

TIME	SESSION	WHO	NOTES	SLIDE
------	---------	-----	-------	-------

AUSTRALIAN LEADERSHIP QUALIFICATION PROGRAM

LEADER QUALIFICATION SESSION NOTES 2023

The time allocated for this training is 5.5 hours. The time allocations are suggested only as each group of trainees will react differently to the information they receive.

Remember though to time sessions (or to make a list of timings in your local time zone so you can keep track.

As this training will have attendees from GGIA, and as different SGGOs manage processes slightly differently, it will be important to make your comments generalised and direct trainees to their Mentor and to Guidelines or their SGGO website for answers.

Each course should have a tech support, someone to manage chat function, and 2 or 3 trainers, one of which will be the course coordinator for the training.

The Tech Support will be able to assist trainers and trainees to get into the training, assist with any tech issues during the day and manage slides, you will need to organise a signal to change the slides, or you can arrange to manage that yourself.

2 breaks are scheduled into the training, but you might like to add in stretch breaks and a coffee break if you think it beneficial.

At the end of the training, you might like to hang around to answer any burning questions, but it might also be that they have all been asked and answered during the day.

Training online can be tiring for trainers, so remember to take a bit of a break when you are not on screen training a session.

15 mins	Opening	Tech	TECH SUPPORT & TRAINERS NOTES Place Holder... to be displayed until ready to begin.	'Empowering...'
	O	tech	Introduce yourself, go through ZOOM controls being used today, including chat. If using breakout rooms also add in instructions about how that will work	controls
	O	tech	read acknowledgement.	acknowledgement
	O	Tech	<ul style="list-style-type: none"> • Introduce trainers, chat room facilitator, and any breakout room facilitators. • You will be breaking into patrols today and we will make that happen (might want to explain if they need to do anything) • Ask which SGGO they are from – a show of hands. 	ALQP becoming a leader.
	O	trainer	TRAINERS NOTES To be included in intro	Who is this training for?

TIME	SESSION	WHO	NOTES	SLIDE
			<ul style="list-style-type: none"> • The eGuiding modules have covered the 'what' and today will give insight and ideas into the 'how' Everything you will learn about today and through completing your Passport will assist you in your role as leaders, no one piece is any more or less important. It is a bit like the spokes of a wheel where the spokes intersect and provide strength to the wheel with the rim holding everything together and keeping Guiding turning. • We recognise that it is acceptable in Guiding to manage and facilitate Guiding in different ways however the program is always to be girl-led using the Australian Guide Program and the policies and procedures of GGA and your State. • If you feel that currently your local Guiding is not using the things, we will be looking at today then you are encouraged to speak up and change how your area is facilitated or speak to your volunteer manager about it. • We have people in today from all over GGA and so the training will be focusing on the things that are integral to Guiding and GGA policies and procedures. If you require more localised knowledge, please remember that your Mentor will be able to assist you. Guidelines for Girl Guides is also a great source of information as is your State website. 	Today....
	O		<p>TRAINERS NOTES</p> <p>Place Holder... allow time for trainees to read themselves.</p>	Today

TIME	SESSION	WHO	NOTES	SLIDE
------	---------	-----	-------	-------

(1) My Place in Guiding	<p>By the end of this session trainees will:</p> <ul style="list-style-type: none"> • Understand there is a role description and where to find it. • Have an overview of WAGGGS structure and their place in it, including the importance of working with their team. • Understand that GGA and SGGOs have resources to assist them in their role. • Have joined a Patrol and met their patrol members
--------------------------------	--

15 mins	1.	Trainer	<p>TRAINERS NOTES</p> <p>Place Holder... allow time for trainees to read themselves.</p>	My place
	1	Trainer	<p>Role Descriptions</p> <p>A Leader is a role model for girls and young women and is responsible for building and maintains strong connections between girls and their families, other Leaders, Volunteers, and the District. The Leader provides support, guidance, feedback, and motivation to enable the delivery of the Australian Guide Program (AGP) and seeing girls and young women discover their potential as leaders of their world.</p> <p>You will find the Role Description in the login area leaders and managers. The password is ggainfo.</p>	Roles
	1	Trainer	<p>Structure</p> <p>As a unit leader you are part of a District Team which could include a District Manager, other leaders for your unit, leaders of other units along with a support group or district management team (or similar). Units may also have Junior Leaders or Guide Helpers. These are youth members who come from another unit to both assist you in facilitating activities for the unit as well as develop their leadership skills. Be realistic. You are not superwoman.</p> <p>Each SGGO is broken into Regions, with the Regions being broken up into Districts. Some SGGOs do not use Districts, and some have an additional layer of Divisions.</p> <p>Regions will have a team of people who will be able to help you with many areas including learning and development, outdoor activities, and program.</p> <p>Your Mentor or DM will have gone through this with you at your induction meeting.</p>	Triangle

TIME	SESSION	WHO	NOTES	SLIDE
			<p>Each State Girl Guide Organisation is a member of Girl Guides Australia and GGA is the member of the World Association of Girl Guides and Girl Scouts.</p> <p>WAGGGS is the largest organisation for girls and women in the world with over 8.2 million members in 150 countries. In some countries Girl Guides are called Girl Scouts but they are WAGGGS member countries and not part of what we would call Scouting</p> <p>WAGGGS is made up of 5 Regions with Australia being a member of the Asia Pacific Region</p> <p>GGA is the member organisation of WAGGGS for Guiding in Australia and has 6 State Girl Guide Organisations, or SGGOs, as its members.</p> <p>Some Member Countries of WAGGGS can call their members either Girl Guides or Girl Scouts. Girl Scouts are not part of Scouting as we know it in Australia but are members of the same world organisation as we are.</p> <p>The area you are in will have local meetings where you will find out about what is happening in your area. You will be able to be part of the decision-making processes of the group and enable discussion and decision about the many items, events and occurrences that occur in a District. You will also build relationships, support each other, share skills and knowledge and resources as well as build friendships.</p>	
	1	Trainer	<p>Resources</p> <p>Girl Guides Australia has lots of resources to assist you in your role. The books shown on screen should be available to you and they are invaluable for finding out and reminding yourself about things we will learn today. Halls also have great ideas in books, often hidden in cupboards and even if the branding is not current it doesn't mean that the ideas are not and given to the girls will really help them get ideas for activities and badgework.</p> <p>Please look in Guidelines for Girl Guides and GGA Website for more things to assist, and if you are looking for something specific ask your Mentor or other Leaders in your District.</p>	Resource
	1	Tech Trainer BR coord	<p>Breakout Room Activity</p> <p>We are going to a breakout room now.</p> <p>Each trainee will share briefly. where they are from</p>	BR

TIME	SESSION	WHO	NOTES	SLIDE
------	---------	-----	-------	-------

			<p>what age range they are a Leader with and how long if they were a youth member</p> <p>Then the Patrol will Elect PL Choose patrol name.</p>	
--	--	--	--	--

(2) Promise and Law	<p>By the end of this session trainees will:</p> <ul style="list-style-type: none"> • Have improved their knowledge of GGA values. • Had opportunities to discuss ways to introduce the Promise and Law into their discussions and Program. • Have a deeper understanding of the importance of the Promise and Law for Girl Guides and the way it underpins everything a Guide does. • Understand that the Promise and Law is a fundamental principle of Guiding. • Understand that the GGA Code of Conduct sets out the obligations and responsibilities of each member and volunteer.
----------------------------	--

30 mins	2 Promise & Law	Trainer	<p>TRAINERS NOTES</p> <p>Place Holder... allow time for trainees to read themselves.</p> <p>We are now going to have a look at the Guide Promise and Law which makes our organization (and Scouts) unique.</p>	(2) P&L
	2	Trainer	<p>TRAINERS NOTES</p> <p>You will see our Girl Guide Values on the screen. They beautifully underpin our Promise and Law and provide a stable core that members of the public can engage with. They aren't in 'Guide speak' and are a universal approach to a good, honest, and trustworthy organisation.</p> <p>Within our values, you can see the threads of our Promise and Law. They co-exist, and when woven together they support each other to deliver our mission statement.</p> <p>Development of and understanding your own values allows your self-esteem to grow and be role model for girls everywhere.</p> <p>Quick discussion</p> <p>-What do you personally value – top 3?</p> <p>-Have they changed over the last 3-5years?</p>	GG values

TIME	SESSION	WHO	NOTES	SLIDE
			-Have past experiences meant that you have been able to deepen your understanding of your personal values? (3 mins)	
	2	Trainer	TRAINERS NOTES Open discussion with participants and how you approach this will depend on the poll results. We should discuss our Promise and our Law with each other, and the girls, ALL the time to demonstrate the importance its values are to Guides and model to girls that everything we do springs from the promise. Can you share today any ways you introduce conversations about the Promise and Law with other Guides? (5 mins)	P&L
	2	Trainer	TRAINERS NOTES Our Promise and Law underpins everything we do. The Guide Promise and Guide Law is the fundamental principle of guiding and sets us apart from all other youth organisations. Exploring our Promise and Law encourages and supports both youth and adult members to develop their own individual values system, a responsibility for their own actions and an understanding of self. Our movement is influenced by the continual change of our world. Most recently, the pandemic, has meant that we communicate and interact more remotely than ever before. As Guides, we pride ourselves on our ability to adapt and grow, and our program supports all members to develop the capability to be resilient and move with change.	tree
	2	Trainer	TRAINERS NOTES feel free to add own anecdotes or Promise and Law story. We make our promise to ourselves. It starts with a commitment that will we do our best – each and every day. It is important to understand this means we give all we have each day – and some days we have more to give than others. Being a guide means we will set ourselves challenges to carry out to the best of our ability. Next is to be true to myself – a sense of self. with a good sense of self, you are able to develop your belief system and underlying values that are so important in good decision-making. We all have our own spiritual journey which helps to make us who we are and how we interact with others. We are not a religious institution or tied to any. Guiding is open to all girls and women no matter what faith, belief system or culture she comes from. For example, when discussing how one Junior Guide had worked on developing her beliefs, she replied with great seriousness: I worked on believing in Santa	Pics of P&L and Law

TIME	SESSION	WHO	NOTES	SLIDE
			<p>Claus. This is the beauty of Guiding. Of course, she meant the Christmas tradition, but when one considers what Santa Claus represents to children: Hope, faith in the triumph of good over bad, and the magic of life, that Junior guide was able to convey her personal considerations of something beyond.</p> <p>Finally, where the beginning of the Promise is our personal development, the final section is about what we do for others – the responsibility to community, being a responsible community member, citizenship, a sense of belonging. We commit to making our world a better place by serving our community.</p> <p>Here we start to see where the actions of the law underpin the Promise – and this is relevant for both girls and adults, as adults must lead by example. By living the Guide Promise and modelling the law to our youth, this is adults empowering girls to be the very best they can be.</p> <p>Recognition is more than badges/awards; it is about the journey and satisfaction of challenging yourself.</p>	
	2	Trainer	<p>TRAINERS NOTES</p> <p>Our organisation is supported by others who are not members of Girl Guides. This includes volunteers (for example members of the public who serve on a support group) and employees.</p> <p>We ask that all volunteers (either members or supporters) and employees within our organisation commit to living by the principles of our Promise.</p> <p>This Code of Conduct sets the standards of behaviour expected of all adults participating in Girl Guiding in Australia. It is designed to ensure that all adult members, volunteers, and employees of Girl Guides Australia (GGA) and State Girl Guide Organisations are aware of their obligations and responsibilities. As an adult involved in Girl Guiding in Australia you must adhere to this Code of Conduct. GGA and State Girl Guide Organisations reserve the right to take action regarding any breach of the Code of Conduct. All adult members agree and sign this code of conduct upon joining and renew that commitment yearly upon subscription of membership.</p>	Code of Conduct
	2	Trainer Tech BR coord	<p>Breakout Room Activity</p> <p>We are going to a breakout room now to discuss where the Promise is found in these activities. 5 minutes to discuss and then Patrol Leader to share Patrol ideas when group comes back together.</p> <p>For Trainers: If training group is large, you might to give each Patrol just 1 or 2 to look at.</p>	BR activity

TIME	SESSION	WHO	NOTES	SLIDE
------	---------	-----	-------	-------

(3) Leading in Girl Guides	By the end of this session trainees will: <ul style="list-style-type: none"> • Understand the importance of advocacy at every level of Guiding. • Have an overview of Girl Led, AGP and AGP process (ready for when we come back to it later in the day) • Have had an opportunity to discuss how the AGP is implemented in their own units 			
-----------------------------------	--	--	--	--

60 mins	3	Trainer	TRAINERS NOTES Place Holder... allow time for trainees to read themselves. Let's now have a look at the various aspects of Leading in Girl Guides	(3) leading
	3	Trainer	Advocacy When we think of advocacy we tend to think of placards and demonstrations. In Guiding we are a bit less conspicuous than that but strong advocates for girls and young women none the less. By using the AGP and the AGP process we give girls the tools they can use to stand up for what they believe in. As Leaders facilitate to explore ways to do so. It might be having fun in the outdoors, it might be Clean up Australia Day, it might be finding out more about becoming resilient. By using the Australian Guide Program (we are spending some time on this later) you will be facilitating girls becoming potential leaders of their world. You will offer them opportunities to learn to advocate for themselves, others and what they believe in. GGA has a great resource 'Leaders of their World' to use in units so girls can choose activities that will give them skills to use their voices to advocate for change in their world. It can be found under resources section of the GGA website. As Leaders you will have times when you can be an advocate for Girl Guiding and the opportunities girls have available to them. You are in a great spot to champion Guiding and the girls in your area, share opportunities you know about, encourage participation in wider Girl Guiding outside your District or Region, encourage nominations for community awards, look community members to facilitate skills and activities for girls, build local relationships with other organisations such as Rotary and Lions who also offer opportunities for youth.	Leaders of their world

TIME	SESSION	WHO	NOTES	SLIDE
			<p>At all times you should stand up for girls and young women. A great way you can be advocates for the girls in your unit and how they participate in Girl Guiding is to get to know each girl, their interests and help prepare them to fully enjoy the experiences that Guiding has to offer.</p> <p>We lead by example to be positive role models for girls and young women in Guiding and the wider community. It is often the little things that really matter – it is pretty easy to get up and say the 'right things' when we are speaking about Guiding...</p> <p>But what about the language that we use every day 'we had better get some dad's in to help put up the tents', 'you are too young', 'I'll bring the craft prepared next week ready for you', 'they won't be interested in that', 'it is so hard managing dietary requirements'. These are commonly used phrases that undermine our women and girls rather than empower.</p> <p>We have been including girls without discrimination for over 100 years and this proud tradition started right from those girls who wanted to be a part of Scouting and spoke to BP about it.</p> <p>Your Passport has activities for you to explore ways to be an advocate for all girls, and your Mentor will be able to help you with this.</p>	
	3	Trainer	<p>The Ultimate Goal</p> <p>In Girl Guides we believe that girls of every age have the capacity to be actively involved in and ultimately take ownership of all aspects of their Girl Guide Experience.</p> <p>Girls develop curiosity through hands on learning and engaging in relevant activities based on their own interests.</p> <p>Girl Guide Leaders act as facilitators who spark curiosity and enable an environment where girls can explore possibilities and develop their potential.</p> <p>Ultimately the Australian Guide Program is for the girls by the girls, supported and enriched by the Leaders and driven by the Patrol System.</p>	
	3	Trainer	<p>Girl Led</p>	BP

TIME	SESSION	WHO	NOTES	SLIDE
			<p>BP is the founder of both Scouting and Girl Guiding. He was passionate about developing each person so they could be the best they could be. That the girls be at the centre of everything Girl Guiding does. Each girl should learn by doing, working in small groups at their own pace. And this is the basis of the Australian Guide Program or the AGP. The AGP is designed to be facilitated, not delivered.</p> <p>So, you can facilitate a program that is appropriate for each girl you will need to develop a rapport with each girl and understand their needs ...who gets anxious, who fears particular things, dietary needs, religious requirements, personalities, learning difficulties.....</p> <p>It is designed so that each girl can choose activities that interest and challenge them and to learn by doing from go to whoa. It is designed so that girls work in small groups (Patrols) together to connect with each other and develop leadership skills.</p> <p>Let's learn more about the AGP.</p>	
	3	Trainer	<p>Girl Guide/Girl Scout Method, Australian Guide Program, and the Australian Guide Process</p> <p>The Girl Guide/Girl Scout Method is a framework that is used to deliver a Girl Guide Program. You will know from the eGuiding modules that this is the WAGGGS model for delivering Girl Guiding and Girl Scouting globally.</p> <p>The Australian Guide Program (AGP as it is commonly called) is how we facilitate the Girl Guide/ Girl Scout Method in Australia.</p> <p>The aim of the AGP is to help individual Guides discover their potential through challenges. Girls get to explore ideas, develop capability in leadership and advocacy. The unit activities are driven by the girls themselves, facilitated by their Leaders.</p> <p>How Leaders facilitate the AGP is via the AGP Process. How you manage this depends on the capability of the girls. More Leader input is required where girls are less capable. Older and more experienced girls will be used to this process and will be able to work through the 5 steps themselves, with minimal facilitation.</p> <p>There is lots of information about the AGP in the Leaders Handbook, so please use this valuable resource as a guide to all areas on your Leadership journey.</p> <p>We are about to go for a 15-minute break. When we come back, we will continue with more about the AGP and the AGP Process</p>	GGGSMethod

TIME	SESSION	WHO	NOTES	SLIDE														
15 min		TECH	<p>Break (15 of the 60 minutes allocated for this session)</p> <p>Remind everyone to mute mic, turn off video and get up and move away from screen. Remind everyone how many minutes they have before the session starts.</p>	15 min break														
	3	Trainer	<p>Australian Guide Program – (4 Elements and 7 Fundamentals)</p> <p>We will be learning about the AGP in more detail when we move to looking at term programming.</p> <p>The AGP symbol is a stylised trefoil on a map of Australia with the stem of the trefoil (self) representing the personal growth achieved by each Guide in each of these areas.</p> <p>Each activity the girls take part in will be part of one or more of the elements shown in the Trefoil. Either a physical, practical activity or one which encourages cooperation, teamwork or understanding of others (the people element).</p> <p>It is easy to see that any one activity could involve more than one of the elements.</p> <p>When developing an activity, making sure that one of the elements describes the area of development is key and the girl (self) is developed by participating in planning and doing the actual activity. Each element and fundamental of the AGP should be covered more or less evenly across the year.</p> <p>Under the trefoil are listed the 7 fundamentals of the AGP</p> <table border="0"> <tr> <td>Keeping the Promise and Law –</td> <td><i>Guiding’s underlying code of living -you will notice that is the first listed, denoting their importance in everything we do.</i></td> </tr> <tr> <td>Enjoying the Outdoors</td> <td><i>offers active adventure and awareness of our environment.</i></td> </tr> <tr> <td>Giving Service</td> <td><i>builds a sense of community belonging.</i></td> </tr> <tr> <td>Exploring World Guiding</td> <td><i>builds peace and understanding</i></td> </tr> <tr> <td>Sharing in Guiding Traditions</td> <td><i>gives a sense of history and belonging.</i></td> </tr> <tr> <td>Experiencing Leadership Development</td> <td><i>improves skills for life.</i></td> </tr> <tr> <td>Participating in the Patrol System</td> <td><i>develops teamwork skills.</i></td> </tr> </table>	Keeping the Promise and Law –	<i>Guiding’s underlying code of living -you will notice that is the first listed, denoting their importance in everything we do.</i>	Enjoying the Outdoors	<i>offers active adventure and awareness of our environment.</i>	Giving Service	<i>builds a sense of community belonging.</i>	Exploring World Guiding	<i>builds peace and understanding</i>	Sharing in Guiding Traditions	<i>gives a sense of history and belonging.</i>	Experiencing Leadership Development	<i>improves skills for life.</i>	Participating in the Patrol System	<i>develops teamwork skills.</i>	fundamentals
Keeping the Promise and Law –	<i>Guiding’s underlying code of living -you will notice that is the first listed, denoting their importance in everything we do.</i>																	
Enjoying the Outdoors	<i>offers active adventure and awareness of our environment.</i>																	
Giving Service	<i>builds a sense of community belonging.</i>																	
Exploring World Guiding	<i>builds peace and understanding</i>																	
Sharing in Guiding Traditions	<i>gives a sense of history and belonging.</i>																	
Experiencing Leadership Development	<i>improves skills for life.</i>																	
Participating in the Patrol System	<i>develops teamwork skills.</i>																	

TIME	SESSION	WHO	NOTES	SLIDE
			<p>The 7 fundamentals tie into the 4 elements with development of each girl achieved across all areas of the AGP. Sounds a bit complicated but let's go through a simple planning process..</p> <p>Remembering that the elements are the actual areas of development the fundamentals are the basis of what each activity will actually be.</p> <p>So, for instance the unit might be interested in planning a day hike...</p> <p>The areas (elements) that are being developed are physical and practical along with people.</p> <p>The fundamental being used is Outdoors.</p> <p>The girls will develop skills in planning, fitness, teamwork (Trainers note: this list is not exhaustive and doesn't need to be)</p>	
	3	Trainer	<p>Australian Guide Program Process</p> <p>The AGP Process recognises that all girls are capable of planning and implementing their own program. The emphasis is placed on the importance of using this 5-step planning process rather than on the success of the activity itself – remember 'Learning by Doing'.</p> <p>The AGP Process really is a goal setting plan:</p> <p>Girls Discover what their goal is. Girls Decide and Plan their goal. Girls action their goal by doing the activity. Girls evaluate their goal.</p> <p>The AGP process is key to implementing a Guide Program rather than meeting as a group of girls. It is how a unit becomes 'girl led'.</p> <p>In Guiding we focus on the girl 'doing'. It is ok to have a slip up, not be 100% successful – that is a learning in itself and helps girls to develop resilience and improve planning skills.</p> <p>The AGP process is facilitated by you and allows Guides to plan and implement their own activities, according to their own capabilities, with you acting as a facilitator for the areas that girls have not yet developed skills in. Remember that PLs will be able to facilitate some if not all of the steps.</p>	<p>AGP process</p> <p>5 clicks when summarise</p>

TIME	SESSION	WHO	NOTES	SLIDE
			<p>It is important that as part of facilitation that leaders remember the importance of the girls following this process and that some shorter and some longer-term plans will need to be in place. A longer timeframe plan could be a day out for the Unit and a shorter timeframe plan could be something like Patrol time held during Unit meeting time.</p> <p>DISCOVER <i>the wants, needs and options for different activities.</i> DECIDE <i>on the activity.</i> PLAN <i>how the activity is going to run.</i> DO <i>practice, if needed, then do the activity (it is a good idea to continue to incorporate new skills in the program after they are learnt so they can be practiced)</i> EVALUATE <i>often peer assessment – we will be learning more about assessment soon.</i></p>	
3		Trainer Tech BR Coord	<p>Breakout Room Activity</p> <p>We are going to a breakout room now to have a catch up on the information we have just seen.</p> <p>TRAINERS NOTES Thanks to Girl Guides Victoria for allowing us to use these forms in the training, there are many ways to plan a program, and this is just one example which could be useful as you get used to generating a facilitated program with the girls! Firstly, we need to say that this activity is part of your Passport activities in Facilitating the AGP. In delivering this program to your unit it will not be 'girl led' from the girls in the unit. I am sure that if you explain that you need to facilitate this program the girls will be more than happy to offer you the time to do so. This activity provides an opportunity to prepare a program that is led by the AGP and the AGP Process and will give a chance to practice that today. Using form 'Guiding Activities and the AGP' generate a minimum of 5 ideas and categorise them into the 7 fundamentals, remembering that an activity might fit into more than 1 fundamental. Don't forget to consider the 4 elements as well. Highlight that not every element or fundamental will be covered evenly every term but that should happen over the year. Using the form 'Term Planner' add the activities into the sheet making sure it flows in an appropriate way (so if planning a day hike, you would add in parent meeting along with some skill sharing before the activity took place) Using the form 'Night Program' put together a program that you will use with your unit as part of your Passport activities, including timings, 3 questions or formal risk assessment and forms needed, capability of girls, using patrols, recognition system.</p>	

TIME	SESSION	WHO	NOTES	SLIDE
------	---------	-----	-------	-------

			<p>CHECK IN Questions Comments How does your unit implement the AGP?</p>	
--	--	--	--	--

(4) Girl Recognition System	By the end of this session trainees will:			
	<ul style="list-style-type: none"> • Have an improved understanding of the GGA girl recognition system, including. <ul style="list-style-type: none"> ○ facilitating a challenge ○ assessment methods ○ types of badges ○ peak achievement awards • Have an opportunity to discuss with the group ideas for assisting girls facilitate a challenge that is within their capabilities 			

45 mins	4	Trainer	<p>TRAINERS NOTES</p> <p>Place Holder... allow time for trainees to read themselves. Let's move on to the ways we support and recognise the girl's achievements in Guiding.</p>	
	4	Trainer	<p>Recognition</p> <p>Take a moment to think about when you have been recognized for something – what impact did this have on you?</p> <p>The Girl Guides Australia Girl Recognition System encompasses not only our Badges, but the way challenges are set, completed, and assessed. It is a complete system which offers ways for girls to successfully achieve goals and improve skills in goal setting and work plans. Completing a task is a great way for girls to feel success and be recognised for it. Badges are a great way to start learning new skills and to explore something a girl is interested in but may not be able to think of a way to do so.</p>	recognition

TIME	SESSION	WHO	NOTES	SLIDE
	4	Trainer	<p>What is a Challenge?</p> <p>Guiding is not curriculum based and the badge component of our Recognition System is designed to give a girl the freedom to choose the challenges that interest her.</p> <p>A challenge will be different for every girl and so will the outcome.</p> <p>The aim is for each girl to do her best – remembering that will be different for every girl, there is no one size fits all.</p> <p>As a leader you will facilitate the AGP Process as a girl, Patrol or Unit works through each challenge.</p> <p>Challenges are personal and will vary according to the developmental stage and experience of the Girl Guide. As Girl Guides mature and develop, the challenges will increase in difficulty or complexity.</p> <p>A challenge should be seen as an opportunity to learn something new or increase a girl’s level of understanding. It will require some effort, but not be beyond the capability of a girl, Patrol, or Unit.</p> <p>As an example: so, working through a day hike activity, as girls develop their skill and continue to challenge themselves a day hike might start as a walk to a local park, then move to a short bush walk, then a short hike and then a day hike.</p>	What is a challenge
	4	Trainer	<p>Facilitating & Planning a Challenge</p> <p>Every time a challenge is undertaken a Girl Guide should be able to clearly identify:</p> <ul style="list-style-type: none"> ○ What the activity is ○ How long it might take to do. ○ Why it is a challenge to them. ○ What the outcome of the challenge is (How will you know when it is finished) ○ Who else may be involved in the challenge. <p>The choice of challenge is discussed with their Patrol and Leader before starting the challenge. A challenge needs to be agreed that it is suitable and the planning appropriate.</p>	facil

TIME	SESSION	WHO	NOTES	SLIDE
			<p>Leaders should be included in the discussion is so there is some oversight that the challenge is appropriate for the age and capability of each girl.</p> <p>It is ok to group girls with similar interests, needs, abilities or ages to complete a challenge as a temporary Patrol.</p>	
	4	Trainer	<p>Assessment of Challenges</p> <p>There are 3 ways of assessing achievements as girls work through challenges and badgework.</p> <p>How each badge is assessed is clearly laid out in Look Wide, Aim High, and the girls' handbooks. These books are where the badges of the Recognition System are found. We will be talking about them soon.</p> <p>Assessment or the Queens Guide Award is found on the GGA Website in the syllabus.</p>	as- sess
	4	Trainer	<p>Peer Assessment</p> <p>Peer Assessment involves her peers (Patrol or temporary Patrol, Unit, peer group) asking a range of questions about the challenge. Your role as a Leader is to facilitate the process to ensure each Girl Guide has done her best appropriate to her capability.</p> <p>There are examples on page 32 of the Leaders Handbook for you to use with your unit or preferably a set questions could be developed by the unit, so they have ownership of the process and as another way of the unit being girl led. They should be reviewed (maybe annually) as girls in the unit come and go.</p> <p>ALL OF TRAINING DISCUSSION: how peer assessment is/could be facilitated and how could you use it in your Unit</p>	peer
	4	Trainer	<p>Self-Assessment</p> <p>There are examples on page 32 of the Leaders Handbook for you to use with your Unit, but again it would be preferable to have the Unit make their own set of questions a girl could use, as part of a Unit being girl led.</p>	self

TIME	SESSION	WHO	NOTES	SLIDE
	4	Trainer	<p>Badges</p> <p>Great info is found in the front of the books and should be read by you and the girls who are planning to formally challenge themselves with challenges and awards from the Girl Recognition System</p> <p>There are lots of different badges the girls can earn. In this session we are focusing on the most common badges for girls to challenge themselves with. Every girl should be able to find something that will interest and challenge her.</p> <p>Guiding is Girl Led, and it should be noted that badges are not mandatory and if a girl, Patrol, or Unit does not wish to complete any that is their choice.</p> <p>No type of badge has more importance than another, it is a girls, patrol, or unit choice as to which is undertaken.</p> <p>You have just heard about ways of assessment for badges, and it is very important that badges are assessed this way as part of the AGP Process. It is not for a Leader to decide if a badge has been earned, it is up to a patrol or unit to agree to the completion of the challenges.</p>	badges
	4	Trainer	<p>Explore a Challenge</p> <p>The Explore a Challenge badges are easier for girls to understand what is required and also for the AGP Process to be practiced.</p> <p>A Guide needs to choose 4 activities from the set list in a challenge area.</p> <p>A Guide can explore these challenges as many times as they like, completing different challenges each time. The badge can be awarded more than once, or the Guide might come up with a different 'reward' on earning the same badge twice.</p> <p>These badges can also be completed as a Patrol or Unit</p>	exp

TIME	SESSION	WHO	NOTES	SLIDE
	4	Trainer	<p>Create a Challenge</p> <p>A Guide can decide to complete 1 larger challenge or a series of smaller challenges relating to the theme of the badge. The words around the edge of the page are just to give Guides some ideas. Girls are encouraged to come up with their own ideas too.</p> <p>Create a Challenge badges require Guides to work through the entire AGP Process. The role of a Leader is to act as a facilitator, encouraging Guides to be independent and gain confidence by working through the process by themselves, with PLs and/or leaders facilitating if needs be.</p> <p>A Guide can explore these challenges as many times as they like, completing different challenges each time. The badge can be awarded more than once, or the Guide might come up with a different 'reward' on earning the same badge twice. These badges can also be completed as a Patrol or Unit</p> <p>The role of the leader is to act as a facilitator (remembering to always facilitate according to the skill level of the girl, patrol, or unit)</p>	create
	4	Trainer	<p>Achieve a Challenge</p> <p>Guides may work together on an Achieve a Challenge to develop their skills, but they each have to be assessed separately. For example, they may go kayaking together to learn the necessary skills, but each Guide must individually demonstrate to the Assessor that she is competent in each task.</p>	achieve
	4	Trainer	<p>Peak Achievement Awards</p> <p>Girl Guides Australia has three achievement Awards for Guides to work towards and gain a great sense of achievement with the girls gaining confidence in their abilities, develop leadership, teamwork and planning skills. As Leaders we are aiming for all girls to discover their potential as leaders of their world and badges are a great opportunity for girls to achieve this. The Peak Achievement Awards are the most tangible recognition of a girl's success in achieving these aims.</p>	peak

TIME	SESSION	WHO	NOTES	SLIDE
			<p>Before starting any Guide on her journey through the challenges for one of these Peak Achievement Awards you should read the information at the front of Aim High. Aim High is the book that has all the challenges and requirements of these Peak Achievement Awards. Aim High explains everything both the girls, their families, and Leaders you need to know about these awards.</p> <p>Girls will need to have access to the book 'Aim High.'</p> <p>The Challenges are based on the Fundamentals of the AGP, as shown on the AGP Diagram under the stylised trefoil (P&L, Outdoors, Patrol System, Service, Guiding Traditions and World Guiding and Leadership).</p> <p>The Peak Achievement Award for youth is the Queen's Guide Award, this syllabus has been updated as of Feb. 2023 and the Syllabus is available on the GGA website, all information for this Award is contained in the syllabus booklet. (Please note, Queen's Guide Syllabus in Aim High is now obsolete)</p> <p>Before starting an Award:</p> <ul style="list-style-type: none"> • Girls need to have made or renewed your Promise. • Be an active member of their unit and patrol, <p>When half of the activities have been completed, the Guide will be halfway through and will be presented with the Endeavour as recognition and encouragement for working so hard.</p> <p>When the remaining challenges have been completed:</p> <ul style="list-style-type: none"> ○ Complete the 'Award Badge Request and Registration for Completion of the BP & Junior BP Award' form ○ Arrange a special celebration to present the badge & certificate. ○ Some Regions or States may have a special day to present the certificate – Ask your Mentor 	
	4	Trainer	<p>Facilitating a Challenge</p> <p>Discussion in Group</p> <p>There are 3 points to discuss separately, discuss less if time is tight.</p>	facilitation

TIME	SESSION	WHO	NOTES	SLIDE
------	---------	-----	-------	-------

			<ul style="list-style-type: none"> the girls have been asked to choose an explore a challenge badge. 4 girls across 3 different Patrols have chosen the Friendship badge. One of these girls has anxiety and won't speak up and doesn't like trying new things for fear of doing it wrong. What is your role in making sure this girl is able to participate on completing this badge? the Create a Challenge Fire has been chosen by the unit to complete, there are 2 Patrols in the unit with the Patrol Leaders being quite experienced in using the AGP Process. There are a variety of personalities in the unit. out-spoken, stubborn, timid, shy. There is one girl in the unit who is challenged with motor skills and can't catch a ball or hold a pencil. How do you facilitate the Patrol Leaders to manage the completion of the badge? An entire patrol has decided to work through the Create a Challenge Australia badge, however there is a girl whose family has recently arrived in Australia and English is not her first language. There is some interest in camping as part of this badge, but this girl is not from a country where camping is common. How would you facilitate the patrol to manage this? 	
--	--	--	--	--

30 mins	Break	Tech	Remind everyone to mute mic, turn off video and get up and move away from screen. Remind everyone how many minutes they have before the session starts.	break
---------	-------	------	--	-------

(5) Patrol System	By the end of this session trainees will: <ul style="list-style-type: none"> Have improved their understanding of the Patrol System Be informed of the 4 stages of the Patrol System Know that ceremonies are an important part of unit activities. Have had opportunities to share how the Patrol System operates in their own units 			
--------------------------	---	--	--	--

30 mins	5	Trainer	TRAINERS NOTES Place Holder... allow time for trainees to read themselves. The Patrol System is another important part of how we do Guiding so let's explore it in detail.	(5) patrol
---------	---	---------	---	------------

TIME	SESSION	WHO	NOTES	SLIDE
				sys- tem
	5		<p>Patrol System</p> <p>The Patrol System is one of the Fundamentals of the AGP and is integral to the mission of Girl Guides: the leadership development and personal growth of each girl.</p> <p>It is learning in small groups.</p> <p>A Leaders role in the Patrol System is to act as a coach to the PLs to develop their leadership skills and so the PLs can work towards facilitating the program. Girls will be influenced in their leadership style by how you lead. As a Guide Leader you hold a very precious place in the growth and development of the girls in your unit.</p> <p>The Patrol System is based on Girl Guides working in small teams to complete tasks and challenges.</p> <p>In a moment we will be finding out about the different stages of the Patrol System. It is important to remember when looking at the 4 possible stages of a Patrol that a unit may only be comfortable with one of the first couple of stages and scroll between them as the girls in a unit change. There is no imperative for a Patrol to move through all stages.</p> <p>Each Patrol has a Patrol Leader. They are elected and the PL appoints a Patrol Second. These girls have a special responsibility to encourage and support the Patrol, and only rarely should need to be directive. The Patrol Leader and Patrol Second will share around various responsibilities and leadership opportunities to all girls in preparation for when they in turn might be PLs or for their personal growth generally.</p> <p>All Patrol members are encouraged to support each other as the Patrol works together to develop activities and program ideas.</p> <p>Patrols are generally made up of between 6 and 8 girls of varying ages and thus capabilities and need to have adequate numbers - usually 4 to 8. Any less puts a lot of pressure on the girls as they will be restricted in what they can do if members are away. Sometimes at the start of the year the temptation is to open more Patrols with less girls in each, anticipating that the unit will grow. Start with full patrols (even if it is just 1) and you can always open new Patrols as the unit grows.</p>	girls

TIME	SESSION	WHO	NOTES	SLIDE
			<p>Each Patrol does not need to have an equal number of people.</p> <p>(if you have a flexible aged unit you should make sure that the age range fits in with a developmental stage age group, generally about 3 years).</p> <p>There is lots of information about the Patrol System in the Leaders Handbook, and the Girls handbooks so please use these valuable resources as a guide to all areas on your Leadership journey.</p>	
	5	Trainer	<p>Patrol System – 1st Stage</p> <p>The first stage of the Patrol System is Unit Sharing Time</p> <p>Sharing time has all the unit including Leaders using the AGP Process (remember the circle of discover, decide, plan do and evaluate), to decide and plan activities. Girls will participate in planning and carrying out activities at a level appropriate to their abilities.</p> <p>Leaders play a major role in this 1 stage helping all girls express themselves and participate in unit sharing.</p> <ul style="list-style-type: none"> • To create a feeling of everyone being equal a circle is a good way to conduct this unit sharing time with everyone sitting at the same level (all on floor or all on chairs) • Keep this time short as this is an introduction to group decision making. • To keep chat to a minimum a talking sign could be used to get girls used to taking turns – why not get them to choose one. • Group decisions with acceptance by all are encouraged to establish teamwork and the beginning of encouraging girls to advocate for their idea. Simple secret voting methods could also be used. 	Stage 1
	5	Trainer	<p>Patrol Time – 2nd Stage</p> <p>The second stage of the Patrol System is Unit Business Meetings where Girls participate in planning and carrying out activities at a level appropriate to their abilities.</p>	Stage 2

TIME	SESSION	WHO	NOTES	SLIDE
			<p>In this stage of the Patrol System, you can see from the diagram that sometimes the patrols meet for Patrol Time separately but then everyone comes into the unit business meeting.</p> <p>Business Meetings are generally facilitated by a Leader, to ensure everyone contributes. Business meetings could include.</p> <p>Examples of what Patrols could discuss in Patrol Time could include.</p> <ul style="list-style-type: none"> • ideas for activities to take to the unit business meeting. • requests for challenges to be presented to the unit. • ideas for badges for the unit to complete. <p>For these The PL would act as spokesperson for ideas agreed to by the Patrol</p> <ul style="list-style-type: none"> • Discuss unit behaviour – a list of expectations and consequences could be formulated at this meeting with PLs tasked with making a poster. • Discussing the AGP Elements and Fundamentals and how they form the basis for ideas for activities. • Discussing Recognition System. • Peer Assessment of individual challenges undertaken. <p>Once again, all participants should sit at the same level and a talking sign could be used.</p>	
	5	Trainer	<p>Patrol System – 3rd Stage</p> <p>How can Patrols ease your workload as a leader and offer girls the chance to develop leadership in themselves? Easy!</p> <p>The 3rd Stage of the Patrol System is the Patrol Leaders Council where the Patrols meet and decide on ideas for their Patrol Leader to take to the PL's Council.</p> <p>A Patrol Leader could chair this meeting. One of the Patrol Leaders could act as Secretary and take notes (share this role around), you will need to make sure that her Patrol Ideas are still brought forward.</p>	Stage 3

TIME	SESSION	WHO	NOTES	SLIDE
			<p>Patrol Seconds can stand in for the PL or attend as part of their development and others can be invited if required. The important thing here is that all decisions about how the PLs Council is going to be run is up to the PLs Council (PLs and Leaders together) to decide.</p> <p>The Patrol Leaders Council could be held monthly or each term and ideally should be outside unit meeting time. With time constraints for all, the Council could be held during unit meeting time, but activities or tasks should be available for girls not involved in the meeting.</p> <p>Meetings should be run in a friendly and businesslike manner which offers an atmosphere where all feel free to contribute and discuss any problems.</p> <p>Items that could be discussed in the PLs Council include:</p> <ul style="list-style-type: none"> ▪ Planning for activities – including ideas and plans from Patrols. ▪ Evaluations for larger activities, e.g., camps ▪ Allocating new members to patrols ▪ Deciding how funds could be raised or spent. ▪ How to facilitate girls undertaking the Girl Recognition System <p>There are agenda ideas in both the Leaders Handbook and in Guide Handbook number 4. There are also lots of tips for facilitating the Patrol System in these books so don't forget to access them.</p>	
	5	Trainer	<p>Patrol System – 4th Stage</p> <p>The 4th and final stage are Unit Councils</p> <p>Leaders attend the Unit Council but do not chair or vote (except for peer assessment of badges or awards). Chair, Secretary and Treasurer are elected from the girls, by the girls to manage Unit Council</p> <p>It is likely that if a unit was moving to this stage, then there would be facilitation by a Leader to embed the way of work for the unit.</p> <p><i>Additional info for trainers only if they need to expand on this.</i></p>	Stage 4

TIME	SESSION	WHO	NOTES	SLIDE
			<p><i>Unit Councils are usually held once a term.</i></p> <p><i>The Chair has the responsibility of running unit council and making sure the Secretary and Treasurer are managing their roles, with leaders mentoring if needed.</i></p> <p><i>A Leaders main role here is to make sure the activities are carried out safely and in compliance with Policies and procedures of GGA and SGGOs</i></p> <p><i>Leaders provide advice when asked or when safety and policies are involved.</i></p> <p><i>This stage is usually only achieved by older girls as there is quite a lot of responsibility on the office bearers. That is not to say that units could not operate in this way or that a unit of older girls will be able to achieve this level of independence.</i></p> <p><i>There is lots of info in both the Leaders Handbook and also the Girls Handbook number 5.</i></p> <p><i>Committees may be formed from girls in the Unit Council (in other words the whole unit) to complete tasks, e.g., planning for a camp or other activity.</i></p> <p><i>Elections of office bearers take place annually by the unit.</i></p>	
	5	Tech Trainer BR coord	<p>Breakout room Activity</p> <p>In the breakout room please share how the Patrol System works in your Unit</p> <ul style="list-style-type: none"> ● Electing PLs and appointing PSs and how does this happen in your unit? ● When it is appropriate to use each stage (ages of girls, new unit, influx of new members) ● How to move to next stage – maybe go back to simple outcomes to practice the next stage. ● What's happening in own unit – what do PLs do and what could they do? 	BR activ- ity

TIME	SESSION	WHO	NOTES	SLIDE
------	---------	-----	-------	-------

	5	Trainer	<p>Ceremonies</p> <p>Guiding has a great tradition of holding meaningful ceremonies that focus on the reason for that particular ceremony. It might be a simple opening, a Promise ceremony, badge presentation or an Award for a Leader. The trick to making a ceremony meaningful is to be sincere.</p> <p>Don't forget:</p> <ul style="list-style-type: none"> • to have everything preprepared and ready • Tell the group some background about the significance of the ceremony and why it is being held. • Use correct pronunciation of names, groups etc. • Speak to the entire audience, using language that is clear (i.e., no acronyms if they are unfamiliar) • <p>Once again Leader and Girl Handbooks are a great resource and have lots of info on ceremonies and how to conduct them, don't forget to ask your local leaders to help you with any tips they might have.</p>	cere- mo- nies
--	---	---------	--	----------------------

6. Policies and Procedures	<p>By the end of this session trainees will:</p> <ul style="list-style-type: none"> • Understand that GGA and SGOs have policies and procedures in place to assist in managing the safe delivery of the AGP and where to find them. • Have improved their understanding of the CSCF wheel and how to access the resources contained therein. • Know that being risk aware is integral to the continued safety of the girls in our care and of Girl Guiding. • Have had opportunities to be part of a group discussion that explores the difference between activities that require use of the 3 questions or a full risk assessment. 			
-----------------------------------	--	--	--	--

20 mins	6	Trainer	<p>TRAINERS NOTES</p> <p>Place Holder... allow time for trainees to read themselves. As you'd expect there are certain rules that need following. In this session we will have a look at these.</p>	
	6	Trainer	Guidelines for Girl Guides	web- site

TIME	SESSION	WHO	NOTES	SLIDE
			<p>It must be noted that each SGGO will have their own policies and procedures on things that are related to that State, but GGA manages many Policies and procedures that are implemented by SGGOs, Regions and Leaders.</p> <p>These cover a really diverse range of things from the obvious things like Child Safe Child Friendly, Risk Management and People and Performance Management. There are some that are not so obvious too but are all there to make sure that we keep our youth members safe and to assist in keeping ourselves safe as well. Leaders have a responsibility to care for all Members and can do so most easily by following Policies and Procedures designed to do so</p>	
	6	Trainer Tech BR Coord	<p>Breakout Activity</p> <p>In breakout room ask trainees to look up these 5 policies, maybe trainees could look up individual ones and not all of them)</p> <p>SPONSORSHIP SOCIAL MEDIA OVERNIGHT STAYS HEALTH AND SAFETY – element 7 of our CSCF Framework ACTIVITIES MANUAL</p> <p>If it is difficult for all to look up, get those who are able to, to do so although most should be able to look up on their phone while on screen.</p> <p>If you have found that during the day there are lots of questions about a particular policy area, or lots of myths about something, ask them to look up the policies relating to that.</p>	BR activ- ity
	6	Trainer	<p>Child Safe Child Friendly (CSCF)</p> <p>By now you will have completed at least the first CSCF eGuiding module 'CSCF for Adults in Guiding'.</p> <p>You may have also completed the second module 'CSCF for Leaders and Managers' BRAVO!!</p>	CDC Lots of clicks

TIME	SESSION	WHO	NOTES	SLIDE
			<p>If you haven't yet you will need to have completed it within 6 months of commencing your role. It is important to note here that anyone who helps with a unit must complete the "CSCF for Adults in Guiding'.</p> <p>On the screen we have the CSCF Framework Wheel. Today we are focusing on the areas that Leaders and Manager will refer to most often, to find information on making sure that Girl Guides continues to be a highly respected organisation known for ensuring the safety of our members. That doesn't mean that from time to time you won't need to access other areas.</p> <p>You will see that each of the 10 areas has a resource section which contain all the policies, forms, and guidance notes in the one spot.</p> <p>The info below is for Trainers and doesn't need to be read out.</p> <p>Section 7 HEALTH AND SAFETY includes procedures for</p> <ol style="list-style-type: none"> 1. Administration of Medication to Youth Members 2. Infectious Diseases 3. Food Handling 4. Sun Protection 5. Transport 6. Alcohol, smoking and illegal drugs 7. Use of Photographs and Images 8. Roles and responsibilities 9. Training and Support <p>Girl Guiding Resources External Resources</p> <p>SECTION 9 – an important form in the resources section is the form specifically for girls to use ' Tell Us What You are Worried About'. This form is to be available in all halls for girls to fill out – there are instructions on the form for girls on how to forward it.</p> <ol style="list-style-type: none"> 1. Positive Feedback 2. Resolving Concerns before they become Complaints 	

TIME	SESSION	WHO	NOTES	SLIDE
			<p>3. Receiving and Resolving Concerns 4. Receiving and Resolving Complaints 5. Negative Feedback, Criticism, or Concerns in any form of Media 6. Roles and Responsibilities 7. Training and Support 8. How to Raise Feedback, Concerns or Complaints Girl Guiding Resources</p> <p>Section 10 Girl Guiding in Practice and includes procedures for</p> <ol style="list-style-type: none"> 1. Supervision Ratios 2. Risk Management 3. Boundaries When Interacting with Youth Members 4. Outdoor and Adventure-based Activities 5. Overnight Stays 6. Interstate Girl Guide Youth Member Events 7. International Events and Travel 8. Digital Platforms – including social media and internet 9. Parental Rights and Court Orders 10. Engagement and Activities with Scouts and other organisations 11. Administration of Units and Support Groups 12. Additional Needs 13. The Australian Leadership & Qualification Program 14. Uniform 15. Street Collections 16. Home hospitality for visiting Girl Guides and Girl Scouts <p>Girl Guiding Resources</p>	
	6	Trainer	Risk Awareness	risk

TIME	SESSION	WHO	NOTES	SLIDE
			<p>In Guiding, we have an appetite to take reasonable risks. We are not risk averse. We ask that members and volunteers take into consideration the risks of their activities and be accountable for their behaviours. We ask that leaders take reasonable care with their actions and don't walk past things that they know to be unsafe. By following Girl Guides Australia policy and procedures we will work together to maintain the health and safety of those around us</p> <p>For adventure-based activities or activities that are not routine or usual we have a formal Risk Assessment Plan, called the RAP. We are not looking at this today, but when you are ready to start facilitating adventurous activities you should connect with others in your area who will be able to direct you to the people who can assist you with this. They will show you the correct forms you will need to use and assist you to fill them out correctly.</p> <p>The activities manual in Guidelines for Girl Guides highlights the activities that are considered to be manageable within our organisation. These activities have already been accepted by our insurer provided we use a RAP to make them safer for each individual unit and girl's needs. Some activities are considered an unacceptable risk and are not permitted – these are also listed.</p> <p>Today we are looking at being aware of risk and using the 3 questions that Girl Guiding uses as an informal risk assessment and is used for most activities we do as girl guides.</p> <p>These 3 questions should focus on the critical areas of People, Environment and Equipment. Examples of when you would use the 3 Questions would be your unit doing an activity that is routine or predictable at the local park, near your meeting place, such as a scavenger hunt, tracking skills or learning orienteering.</p> <p>Use examples of activities at the bottom of the slide as a discussion</p> <p><i>DISCUSSION</i> ARE THESE ACTIVITIES ROUTINE OR PREDICTABLE or DO THEY REQUIRE A RISK ASSESSMENT</p> <p>VISIT TO LOCAL PARK NEAR HALL? SWIMMING IN A POOL? DAY HIKE? WALK TO LOCAL SHOPS?</p>	

TIME	SESSION	WHO	NOTES	SLIDE
------	---------	-----	-------	-------

			Involving the girls in the planning and assessment of risk actually helps to make it safer. Thinking about shared leadership how could you get girls to have input into being risk aware?	
--	--	--	---	--

7. Program Planning	By the end of this session trainees will: <ul style="list-style-type: none"> • Improved their understanding of REAL and had opportunities to participate in a whole group discussion on ensuring there is REAL • Had opportunities to participate in a whole group discussion on facilitating a program with the girls • Have worked with their Patrol to gather ideas, plan a term program, and plan a night's program to facilitate to the girls in their unit 			
----------------------------	---	--	--	--

85 min	7	Trainer	TRAINERS NOTES 5 Minute break added here. Place Holder... allow time for trainees to read themselves, For the last session of the training, we will look at putting all this together into a Program.	
	7	Trainer	REAL REAL was introduced by WAGGGS to describe the Girl Guide Experience Relevant – Is this experience what todays and future girls need? Exciting/Engaging – Are the girls enthusiastic and engaging with the Girl Guide Experience on offer? Are Guide Leaders engaging with the girls to create these experiences? Accessible – Are girls able to access Guiding in a format (location, frequency, timing etc) that suits them? Are the girls' specific needs being considered and are we reducing barriers to participate? (eg physical, emotional, cultural) Learner-Led – Are the girls directing their own learning and development? Are they making decisions at all levels of their Girl Guide Experiences?	
	7	Trainer	Discussion in whole group What Does REAL look like in your Unit? Do you have examples or can you think of ways to ensure that the program is?	dis-cus-sion

TIME	SESSION	WHO	NOTES	SLIDE
			<p>Relevant Exciting/Engaging Accessible Learner Led (girl led)</p> <p>How do we facilitate the AGP process to encourage girls to keep it REAL?</p>	
	7	Trainer	<p>TRAINERS NOTES</p> <p>Could everyone please take a screenshot, or a picture with your phone to reference during the next activity.</p> <p>Discuss in the whole training group.</p> <ul style="list-style-type: none"> • Where do ideas come from? • How can we ensure it is Girl-Led? • Using the AGP process • Who puts the program together? 	
	7	Trainer Tech BR coord	<p>Breakout Room Activity</p> <p>Thanks to Girl Guides Victoria for allowing us to use these forms in the training, there are many ways to plan a program, and this is just one example which could be useful as you get used to generating a facilitated program with the girls.</p> <p>Firstly, we need to say that this activity is part of your Passport activities in Facilitating the AGP. In delivering this program to your unit it will not be 'girl led' from the girls in the unit. I am sure that if you explain that you need to facilitate this program the girls will be more than happy to offer you the time to do so.</p> <p>This activity provides an opportunity to prepare a program that is led by the AGP and the AGP Process and will give a chance to practice that today.</p>	BR activity

TIME	SESSION	WHO	NOTES	SLIDE
------	---------	-----	-------	-------

			<p>Using form 'Guiding Activities and the AGP' generate a minimum of 5 ideas and categorise them into the 7 fundamentals, remembering that an activity might fit into more than 1 fundamental. Don't forget to consider the 4 elements as well. Highlight that not every element or fundamental will be covered evenly every term but that should happen over the year.</p> <p>Using the form ' Term Planner' add the activities into the sheet making sure it flows in an appropriate way (so if planning a day hike, you would add in parent meeting along with some skill sharing before the activity took place)</p> <p>Using the form 'Night Program' put together a program that you will use with your unit as part of your Passport activities, including timings, 3 questions or formal risk assessment and forms needed, capability of girls, using patrols, recognition system.</p>	
--	--	--	---	--

Next Steps	<p>TRAINERS NOTES – final slide</p> <p>Thanks for your contributions to the training today. We hope you have a better understanding about how Guides works in practice and have learnt some new things you can use with the girls you are working with.</p> <p>You'll receive a survey about the training by email, please complete this as soon as you receive it.</p> <p>Please check in with your mentor and review your passport and what you have left to complete.</p> <p>We look forward to catching up with you at a Guiding event sometime in the future.</p>
-------------------	---