-hour program for Olaves to run in  
Guide Units of all ages

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**GIRL GUIDES**  
**AUSTRALIA**

# INSPIRE

## An introduction to the Olave Program

### Welcome to the information pack for INSPIRE! In this pack you will find:

- ▶ An overview of INSPIRE: an introduction to the Olave Program;
- ▶ A list of the fun and interactive activities for each of the age groups;
- ▶ Detailed information and instructions for running an INSPIRE program with different age groups (including lots of extra tips and tricks); and
- ▶ Templates for emails and handouts that you can use.

### Overview

INSPIRE is a one-hour program to be run by Olaves in a Guide Unit during a regular weekly meeting. It provides an introduction to the Olave Program for Guides of any age and facilitates connections between Olaves, Guides and Unit Leaders. There are four versions of the INSPIRE program – one for 5-6 year-olds, one for 7-9 year-olds, one for 10-13 year-olds and one for 14-17 year-olds. Very few resources are required. Guides will earn an 'I'm Inspired to Become an Olave' badge for their camp blanket or Guide bag.

The INSPIRE badges are available to be purchased from each State Guide Shop for \$2 per badge. These badges are for Guides who participate in the INSPIRE Program. Olaves who run the program and Unit Leaders whose Units participate are also entitled to purchase a badge for themselves if they wish.

The INSPIRE program for each age group is based around the following seven parts:

- ▶ Opening game
- ▶ Introductions and overview
- ▶ Ice-breaker game
- ▶ Adventure
- ▶ Community
- ▶ Self-development
- ▶ Closing activity and badge presentation

### Outcomes

The purpose of the INSPIRE program is to:

- ▶ Provide Guides with a basic understanding of the Olave Program;
- ▶ Facilitate personal connections between Olaves and Guides;
- ▶ Give Unit Leaders a 'night off', where they can have a break from running the program;
- ▶ Give Guides a sense of the range of options that exist for their future in Guiding;
- ▶ Introduce local Olaves to Unit Leaders and vice versa;
- ▶ Provide Olaves with a 'taste' of running a program in a Unit; and
- ▶ Get Olaves engaged with their local Guide Units.



## Key steps for Olaves:

Running a successful INSPIRE program for a Guide Unit will take a bit of time and planning to ensure that it is easy and fun for everyone.

- 1** In your Peer Group, or with a group of Olaves, have a think about what age group you might want to run an INSPIRE program with. Remember that Units with younger Guides usually meet earlier in the afternoon, and Units with older Guides usually meet in the evening. Or you might want to challenge yourself by running four programs – one with each age group!
- 2** Get in touch with a Unit Leader at a local Guide Unit using the email template at Appendix 1. If you don't know any local Guide Units or Leaders, contact your District Manager or Region Manager and ask for some contact details.
- 3** Arrange a date and time with the Unit Leader – remember that the Unit might have already planned for the term, so it might be a date in the next term. Once you agree a date, make sure that you remain available and attend on that date.
- 4** Discuss with the Unit Leader about how the one-hour INSPIRE program will fit within their Unit. For example, it might be that the meeting runs for 1.5 hours, so the INSPIRE program will fit neatly in between the usual Unit opening and closing ceremonies (with a bit of time for extra games at the start or finish). Also consider and discuss with the Unit Leader the age group of the Unit – it might not fit neatly into one of the age groups that the INSPIRE programs are designed for. There are some suggestions for dealing with mixed age groups below.
- 5** Make yourself familiar with the INSPIRE program and think about how you might present it with the other Olaves – for example, you might take turns giving instructions for the activities and joining in with the Guides. Arrange for any resources that you might require (there are not many!).
- 6** Arrive early to have a chat with the Unit Leader about the Guides. There might be some who will require some particular assistance, or who will need close supervision. Make sure you wear your Guide uniform and make sure all the Olaves have name tags!
- 7** Have a great time! Remember that the key is FUN, and getting Guides inspired. Join in with everything with enthusiasm and try to really connect with the Guides. Also make sure you have a chance to spend some time with the Unit Leaders to introduce them to the Olave Program as well (especially if they are aged 18-30).
- 8** Afterwards, have a chat with the other Olaves about how the program went. If you have any comments or suggestions about the INSPIRE program, please send your feedback to [olave@girlguides.org.au](mailto:olave@girlguides.org.au)
- 9** Send a thank you email to the Unit Leader for giving you the opportunity to INSPIRE the Guides. Follow up with 14+ Guides or Unit Leaders who indicated they might be interested in trying out the Olave Program.

## Summary of INSPIRE activities for each age group

For detailed activities for **ages 5-6, see page 5**

For detailed activities for **ages 7-9, see page 10**

For detailed activities for **ages 10-13, see page 16**

For detailed activities for **ages 14-17, see page 20**

	Age 5-6	Age 7-9	Age 10-13	Age 14-17
<b>Opening game</b> (10 minutes)	Olaves & Orangutans	Olaves & Orangutans	Froggie!	Vegetable Smile
<b>Introduction</b> (5 minutes)	Introductions, overview of the Olave Program	Introductions, overview of the Olave Program	Introductions, overview of the Olave Program	Introductions, overview of the Olave Program
<b>Ice-breaker game</b> (10 minutes)	Name Alphabet	Elephant	Elephant	Shapes
<b>Adventure</b> (10 minutes)	Toxic Swamp Snowball Fight	Toxic Swamp Partner Challenge	Desert Island Designer	International Architects
<b>Community</b> (10 minutes)	Freeze Frames	Freeze Frames	Freeze Frames	Freeze Frames Trust Circle
<b>Self-development</b> (10 minutes)	A Great Guide Is	Yes, No, Maybe	Alphabet List	Bucket Lists
<b>Closing</b> (5 minutes)	Futures	Futures	Futures	Futures What Next?

It is unlikely that the Guide Unit will fit neatly into one of the age groups outlined above. In that case, speak to the Unit Leader to determine which program might be most appropriate. For example, if the Unit is for Guides aged 5-10 but there are not very many 5 or 6 year olds, it might be better to use the 7-9 program. Alternatively, if it might be a large unit with an even range of Guides from 10-16, it might actually be better to split the unit in half and run both the 10-13 program and the 14-17 program simultaneously.

Other options might include having the resources for different age groups, and adjusting the program if it appears to be too easy or too difficult for the Guides on the day. Often it is best to err on the side of the 'older' program, and making sure there is additional assistance from either Guides or Olaves for the younger Guides in the Unit. This can be better than erring on the 'younger' side, as the older Guides can get quite bored.

Of course, the key is to make sure that everyone is comfortable with the activities being run and HAVING FUN!

# The INSPIRE Program: Age 5-6

## General tips

Guides in this age group are generally in pre-primary or Year 1. They will have very limited attention spans and like being active as much as possible. Reading and writing skills will vary between individuals, but cannot be assumed. They usually love attention and are likely to be eager to volunteer. They will have a limited idea of the differences in age for 'adults' – anyone over a teenager will be essentially the same age in their eyes, and may have a limited comprehension of a 'future'.

Ways to get their attention include having a whistle or a shaker, clapping your hands three times or placing your arm in the air. Explain to the Guides that when they hear that noise, or see you with your hand in the air, they need to stop what they are doing, look at you and listen.

Remember that this is a fun and interactive night! The Olaves need to be enthusiastic about what they are doing and really keen to meet and connect with the Guides. Feel free to repeat some activities if the Guides are having a lot of fun, or to shorten some activities if the Guides are not as interested or engaged.

**NB: references in these instructions to the 'leader' refer to the Olave running the activity, not the Unit Leader.**

## 1. Opening game (5 minutes)

### Olaves & Orangutans

Explain to the Guides that before the Olaves introduce themselves and start the program for the meeting, everyone is going to play a game called 'Olaves & Orangutans' so that we can all run around a bit.

Divide the Guides (and Olaves) into two teams. Mix them up!

Ask the teams to stand in two straight lines parallel to each other – with everyone facing the leader at the front.

Name one team **Olaves** and the other team **Orangutans**.

The leader stands in front of the two lines and calls out 'Oooooo... OLAVES' or 'Oooooo...ORANGUTANS'.

***Tip: You can also call out other words starting with 'O' to confuse the Guides (such as 'Oranges' or 'Octopus')***

If 'Olaves' are called, the team called 'Orangutans' must run away from the team called 'Olaves' to the wall closest to them. The 'Olaves' must chase the 'Orangutans' and try to tag them before they touch the wall.

Any Guide tagged by the other team becomes a part of that team. For example, an Orangutan caught by an Olave becomes an Olave.

Ask the Guides to re-form their lines, with those who have been tagged standing in their new team line. Continue the game until there is just one person remaining on one of the teams or until time is up.

## 2. Introduction (10 minutes)

**Equipment:** nil

Ask all the Guides and Olaves to sit in a circle.

Explain to the Guides that some Olaves have come to their Guide Unit tonight to meet some wonderful Guides, have some fun and give them an idea about what Olaves do.

Each Olave introduces themselves and tells the Guides a little bit about their Guiding background (for example, when they started Guides, how long they have been in Guides, what Unit they attended).

**Tip: Make sure the Olaves are wearing name badges and the Guides know whether to use your real name, or your Guiding name (if you have one).**

Go around the circle and ask each Guide to say their name.

Ask the Guides 'when does Guiding end?'

**Tip: They might have no idea – encourage them to guess! Give them some examples and ask if they agree ('So, can you be a Guide when you are 15? What about when you are 105?')**

Explain that they can be Guides until they turn 18 and then after that there is a fun and exciting program for 18 to 30 year olds called the Olave Program. Members of the Olave Program are called Olaves, in the same way as they are called Guides.

Explain that Olaves do a lot of different things but they especially like to have adventures, help the community and learn new things through self-development.

Tonight is about meeting some Olaves and learning about the sorts of things that Olaves might like to do. It's all about having fun!

**Tip: Make sure you also explain the method you are going to use to get their attention (see ideas at the start of this section).**

## 3. Ice-breaker game (10 minutes) – Name Alphabet

**Equipment:** nil

Explain to the Guides that before they get started with the activities, they are going to have a game to help everyone remember other people's names – and to use up some energy.

Ask the Guides and Olaves to find a place to stand in where they have some space around themselves.

Explain that the leader will call out a letter of the alphabet and an action to go with that letter. If their name starts with that letter then they must do that action for 20 seconds.

**Here are suggestions for each letter: A = awakening, B = bouncing C = chickening, D = dancing, E = exercising, F = fishing, G = galloping, H = hopping, I = itching, J = jumping, K = kicking, L = laughing, M = marching, N = nodding, O = opening, P = paddling, Q = quacking, R = running, S = skipping, T = twirling, U = uncurling, V = vacuuming, W = wiggling, X = star-jumps (making X shapes), Y = yawning, Z = zig-zagging**

Tip: Call out some letters together, such as 'A B C D' or 'L M N O P'. Keep the game fast paced – you might need to demonstrate the actions as you call them out to keep up the enthusiasm. You could play it again using surnames if the Guides are enjoying it.

## 4. Adventure (10 minutes)

### Explanation of 'Adventure'

**Equipment:** nil

Ask the Guides and Olaves to sit back down in a circle. Ask the Guides if they can remember the 3 different things that Olaves do.

Remind the Guides that Olaves like to go on adventures, help the community and learn new things. Ask the Guides 'What is an adventure?'

**Tip: Remember to give appropriate feedback to their responses – be encouraging!**

Explain that Olaves like to go on lots of different adventures. Some of these adventures are in the bush, on the water or sometimes it is in another state or another country!

Explain that when Olaves go on adventures they need to face challenges and work in teams. Here is an activity to test your teamwork. Tell the Guides that they are going to go on their own mini adventure.

### Toxic Swamp

**Equipment:** newspaper - approximately 2 pieces per Guide

Ask the Guides to gather in their patrols, or form them into small groups. Add the Olaves to the patrols so that they are included in the game.

Ask the Guides to imagine that they have been walking through the bush and suddenly they have come across a toxic swamp. Explain that as a patrol, they need to cross the toxic swamp (get to the other side of the room). The newspaper will keep their feet safe from the swamp, so they can only step on the newspaper.

Explain that they will need to work together in their patrol to make sure that nobody touches the floor. If someone touches the floor the patrol must all go back to the wall and start again.

Hand out a piece of newspaper to each Guide and Olave, and tell them to get started! When the patrol has crossed the swamp they can sit down and cheer on the other patrols.

**Tip: Suggest to the Olaves that they can be a bit dramatic when stepping on the newspaper – wobbling and acting like they are going to fall in the swamp. The more atmosphere, the better!**

If the Guides accomplish this easily, suggest that they try again with less newspaper. For example, give each patrol half plus one as many pieces of newspaper as group members (eg: if there are 6 Guides in a patrol, they get 4 pieces of newspaper).

Once the activity is finished, ask everyone to keep hold of their newspaper for the next activity.

### Snowball Fight

**Equipment:** newspaper left over from the previous activity, object to make a dividing line – eg rope or tape

Bring everyone back together into a circle. Explain that sometimes Olaves will go on adventures to places where it is really cold and there is snow. This might be a place in Australia in the mountains, or other countries like Switzerland or Norway. And one thing Olaves love to do in the snow is have a snowball fight.

**Tip: You could ask whether any of the Guides have had a snowball fight before.**

Divide the Guides and Olaves into 2 mixed groups and allocate each team to one side of the room. Divide the room by putting out a rope or tape.

Hand out any additional leftover newspaper from previous activity and give everyone 30 seconds to scrunch up their sheets of newspaper into balls.

**Tip: Olaves may have to demonstrate this.**

Explain that the aim of the game is to get as many snowballs onto the other side of the room as possible.

**Tip: Encourage them to throw the snowballs as far onto the other side of the room as they can.**

Tell the teams that they have 1 minute to try and win the game. Start the game!

**Tip: Give frequent updates as to how much time is remaining and count down the last ten seconds.**

After a minute, stop the game. Ask each side to count how many pieces of newspaper are on their side of the room, and declare the winner.

**Tip: If you ask the Guides in each team to bring all the pieces of newspaper together to count them, that will make the clean-up much easier!**

Make sure that all the newspaper is recycled.

## 5. Community (10 minutes)

### Explanation of 'Community'

**Equipment:** nil

Bring the Guides together in a group. Ask them to put their hand up if they enjoyed their adventures crossing the toxic swamp and having a snowball fight.

*Tip: Some Guides may make comments or ask questions about other adventures that Olaves might have, feel free to continue the discussion if they are interested.*

Ask the Guides if they can remember the other two things that Olaves do. Supply hints as needed. Remind the Guides that one of these things is to help the community. Ask the Guides if they can think of any ways that we can help other people.

### Community Freeze Frames

**Equipment:** nil

Explain to the Guides that we are going to play a game to discover ways that we can help the community. Explain that this game will have each small group creating a freeze frame scene, which means that they will be posing doing an action as if someone has taken a photo.

Explain they have 2 minutes to come up with a scene that includes all members of their patrol, and after 2 minutes they will be asked to FREEZE in place and the Olaves will look at the scene they have created. Ask the Olaves to do an example which shows them helping someone in a shopping centre.

*Tip: Make sure you have talked through the instructions with the Olaves beforehand so they can demonstrate properly. Some ideas might be helping someone to carry their shopping or pointing the way that a thief has run. Make sure all Olaves are involved in the freeze frame (they might be shoppers in the background, etc).*

Divide the Guides into patrols or small groups.

Explain the first scene needs to show them **helping people at home**. Ask the Guides to give some examples. Give the patrols 2 minutes to come up with a scene that shows them helping at home.

*Tip: Some examples might include laying the table, looking after a brother or sister, washing the dishes, helping in the garden.*

After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene. Congratulate the patrols on what they have done.

Explain that the next scene needs to show them being **helpful at school**. Ask the Guides for some examples. Give the patrols 2 minutes to come up with a scene that shows them helping at school.

*Tip: Some examples might include helping the teacher to clean up the classroom, tying up a friend's shoelace or looking after someone who has hurt themselves.*

After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene. Highlight some great aspects of each group.

Explain that for the last scene, they need to come up with their **own ideas of being helpful**. If the group is unable to do this, you could suggest that they create a scene of being helpful at Guides. Give the patrols 2 minutes to come up with a scene that shows them being helpful.

*Tip: Some examples at Guides might include being friendly to a new Guide or helping to pack up equipment after an activity.*

After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene.

Congratulate the Guides for their efforts in showing that they can help the community.



## 6. Self-development (10 minutes)

### Explanation of 'Self-development'

**Equipment:** nil

Bring everyone together and sit together in a circle. Ask the Guides to tell you what they have learnt that Olaves do so far. Explain that we have one more area to explore and that is self-development. Explain that self-development is a 'fancy' way of saying learning new things. Explain that a very important part of being able to learn is to first of all to know a bit more about ourselves.

### A Great Guide Is

**Equipment:** large butchers paper and coloured markers

Explain that this activity we are going to draw an outline of a Guide and around it write or draw all of the things a great Guide is, does, says and does not do.

**Tip:** *Depending on the number of Guides, it might be a good idea to split into a few groups (probably no more than 6 per group) so that all Guides have the chance to contribute.*

If you have butchers paper, ask the Guides to trace around the outline of a Guide in their group. If you have smaller paper, ask the Guides to draw the outline of a girl.

Once the Guides have drawn the girl in the centre of the paper, ask them to draw pictures or write examples of what Great Guides are (eg: friendly, polite), what Great Guides do (eg: help others, share), what Great Guides say (eg: asks for help, please, thank you) and what a Great Guide does not do (eg: is mean or rude, pushes people).

Give the Guides some time to come up with different ideas and then ask them to share their ideas.

**Tip:** *If the Guides get stuck, remind them to think about their Promise and Law.*

## 7. Closing (5 minutes)

**Equipment:** one INSPIRE badge per Guide

Bring the Guides together and sit on the floor.

Explain that the meeting is now nearly over but there is one more activity to go, which is all about them! Have the Guides come up with a dream of what they would like to do as an Olave.

**Tip:** *You might need to give them context – for example it will be when they have grown up and finished high school.*

Ask the Guides to think quietly in their own minds what they might like to do as an Olave. It might be something that we've talked about today – it might a country they want to visit, or a big adventure they want to try, or way that they could help other people, or something that they might want to learn how to do.

Give the Guides a minute to share their dream with the Guides next to them.

Ask some of the Guides to share their dream with the rest of the unit.

Ask Guides to 'raise your hand if you had a fun evening and you can't wait to become an Olave?'

Hand out the badges and thank the Guides for inviting you to their Unit and that you've had a great time

**Tip:** *Don't forget to thank the Unit Leaders too!*

**Tip:** *If you are interested in evaluating your session and getting feedback from the Guides, add an evaluation element to the closing – maybe asking what their favourite part of the meeting was, or what they might want to do differently next time.*

# The INSPIRE Program: Age 7-9

## General tips

Guides in this age group are generally in Year 2 to Year 4. They will have relatively good attention spans but still like being active as much as possible. Reading and writing skills are more developed. They focus very much on their friends, and are likely to be eager to volunteer. They will have some idea of the differences in age for adults, and some idea of what they might like to do in the future.

Ways to get their attention include having a whistle or a shaker, clapping your hands three times or placing your arm in the air. Explain to the Guides that when they hear that noise, or see you with your hand in the air, they need to stop what they are doing, look at you and listen.

Remember that this is a fun and interactive night! The Olaves need to be enthusiastic about what they are doing and really keen to meet and connect with the Guides. Feel free to repeat some activities if the Guides are having a lot of fun, or to shorten some activities if the Guides are not as interested or engaged.

**NB: references in these instructions to the 'leader' refer to the Olave running the activity, not the Unit Leader.**

## 1. Opening game (5 minutes)

### Olaves & Orangutans

**Equipment:** nil

Explain to the Guides that before the Olaves introduce themselves and start the program for the meeting, everyone is going to play a game called 'Olaves & Orangutans' so that we can all run around a bit.

Divide the Guides (and Olaves) into two teams. Mix them up!

Ask the teams to stand in two straight lines parallel to each other – with everyone facing the leader at the front.

Name one team **Olaves** and the other team **Orangutans**.

The leader stands in front of the two lines and calls out 'Oooooo... OLAVES' or 'Oooooo...ORANGUTANS'.

*Tip: You can also call out other words starting with 'O' to confuse the Guides (such as 'Oranges' or 'Octopus')*

If 'Olaves' are called, the team called 'Orangutans' must run away from the team called 'Olaves' to the wall closest to them. The 'Olaves' must chase the 'Orangutans' and try to tag them before they touch the wall.

Any Guide tagged by the other team becomes a part of that team. For example, an Orangutan caught by an Olave becomes an Olave.

Ask the Guides to re-form their lines, with those who have been tagged standing in their new team line. Continue the game until there is just one person remaining on one of the teams or until time is up.

## 2. Introduction (10 minutes)

**Equipment:** nil

Ask all the Guides and Olaves to sit in a circle.

Explain to the Guides that some Olaves have come to their Guide Unit tonight to meet some wonderful Guides, have some fun and give them an idea about what Olaves do.

Each Olave introduces themselves and tells the Guides a little bit about their Guiding background (for example, when they started Guides, how long they have been in Guides, what Unit they attended).

**Tip:** *Make sure the Olaves are wearing name badges and the Guides know whether to use your real name, or your Guiding name (if you have one).*

Go around the circle and ask each Guide to introduce herself. You might want to ask them to add a bit about when they started Guides.

Ask the Guides 'when does Guiding end?'

**Tip:** *They might have no idea – encourage them to guess! Give them some examples and ask if they agree ("So, can you be a Guide when you are 15? What about when you are 105?")*

Explain that they can be Guides until they turn 18 and then after that there is a fun and exciting program for 18 to 30 year olds called the Olave Program. Members of the Olave Program are called Olaves, in the same way as they are called Guides.

Explain that Olaves do a lot of different things but they especially like to undertake challenges and try new things in the areas of adventure, community and self-development. Discuss each of these three aspects briefly.

**Tip:** *You can make this a bit entertaining by giving some serious examples, and some silly examples of each and asking the Guides questions like 'Is camping an adventure?' 'Is sitting on the couch watching TV an adventure?'*

Tonight is about meeting some Olaves and learning about the sorts of things that Olaves might like to do. It's all about having fun!

**Tip:** *Make sure you also explain the method you are going to use to get their attention (see ideas at the start of this section).*

## 3. Ice-breaker game (10 minutes)

**Elephant**

**Equipment:** nil

Explain to the Guides that before they get started with the activities, they are going to have a bit of a silly game called 'Elephants'.

Ask the Guides and Olaves to form a circle, standing up. Choose one person to stand in the middle of the circle.

The person in the middle chooses someone in the circle and points at them and says 'elephant'.

The person who is pointed at and the Guides on either side must 'create' an elephant:

- ▶ The person in the middle puts her arms out in front of her as a trunk.
- ▶ The person on her left must hold her arms out to her right in the shape of half an ear and the person on the right must hold her arms in the shape of the other half of the ear.

If all of these shapes are formed before the person in the middle counts to 3 then she remains in the middle. If someone makes a mistake or is too slow, they swap places with the person in the middle.

**Tip:** *Keep this fast paced, encourage the Guides to be exaggerated and maybe make some appropriate elephant noises as they form the shape. The person in the middle should make quick choices.*

**Tip:** *You might want to change the animal after a while. You could ask the Guides to suggest animals, or you could use emu (person in the middle creates a beak with her arm, the Guides on either side make a wing and all run on the spot) or koala (person in the middle puffs out her cheeks and the Guides on either side make ears).*

#### 4. Adventure (10 minutes)

##### Explanation of 'Adventure'

**Equipment:** nil

Ask the Guides and Olaves to sit back down in a circle. Ask the Guides if they can remember the 3 different things that Olaves do.

Remind the Guides that Olaves like to go on adventures, help the community and learn new things. Ask the Guides 'What is an adventure?'

*Tip: Remember to give appropriate feedback to their responses – be encouraging!*

Explain that when Olaves go on adventures they need to face challenges and work in teams. Here is an activity to test your teamwork. Explain that we are going to take part in an activity to see how well we can work together in a team.

##### Toxic Swamp

**Equipment:** newspaper - approximately 2 pieces per Guide

Ask the Guides to gather in their patrols, or form them into small groups. Add the Olaves to the patrols so that they are included in the activity. Ask the patrols to all stand on one side of the room.

Ask the Guides to imagine that they have been walking through the bush and suddenly they have come across a toxic swamp! Explain that as a patrol, they need to cross the toxic swamp (get to the other side of the room). The newspaper will keep their feet safe from the swamp, so they can only step on the newspaper.

Explain that they will need to work together in their patrol to make sure that nobody touches the floor. If someone touches the floor the patrol must all go back to the wall and start again.

Hand out a piece of newspaper to each Guide and Olave, and tell them to get started! When the patrol has crossed the swamp they can sit down and cheer on the other patrols.

*Tip: Suggest to the Olaves that they can be a bit dramatic when stepping on the newspaper – wobbling and acting like they are going to fall in the swamp. The more atmosphere, the better!*

If the Guides accomplish this easily, suggest that they try again with less newspaper. For example, give each patrol half plus one as many pieces of newspaper as group members (eg: if there are 6 Guides in a patrol, they get 4 pieces of newspaper).

Once the activity is finished, ask everyone to keep hold of their newspaper for the next activity.

##### Partner Challenge

**Equipment:** newspaper leftover from the previous activity

Bring everyone back together into a circle. Explain that while they are having adventures, Olaves make great friends so the next activity is going to challenge how well everyone can work together with a friend.

Divide up the Guides and Olaves into pairs – make sure that everyone knows their partner's name, and that each pair has one sheet of newspaper. Explain that you will soon ask everyone to start running around the room, and when the leader calls 'MATCH UP' everyone needs to find their partner and stand on their sheet of newspaper so that no part of their body is touching the ground.

Tell everyone to start running around the room. After a short time, call MATCH UP! Walk around and look at the pairs – any pair that has no part of their body on the floor gains one point.

Tell everyone to start skipping around the room. After a short time call MATCH UP and explain that they need to do the same thing again but this time they need to fold their newspaper in half before they stand on it! Walk around and look at the pairs – any pair that has no part of their body on the floor gains one point.

Continue the game, changing the action and asking them to fold the newspaper in half again each time. Finish up once no pair can stand together on their newspaper. Congratulate the pair who managed to stand on the smallest area of newspaper.

*Tip: Guides may like to play it again once they see some of the tricks that people use (such as one person carrying the other, or one person standing on the other person's feet).*

Make sure that all the newspaper is recycled.

## 5. Community (10 minutes)

### Explanation of 'Community'

**Equipment:** nil

Bring the Guides together in a group. Ask them to put their hand up if they enjoyed their adventures and worked well in a team.

*Tip: Some Guides may make comments or ask questions about other adventures that Olaves might have, feel free to continue the discussion if they are interested.*

Ask the Guides if they can remember the other two things that Olaves do. Supply hints as needed. Remind the Guides that one of these things is to help the community. Ask the Guides if they can think of any ways that we can help other people.

### Community Freeze Frames

**Equipment:** nil

Explain to the Guides that we are going to play a game to discover ways that we can help the community. Explain that this game will have each small group creating a freeze frame scene, which means that they will be posing doing an action as if someone has taken a photo.

Explain they have 2 minutes to come up with a scene that includes all members of their patrol, and after 2 minutes they will be asked to FREEZE in place and the Olaves will look at the scene they have created. Ask the Olaves to do an example which shows them helping someone at school.

*Tip: Make sure you have talked through the instructions with the Olaves beforehand so they can demonstrate properly. Some ideas might include helping the teacher to clean up the classroom, tying up a friend's shoelace or looking after someone who has hurt themselves. Make sure all Olaves are involved in the freeze frame (they might be other children in the background, etc).*

Divide the Guides into patrols or small groups.

Explain the first scene needs to show them **helping people at a shopping centre**. Ask the Guides to give some examples. Give the patrols 2 minutes to come up with a scene that shows them helping at a shopping centre.

*Tip: Some examples might include carrying someone's shopping, helping someone who has fallen over, pointing out the way a thief has gone.*

After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene. Congratulate the patrols on what they have done.

Explain that the next scene needs to show them being **helpful at a park**. Ask the Guides for some examples. Give the patrols 2 minutes to come up with a scene that shows them helping at a park.

*Tip: Some examples might include tying up a friend's shoelace or looking after someone who has hurt themselves.*

After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene. Highlight some great aspects of each group.

Explain that for the last scene, they need to come up with their **own ideas of being helpful**. If the group is unable to do this, you could suggest that they create a scene of being helpful at Guides. Give the patrols 2 minutes to come up with a scene that shows them being helpful.

*Tip: Some examples at Guides might include being friendly to a new Guide or helping to pack up equipment after an activity.*

After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene.

Congratulate the Guides for their efforts in showing that they can help the community.

## 6. Self-development (10 minutes)

### Explanation of 'Self-development'

**Equipment:** nil

Bring everyone together and sit together in a circle. Ask the Guides to tell you what they have learnt that Olaves do so far. Explain that we have one more area to explore and that is self-development. Explain that self-development is a 'fancy' way of saying learning new things. Explain that a very important part of being able to learn is to first of all to know a bit more about ourselves.

### Yes, No, Maybe

**Equipment:** nil

Explain that this game will help the Guides think about some of the things they might want to do in the future.

Ask the Guides and Olaves to stand in the middle of the room. Explain that one wall means 'yes', another wall means 'no' and a third wall means 'maybe'.

Explain that the leader will read some statements that they can choose whether they would answer 'yes', 'no' or 'maybe', and they will need to run to the appropriate wall. Emphasise to the Guides that they are making their own decision – it doesn't matter what anyone else chooses because there is no right answer.

Give an example 'In the future, do you think you will want to learn to ride a horse?' and explain that if you would answer 'yes', you run to the wall that means 'yes' (and remind the Guides which wall that is). If you would answer 'no', run to the wall that means 'no'. The same with maybe.

**Tip:** You could put signs on the walls to say 'yes', 'no' and 'maybe'.

After the Guides have run to their chosen wall, ask them to come back to the middle of the room for the next question. Encourage the Guides to take some time to consider the question and whether they might want to do it.

Here are 20 suggested questions:

1. Do you think that you will want to learn to ride a horse?
2. Do you think that you will want to work as a teacher?
3. Do you think that you will want to travel to India?
4. Do you think that you will want to learn how to do hip hop dancing?
5. Do you think that you will want to try bungee jumping?
6. Do you think that you will want to learn how to decorate wedding cakes?
7. Do you think that you will want to try painting a house?
8. Do you think that you will want to go scuba diving on the Great Barrier Reef?
9. Do you think that you will want to learn how to do your taxes?
10. Do you think that you will want to try yoga?
11. Do you think that you will want to learn how to drive a car?
12. Do you think that you will want to be Chief Commissioner of Girl Guides Australia?
13. Do you think that you will want to go to university and get a degree?
14. Do you think that you will want to learn to speak Chinese?
15. Do you think that you will want to publish a book?
16. Do you think that you will want to plan netball for Australia?
17. Do you think that you will want to be Prime Minister?
18. Do you think that you will want to be in a band?
19. Do you think that you will want to learn how to change a tyre on a car?
20. Do you think that you will want to go on a cruise ship?

**Tip:** You could also ask the Guides to come up with questions of their own.

Ask the Guides if they have at least some ideas for things that they might want to do in the future. Explain that Olaves have opportunities to learn whatever they want and will often find other Olaves who are also keen on learning the same thing or developing the same skill.

## 7. Closing (5 minutes)

**Equipment:** one INSPIRE badge per Guide

Bring the Guides together and sit on the floor.

Explain that the meeting is now nearly over but there is one more activity to go, which is all about them! Have the Guides come up with a dream of what they would like to do as an Olave.

*Tip: You might need to give them context—for example it will be when they have grown up and finished high school.*

Ask the Guides to think quietly in their own minds what they might like to do as an Olave. It might be something that we've talked about today—it might be a country they want to visit, or a big adventure they want to try, or way that they could help other people, or something that they might want to learn how to do.

Give the Guides a minute to share their dream with the Guides next to them. Ask some of the Guides to share their dream with the rest of the Unit.

Ask Guides to 'raise your hand if you had a fun evening and you can't wait to become an Olave?'

Hand out the badges and thank the Guides for inviting you to their Unit and that you've had a great time

*Tip: Don't forget to thank the Unit Leaders too!*

*Tip: If you are interested in evaluating your session and getting feedback from the Guides, add an evaluation element to the closing—maybe asking what their favourite part of the meeting was, or what they might want to do differently next time.*

# The INSPIRE Program: Age 10-13

## General tips

Guides in this age group are generally in Year 5 to Year 8. They will have good attention spans and are more capable of sitting and discussing things rather than always needing to be on the move. Reading and writing skills are sufficient for any activity. They focus very much on their friends, and may be less eager to volunteer. They will have a clear idea of likely 'steps' in their future (such as high school, getting a licence, maybe going to university) and recognise that Olaves are likely to be younger than their parents and maybe also their teachers.

Ways to get their attention include having a whistle or a shaker, clapping your hands three times or placing your arm in the air. Explain to the Guides that when they hear that noise, or see you with your hand in the air, they need to stop what they are doing, look at you and listen.

Remember that this is a fun and interactive night! The Olaves need to be enthusiastic about what they are doing and really keen to meet and connect with the Guides. Feel free to repeat some activities if the Guides are having a lot of fun, or to shorten some activities if the Guides are not as interested or engaged.

**NB: references in these instructions to the 'leader' refer to the Olave running the activity, not the Unit Leader.**

## 1. Opening game (5 minutes)

### Froggie!

**Equipment:** soft toy frog (or another soft toy – in which case rename the game accordingly)

Explain to the Guides that before the Olaves introduce themselves and start the program for the meeting, we're going to start with a game called "Froggie!"

Divide the Guides (and Olaves) into two teams. Mix them up.

Name one team A and the other B. Team A starts in a line with the frog (ball) held by the Guide at the back. Team B makes a tight circle.

'On 'go', team A has to pass the frog alternating over heads and under legs until it gets to the front of the line. When the frog gets to the front of the line, the Guide throws it as far as possible and shouts "frog".

Team B has one Guide running laps around their circle while the other keep count of the number of laps completed.

When team A shouts "frog", team B must form a line and one Guide runs to collect the frog and starts passing it over and under from the back of the line.

Team A creates a circle with one Guide running laps (and continuing the count of laps from the last session). Continue to play until each team has had 5 turns at each. See which team has the most laps!

Continue to play so each team gets around 2-3 turns.



## 2. Introduction (10 minutes)

**Equipment:** nil

Ask all the Guides and Olaves to sit in a circle.

Explain to the Guides that some Olaves have come to their Guide Unit tonight to meet some wonderful Guides, have some fun and give them an idea about what Olaves do.

Each Olave introduces themselves and tells the Guides a little bit about their Guiding background (for example, when they started Guides, how long they have been in Guides, what Unit they attended).

**Tip:** *Make sure the Olaves are wearing name badges and the Guides know whether to use your real name, or your Guiding name (if you have one).*

Go around the circle and ask each Guide to introduce herself. You might want to ask them to add a bit about when they started Guides.

Ask the Guides 'when does Guiding end?'

**Tip:** *They might have no idea – encourage them to guess!*

Explain that they can be Guides until they turn 18 and then after that there is a fun and exciting program for 18 to 30 year olds called the Olave Program. Members of the Olave Program are called Olaves.

Explain that Olaves do a lot of different things but they especially like to undertake challenges and try new things in the areas of adventure, community and self-development. Ask the Guides what sorts of activities they think might fall within each of these aspects.

**Tip:** *If the responses are a bit slow to come, you can make this a bit entertaining by giving some serious examples, and some silly examples of each and asking the Guides questions like 'Is camping an adventure?' 'Is sitting on the couch watching TV an adventure?'*

Explain that this meeting is about getting to know some Olaves and learning about the sorts of things that Olaves do. It's all about having fun and learning about futures in Guiding!

**Tip:** *Make sure you also explain the method you are going to use to get their attention (see ideas at the start of this section).*

## 3. Ice-breaker game (10 minutes)

**Elephant**

**Equipment:** nil

Explain to the Guides that before they get started with the activities, they are going to have a bit of a silly game called 'Elephant'.

Ask the Guides and Olaves to form a circle, standing up. Choose one person to stand in the middle of the circle.

The person in the middle chooses someone in the circle and points at them and says 'elephant'.

The person who is pointed at and the Guides on either side must 'create' an elephant:

- ▶ The person in the middle puts her arms out in front of her as a trunk.
- ▶ The person on her left must hold her arms out to her right in the shape of half an ear and the person on the right must hold her arms in the shape of the other half of the ear.

If all of these shapes are formed before the person in the middle counts to 3 then she remains in the middle. If someone makes a mistake or is too slow, they swap places with the person in the middle. To make the game more challenging, add multiple callers into the centre of the circle.

**Tip:** *Keep this fast paced, encourage the Guides to be exaggerated and maybe make some appropriate elephant noises as they form the shape. The person in the middle should make quick choices.*

**Tip:** *You might want to change the animal after a while. You could ask the Guides to suggest animals, or you could use emu (person in the middle creates a beak with her arm, the Guides on either side make a wing and all run on the spot) or koala (person in the middle puffs out her cheeks and the Guides on either side make ears).*

#### 4. Adventure (10 minutes)

##### Explanation of 'Adventure'

**Equipment:** nil

Ask the Guides and Olaves to sit back down in a circle. Ask the Guides if they can remember the 3 different things that Olaves do.

Remind the Guides that Olaves like to go on adventures, help the community and learn new things. Ask the Guides 'What is an adventure?'

*Tip: Remember to give appropriate feedback to their responses – be encouraging!*

Explain that when Olaves go on adventures they need to face challenges and work in teams. Here is an activity to test your teamwork. Explain that we are going to take part in an activity to see how well we can work together in a team.

##### Desert Island Designers

**Equipment:** newspaper and tape

Ask the Guides to gather in their patrols, or form them into small groups. Add the Olaves to the patrols so that they are included in the activity.

Ask the Guides to imagine that that they have just been marooned on a desert island and it is really hot day. They will need to design a 'survival outfit' that will give them the best chance of surviving the heat. They can use newspaper, tape and heaps of imagination to dress up one of the patrol!

*Tip: If the Guides are creative they might come up with ideas such as a hat with an ice-cube maker in it, or shoes that have fans attached to them to keep you cool. Encourage creative thinking!*

Explain that they also need to create out of newspaper five items that they would choose to have on a desert island with them. These might be for entertainment or for survival.

Once all patrols are finished, have them showcase their outfits and explain the five items that they have chosen. Encourage imagination and thinking outside the box!

Make sure that all the newspaper is recycled at the end.

#### 5. Community (10 minutes)

##### Explanation of 'Community'

**Equipment:** nil

Bring the Guides together in a group. Ask the Guides if they can remember the other two things that Olaves do. Remind the Guides that one of these things is to help the community. Ask the Guides if they can think of any ways that we can help the community.

##### Community Freeze Frames

**Equipment:** nil

Explain to the Guides that we are going to play a game to explore ways that we can help the community. Explain that this game will have each small group creating a freeze frame scene, which means that they will be posing doing an action as if someone has taken a photo. Explain they have 2 minutes to come up with a scene that includes all members of their patrol, and after 2 minutes they will be asked to FREEZE in place and the Olaves will look at the scene they have created. Ask the Olaves to do an example which shows them helping someone at school.

*Tip: Make sure you have talked through the instructions with the Olaves beforehand so they can demonstrate properly. Some ideas might include helping the teacher to clean up the classroom, tying up a friend's shoelace or looking after someone who has hurt themselves. Make sure all Olaves are involved in the freeze frame (they might be other children in the background, etc).*

Divide the Guides into patrols or small groups. Explain the first scene needs to show them **helping the community by knowing a useful skill**. Ask the Guides to give some examples. Give the patrols 2 minutes to come up with a scene that fits the description.

*Tip: Some examples might include administering first aid, helping to put out a bushfire, rescuing someone from drowning.*

After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene. Congratulate the patrols on what they have done. Explain that the next scene needs to show them **helping the community by doing something practical**. Ask the Guides for some examples. Give the patrols 2 minutes to come up with a scene that fits the description.

*Tip: Some examples might include cleaning up a local park, or holding a fundraising BBQ.*

After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene. Highlight some great aspects of each group. Explain that for the last scene, they need to come up with their **own ideas of being helpful in the community**. Give the patrols 2 minutes to come up with a scene.

After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene. Congratulate the Guides for their efforts in showing that they can help the community.

## 6. Self-development (10 minutes)

### Explanation of 'Self-development'

**Equipment:** nil

Bring everyone together and sit together in a circle. Ask the Guides to tell you what they have learnt that Olaves do so far. Explain that we have one more area to explore and that is self-development. Ask the Guides to share what they think self-development means. Explain that a very important part of being able to learn is to first of all to know a bit more about ourselves.

### Alphabet List

**Equipment:** paper and pen for each patrol

Ask the Guides to gather in their patrols, or form them into small groups. Add the Olaves to the patrols so that they are included in the activity.

Explain that in their groups they will need to come up with something for every letter of the alphabet that they would like to learn how to do in their future.

Give each patrol a piece of paper and a pen for them to write with.

Once each patrol has completed its alphabet, share ideas as a Unit.

*Tip: If the Guides are quite restless and a more active version is required, you can put the piece of paper and pen up one end of the hall from the Guides and ask them to do it as a relay – so that only one Guide can run to the paper to write one answer at a time. She must then come back to tag another Guide (in the meantime, the patrol is brainstorming ideas for each of the other letters).*

## 7. Closing (5 minutes)

**Equipment:** one INSPIRE badge per Guide

Bring the Guides together and sit on the floor.

Explain that the meeting is now nearly over but there is one more activity to go, which is all about them! Have the Guides come up with a dream of what they would like to do as an Olave.

Ask the Guides to think quietly in their own minds what they might like to do as an Olave. It might be something that we've talked about today – it might be a country they want to visit, or a big adventure they want to try, or way that they could help other people, or something that they might want to learn how to do.

Give the Guides a minute to share their dream with the Guides next to them. Ask some of the Guides to share their dream with the rest of the Unit.

Ask Guides to 'raise your hand if you had a fun evening and you can't wait to become an Olave?'

Hand out the badges and thank the Guides for inviting you to their Unit and that you've had a great time

*Tip: Don't forget to thank the Unit Leaders too!*

*Tip: If you are interested in evaluating your session and getting feedback from the Guides, add an evaluation element to the closing – maybe asking what their favourite part of the meeting was, or what they might want to do differently next time.*

# The INSPIRE Program: 14-17

## General tips

Guides in this age group are generally in Year 9 to Year 12. Units of this age group tend to be smaller in size than the younger age groups. The Guides are young adults, but still enjoy playing games and getting in touch with their inner kid. They are on the verge of becoming Olaves themselves.

The best way to get their attention (if necessary) is placing your arm in the air. Explain to the Guides that when they see you with your hand in the air, they need to stop what they are doing, look at you and listen.

Remember that this is a fun and interactive night! The Olaves need to be enthusiastic about what they are doing and really keen to meet and connect with the Guides. Feel free to repeat some activities if the Guides are having a lot of fun, or to shorten some activities if the Guides are not as interested or engaged.

**NB: references in these instructions to the 'leader' refer to the Olave running the activity, not the Unit Leader.**

## 1. Opening game (5 minutes)

### Vegetable Smile

**Equipment:** nil

Explain to the Guides that before the Olaves introduce themselves and start the program for the meeting, we're going to start with a game called "Vegetable Smile".

Bring the Guides together in a circle. Explain that the aim of the game is to say the names of vegetables without showing your teeth or laughing.

The first Guide, with her lips over her teeth, says the name of a vegetable eg: carrot.

The next Guide repeats the first vegetable and then adds her own (again, without showing her teeth) eg: carrot, capsicum.

Continue this around the circle.

If someone shows their teeth (by laughing) while listing the vegetables, they are out.

Continue to play until there is only 1 Guide left.

**Tip: You can share with the Guides that this is a great stress relieving game before exams to help you relax!**

## 2. Introduction (10 minutes)

**Equipment:** nil

Ask all the Guides and Olaves to sit in a circle.

Explain to the Guides that some Olaves have come to their Guide Unit tonight to meet some wonderful Guides, have some fun and give them an idea about what Olaves do.

Ask the Guides to pair up (Olaves included) and share their names and 2 interesting things about themselves to their partner.

After 2 minutes, each person introduces their partner to the group.

Ask the Guides "When does Guiding end?" Explain that they can be Guides until they are 17 and then after that there is a fun and exciting program for 18 to 30 year olds called the Olave Program. Members of the Olave Program are called Olaves.

Explain that Olaves get to do what they like in the areas of adventure, community and self-development.

Ask the Guides what they think each of these areas means by brainstorming each aspect as a group.

Explain that this meeting is about getting to know some Olaves and learning about the sorts of things that Olaves do. It's all about having fun and learning about what your future in Guiding could look like!

## 3. Ice-breaker game (10 minutes)

**Shapes**

**Equipment:** nil

Explain that we are playing a short ice-breaker game to get us all working together.

Ask everyone (Guides and Olaves) to line up in alphabetical order by first name - without talking. Once everyone is in the line, have everyone say their name to check that everyone is in the right order.

Count 1, 2, 3, 4 etc along the line to divide everyone up into small groups of four or five people.

Explain that each group will be given different shapes or objects to make using only their bodies (with no additional props).

Give the groups 2 minutes to form each of the following shapes:

- ▶ Table and chairs
- ▶ Car
- ▶ Fridge
- ▶ Bicycle
- ▶ Clock

Announce a winner for each shape, and an overall winner.

#### 4. Adventure (10 minutes)

##### Explanation of 'Adventure'

**Equipment:** nil

Ask the Guides and Olaves to sit back down in a circle. Ask the Guides if they can remember the 3 aspects of the Olave Program.

Remind the Guides that the three aspects are Community, Adventure and Self-development.

Explain that when Olaves go on adventures – particularly international adventures - they need to face challenges and work in teams. Here is an activity to test your teamwork, and also give an incentive to travel!

International Architects (equipment: newspaper and tape, printouts of famous landmarks or images on a tablet/phone)

Ask the Guides to gather in their patrols, or form them into small groups. Add the Olaves to the patrols so that they are included in the activity.

Give each patrol a printout or show them an image on a phone/tablet of one of the following famous landmarks:

- ▶ Great Pyramid of Giza
- ▶ Eiffel Tower
- ▶ Sydney Opera House
- ▶ Leaning Tower of Pisa
- ▶ Big Ben

Explain that each patrol has 5 minutes to recreate their famous landmark using only newspaper and tape.

Ask the Guides to vote on which patrol created the most realistic newspaper replica.

Make sure that all the newspaper is recycled at the end.

**Tip: To make it more challenging you could tell one Guide per patrol that she is not allowed to touch newspaper, another Guide that she is not allowed to touch tape, and a third Guide is not allowed to talk.**

#### 5. Community (10 minutes)

##### Explanation of 'Community'

**Equipment:** nil

Bring the Guides together in a group. Explain that there are a number of ways that Olaves can help the community including volunteering, service and advocacy. Have a short discussion on what the difference between service, volunteering and advocacy are and ask the Guides to give examples of each.

##### Community Freeze Frames

**Equipment:** nil

Explain that they are going to explore ways they can help the community. This game will have small groups creating a freeze frame scene, which means that they will be posing doing an action as if someone has taken a photo. Explain they have 2 minutes to come up with a scene that includes all members of their patrol, and after 2 minutes they will be asked to FREEZE in place and the Olaves will look at the scene they have created.

After each freeze frame, have the groups explain what they were doing and how it is either volunteering, service or advocacy. Divide the Guides into patrols or small groups. Explain the first scene needs to show them **helping the community by volunteering**. Give the patrols 2 minutes to come up with a scene that fits the description.

**Tip: Some examples might include being a Unit leader at Guides, volunteering in a school canteen.**

After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene. Explain that the next scene needs to show them **helping the community by service**. Give the patrols 2 minutes to come up with a scene that fits the description.

**Tip: Some examples might include cleaning up a local park, or holding a fundraising BBQ.**

After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene. Explain that the final scene needs to show them **helping the community by advocacy**. Give the patrols 2 minutes to come up with a scene. After 2 minutes, get the Guides' attention and tell them to freeze in their scene. Olaves go around and have a look at each scene.

**Tip: Some examples might include speaking at a youth forum or attending a protest or rally.**

If you have time, have the Guides come up with their own ideas of contributing to the community.

##### Quick Game: Trust Circle

Bring the group together and have them stand together in a circle. Explain they need to be really close and all facing to their left. Ask each person to squat at the same time so they sit on knees of the person behind them. Highlight the use of teams and trust in the Olave Program.

**Tip: If the Trust Circle does not work first time, let the Guides work it out for themselves and try again.**

## 6. Self-development (10 minutes)

### Explanation of 'Self-development'

**Equipment:** nil

Bring everyone back together. Explain that we have one more area to explore and that is self-development.

Ask the Guides to tell you what they think self-development means.

Explain that a very important part of being able to learn is to first of all to know a bit more about ourselves.

### Bucket Lists

**Equipment:** paper and pen for each patrol, whiteboard or butchers paper

Ask the Guides to gather in their patrols, or form them into small groups. Add the Olaves to the patrols so that they are included in the activity.

Explain that in their groups they will need to come up with three bucket lists – one is a list of things they would like to learn in the future, one is a list of things they would like to do and one is a list of things they would like to be. For example, they might like to learn scuba diving, they might like to travel to India, and they might like to be more confident.

**Tip:** *They should include ideas from everyone in the patrol (even if not everyone would choose that item).*

Ask each patrol to come up with 10 items on each list.

After 5 minutes, bring them all together and ask the groups to share their lists. Create a master list on a whiteboard or piece of butcher's paper (if you have some) so everyone can see it.

Go through each item on the lists and discuss whether these are things that can be done or achieved through Guiding, and the Olave Program in particular. Highlight those items which can be achieved through Guiding.

**Tip:** *Don't forget about international opportunities, different Guiding Awards – there are relatively few things that Guiding can't assist with!*

## 7. Closing (5 minutes)

**Equipment:** paper and pen per Guide, one INSPIRE badge per Guide, AGP-OP Link Badge syllabus, contact information for the local Peer Group

Bring the Guides together and explain that the meeting is now nearly over but there is one more activity to go, which is all about them!

Ask the Guides to come up with a dream of one thing they would like to do as an Olave and have them write it down. Explain they will be guessing whose dream belongs to whom.

Ask the Guides to hand their piece of paper to you. Read them out and have everyone guess who the dream might belong to.

Explain the AGP-OP Link Badge and hand out copies of the syllabus for all 16 or 17 year olds (noting that it is based on the old Olave Program Framework and will be updated in due course – but this should not stop the Guides starting it!). Explain that 17 year olds working on the badge can (and should!) come to Olave Program events.

Mention what the next local Olave Program Peer Group activity is and hand out some Peer Group contact information.

Hand out the badges and thank the Guides for inviting you to their Unit and that you've had a great time

**Tip:** *Don't forget to thank the Unit Leaders too!*

**Tip:** *If you are interested in evaluating your session and getting feedback from the Guides, add an evaluation element to the closing – maybe asking what their favourite part of the meeting was, or what they might want to do differently next time.*

## Appendix 1: Email Template

Dear [Unit Leader]

My name is [Lady Baden-Powell] and I am an Olave [with Area Peer Group]. Myself and [two other] Olaves would love to attend [Area Guide Unit] one afternoon/evening to run 'INSPIRE: an introduction to the Olave Program'. It is a fun-filled one hour program that gives Guides a basic understanding of the Olave Program, allows for Guides and Olaves to connect, and gives the Leaders an afternoon or evening off!

We understand that you meet from [4:30 – 6pm on Tuesdays]. Please let us know whether any of the following dates would be suitable for us to attend (if not, please let us know when might be appropriate):

- ▶ Date 1
- ▶ Date 2
- ▶ Date 3

You are not required to provide anything for the program, and can have the afternoon or evening 'off' to catch up on some tidying or planning, or simply relax with a cup of tea and learn about the Olave Program. (Of course, we will still need you to confirm that appropriate ratios are being met). There will be time before and after the INSPIRE program for you to conduct your usual opening and/or closing ceremonies.

The Guides will earn a badge at the end of the program (which is for their camp blanket or Guide bag rather than their sash). [The badge costs \$2. If you can let me know approximately how many Guides are in the Unit, I will purchase badges ahead of time and ask you for reimbursement on the afternoon/evening.] OR [The badge costs \$2 each and is available from the Guide Shop. We would be grateful if you could purchase enough badges for all the Guides ahead of time].

If you would like to learn more about the Olave Program, please visit: [www.olaveprogramresource.org.au](http://www.olaveprogramresource.org.au)

Please let me know if you have any questions about the INSPIRE program or would like to discuss. My number is [04...]



## Appendix 2: AGP-OP Link Badge

**See next page.**

Note: This is based on the old Olave Program Framework and will be updated in due course.



## AGP-OP LINK BADGE SYLLABUS

***The Olave Program (OP) is for members of Girl Guides Australia aged 18 to 30 years. It is a framework in which participants engage in opportunities for personal challenge through a flexible network with a focus on service.***

The AGP-OP Link Badge has been developed to encourage Girl Guides aged 17 years and above to progress to the Olave Program.

The requirements of the Link Badge have been developed to reflect the skills and knowledge that members need in order to gain an understanding of the Olave Program. The Link Badge is a participation badge, and recognises that involvement is the key to appreciating the opportunities that can be offered in the Olave Program.

A member must be 17 years of age to start the ***AGP-OP Link Badge***.

The badge is structured in two (2) sections.

**PART A** consists of six (6) challenges that need to be completed and verified by the member's 18<sup>th</sup> birthday. Completion of a challenge can be verified by an Olave Program participant who has witnessed the challenge, or an appropriate adult Guiding member with an understanding of the Olave Program. On completion of PART A, the member is presented with the "*AGP-OP Link Certificate*" by her Unit Leader and/or an Olave Program participant. The six (6) challenges can be done in any order.

**PART B** is completed once the member turns 18 years of age, remakes her Promise as an adult member and successfully links with the Olave Program. This must be done before the member turns 19 years of age. Successfully linking with the Olave Program can take many forms - from joining an Olave Program Peer Group to connecting with other Olave Program participants in her Region or State. The "*AGP-OP Link Badge*" is then presented to the new Olave Program participant by her Olave Program contacts.

## PART A Record

### PROMISE AND LAW

Discuss with a current adult member of Guiding (aged 18-30 years or older) how the meaning of the Promise and Law has changed as you have grown older. Think about how an adult point of view can affect one's interpretation. Discussions can be face-to-face, over the phone, by internet or other communication means.

*This challenge can be cross-credited with the Queen's Guide Award.*

I completed this challenge by

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Verified by: \_\_\_\_\_ Age: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### OUR COMMUNITY

Participate in a service activity at a Peer Group, Region or State level with other Olave Program participants. Examples include participation at community events, fun runs, Clean Up Australia Day, citizenship ceremonies. The service activity needs to be at least one (1) day (eight (8) hours) in length but may be completed over a number of meetings. Report what you did back to your Unit.

I completed this challenge by

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Verified by: \_\_\_\_\_ Age: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## HERITAGE AND TRADITIONS

Attend one (1) adult-level overnight event or equivalent (the event(s) may be completed over a number of days but the total time must be 24 hours) with other Olave Program participants. Examples include State or Region Olave Program events, Guide/Olave Program combined events, camps or trainings, forums or conferences, or Peer Group organised activities. Report your findings back to your Unit.

I completed this challenge by

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Verified by: \_\_\_\_\_ Age: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## INTERNATIONAL GUIDING

Research international opportunities available for 18-30 year old members. This can be achieved by talking to your State or Region International Consultant or equivalent, contacting other Guiding members who have travelled overseas with Guiding or by visiting the WAGGGS website. Report your findings back to your Unit.

I completed this challenge by

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Verified by: \_\_\_\_\_ Age: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SOCIAL NETWORKS

Discuss with an 18-30 year old member the opportunities the Olave Program has provided them at an individual, local, Region or State level. Discussions can be face-to-face, over the phone, by internet or other communication means. Report your findings back to your Unit.

I completed this challenge by

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Verified by: \_\_\_\_\_ Age: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SELF DEVELOPMENT

Be able to explain the Olave Program Award scheme and list the types of challenges that are available to an Olave Program participant. This information can be found by talking to an Olave Program participant or on the internet. Report your findings back to your Unit.

I completed this challenge by

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Verified by: \_\_\_\_\_ Age: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Record of Achievement

Action	Date
Notify your Unit Leader that you are interested in the AGP-OP Link Badge syllabus	
Contact your local Olave Program participant(s)/Peer Group	
Start the AGP-OP Link Badge syllabus	
Start <b>PART A</b> (You must be 17 years of age. Sections may be completed in any order)	
<ul style="list-style-type: none"> <li>▪ Complete the Promise and Law challenge</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Complete the Our Community challenge</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Complete the Heritage and Traditions challenge</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Complete the International Guiding challenge</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Complete the Social Networks challenge</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Complete the Self Development challenge</li> </ul>	
Receive your <b>AGP-OP Link Certificate</b> from your Unit Leader and/or an Olave Program participant*	
Start <b>PART B</b> (You must be 18 years of age to begin and it must be completed before you turn 19 years of age)	
<ul style="list-style-type: none"> <li>▪ Remake your Promise as an adult member</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Successfully link to the Olave Program</li> </ul>	
Receive your <b>AGP-OP Link Badge</b> from an Olave Program participant	

Once you have completed Part B of this syllabus, you will need to provide a copy of your Record of Achievement and your Part A Record to your State Olave Program Manager or her equivalent for endorsement. Once the endorsement below has been signed, then you/your Olave Program contacts will be able to purchase the AGP-OP Link Badge from your State Guide Shop.

Endorsed by your State Olave Program Manager or her equivalent

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* The AGP-OP Link Certificate can be purchased through your State Guide Shop.

## Glossary

**Adult Guiding member:** A member of Guiding aged over 18 years. They may or may not be involved in the Olave Program.

**Olave Program participant:** An adult member of Guiding aged 18-30 years who is actively involved in the Olave Program.

**Peer Group:** A group of Olave Program participants who meet regularly (this also includes by electronic means). Peer Groups can be based on locality (eg. *Suburb Name* Olave Program Peer Group) or based on an interest group (eg. *Caving* Olave Program Peer Group). It may just be a random group of Olave Program participants who decide to group together.

**Region:** this is a geographical area within a State. Each state organisation is divided into geographical areas called Regions, Areas, Divisions or Districts. If you are unsure what the equivalent in your State is, please contact your State Olave Program Manager or her equivalent.

**State:** The State organisation of Girl Guides in which you reside.





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**A U S T R A L I A**

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[www.girlguides.org.au](http://www.girlguides.org.au)



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