



# FOCUS

## 2024





# Focus

Complete the requirements for one Focus area. By understanding these challenges you will develop skills that may lead to a career path or a life-long interest.

If you choose to complete more than one Focus (only one is required for the Queen's Guide Award) – you must complete each Focus in its entirety, i.e. you cannot cross-credit between Focuses.

## Choose a Focus area that suits your particular interest:

- **Arts – Purple**  
If you are involved in a drama group or Gang Show, or you love painting, you may choose to complete the Arts Focus.
- **Environmental – Lime Green**  
If you wish to explore environmental issues either locally or globally, this Focus may interest you.
- **Leadership – Dark Blue**  
The Leadership Focus may be appropriate for those working in a leadership role with children younger than themselves in Guides, Scouts or other youth organisations.
- **Outdoor Adventure – Green**  
Are you an outdoors person who loves camping, canoeing and anything adventurous? Perhaps the Outdoor Adventure Focus appeals to you.
- **Service – Red**  
The Service Focus will equip you with a wide range of skills useful for working in the community.
- **Social Awareness – Pink**  
If you are interested in Social Awareness issues you would enjoy working on this Focus.
- **Science and Technology – Grey**  
Are you heavily into computers? Or do you enjoy other areas of science such as biology or physics? Take a look at the Science and Technology Focus.
- **World Guiding – Gold**  
Discover more about the World Association of Girl Guides and Girl Scouts and its contribution to the community by exploring the World Guiding Focus.
- **Special Focus – Pale Blue**  
If none of these options appeal to you, or you would prefer to investigate a variety of things, you may like to consider designing your own Special Focus.



# Arts Focus

Before beginning, discuss your plans, including your method of assessment, with your Peer Unit and obtain their approval.

Choose two different activities associated with The Arts and demonstrate that you have a clear understanding and appreciation of your chosen fields. At least one activity, skill or project must involve people your own age. The activity suggestions below may give you ideas, or you may choose your own. You may choose to do The Arts Trefoil 3 for one or both of these areas.

## Activity suggestions:

- |                                       |  |  |   |
|---------------------------------------|--|--|---|
| <input type="radio"/> Music           | <input type="radio"/> Speech craft     | <input type="radio"/> Jewellery making | <input type="radio"/> Singing                   |
| <input type="radio"/> Dance           | <input type="radio"/> Clay / Pottery   | <input type="radio"/> Needlecraft      | <input type="radio"/> Graphic arts              |
| <input type="radio"/> Media           | <input type="radio"/> Drama            | <input type="radio"/> Stencilling      | <input type="radio"/> Textiles / Fashion design |
| <input type="radio"/> Light and sound | <input type="radio"/> Woodcraft        | <input type="radio"/> Calligraphy      | <input type="radio"/> Instrumental music        |
| <input type="radio"/> Audio visual    | <input type="radio"/> Theatre          | <input type="radio"/> Fine arts        | <input type="radio"/> Graphic communication     |
| <input type="radio"/> Broadcasting    | <input type="radio"/> Composing        | <input type="radio"/> Lino cutting     |   |
| <input type="radio"/> Paper craft     | <input type="radio"/> Metalwork        | <input type="radio"/> Craft            |   |
| <input type="radio"/> Photography     | <input type="radio"/> Creative writing | <input type="radio"/> Leadlighting     |   |

Participate in a seminar, course, workshop, conference or equivalent as part of your skill development in one of these areas.

Develop your skills, techniques and knowledge and then undertake a major project associated with one of these topics over the next six months. The major project will involve an extended challenge that you choose.

Present a report on your chosen activities, seminar, course or workshop and major project to your State Representative for her information.

Completed: \_\_\_\_\_



# Environmental Focus

Before beginning, discuss your plans, including your method of assessment, with your Peer Unit and obtain their approval.

Choose two different activities associated with the Environment and demonstrate that you have a clear understanding and appreciation of your chosen fields. At least one activity, skill or project must involve people your own age. The activity suggestions below may give you ideas or you may choose your own. You may choose to do the Trefoil 3 Advocacy, Outdoors (Conservation), or World Guiding (Global Environmentalist) for one or both of these areas.

## Activity suggestions:

- WAGGGS environmental projects, initiatives and publications
- WAGGGS environmental advocacy
- Environmental SDGs
- United Nations – UNFCCC, UNEP, Rio Declaration, Article 6, Kyoto Protocol
- Foundation, 350.org, Landcare. Leave No Trace
- GGA or WAGGGS environmental partnerships
- GGA or WAGGGS environmental policies
- Environmental advocates National or global environmental/conservation campaign/NGO – ie Clean Up Australia, Australian Koala Foundation, Earth Hour
- Social Environmental issues – ie population, food production, Cash for Container bottle and can recycling program, resource management, education
- Current international, national or local environmental issues

Participate in a seminar, course, workshop, conference or equivalent as part of your skill development in one of these areas.

Develop your skills, techniques and knowledge and then undertake a major project associated with one of these topics over the next six months. The major project will involve an extended

challenge that you choose. Present a report on your chosen activities, seminar, course or workshop and major project to your State Representative for her information.

Completed: \_\_\_\_\_



# Leadership Focus

Before beginning, discuss your plans, including your method of assessment, with your Peer Unit and obtain their approval.

Complete all three clauses of the **Personal Development Challenge**.

## A. Work with others

Participate in an activity new to you with people in or around your own age group.

### Suggestions:

- service project
- church function
- an expedition
- training course run by Girl Guides Australia or another organisation

## B. Improve your skills

Learn a new skill or extend an interest or existing skill.

### Suggestions:

- boating qualification
- driver education
- dancing skill

## C. Accept a challenge

Plan and carry out an activity for a particular purpose with three or more friends of your own age. Give opportunities for adventure, enjoyment and resourcefulness.

### Suggestions:

- bike hike
- fitness challenge
- camp
- fundraising project for another organisation

Participate in a seminar, course, workshop, conference or equivalent as part of your skill development in this focus area.

Work regularly in a leadership capacity with a Guide Unit/s or youth group/s for a minimum of twelve months. The Unit or group must have a majority of members younger than yourself.

Keep a record of your involvement, and share the results of your activities and your leadership plans with your Peer Unit.

Present a report on your Personal Development Challenge, Leadership Trefoil 3, seminar, course or workshop and overview of time spent working in a leadership capacity to your State Representative for her information.

Completed: \_\_\_\_\_



# Outdoor Adventure Focus

Before beginning, discuss your plans, including your method of assessment, with your Peer Unit and obtain their approval.

Choose two activities associated with the outdoors. Demonstrate that you have a clear understanding and appreciation of your chosen fields. At least one activity, skill or project must involve people your own age. You may choose to gain an outdoor qualification; an Outdoors, Safety, Sports or Emergency Trefoil 3; World Guiding Trefoil 3 - Global Environmentalist or one of the suggestions listed below for one or both of these areas.

## Activity suggestions:

- Running a camp
- Canoeing
- Boating
- Abseiling
- Air activities
- Rock climbing
- Skiing
- Sailboarding
- Cycling
- Trekking
- Bush walking
- Horse riding
- Scuba diving
- Campfire leader
- Orienteering
- First Aid
- Environmental issues / Conservation

Participate in a seminar, course, workshop, conference or equivalent as part of your skill development in one of these areas.

Develop your skills, techniques and knowledge and then undertake a major project associated with one of these topics over the next six months. The major project will involve an extended challenge that you choose.

Present a report on your chosen activities, seminar, course or workshop and major project to your State Representative for her information.

Completed: \_\_\_\_\_



# Science & Technology Focus

Before beginning, discuss your plans, including your method of assessment, with your Peer Unit and obtain their approval.

Choose two activities associated with science and technology skills. Demonstrate that you have a clear understanding and appreciation of your chosen fields. At least one activity, skill or project must involve people your own age. You may choose to do Technology Trefoil 3 for one or both of these areas.

## Activity suggestions:

- Astronomy
- Botany
- Chemistry
- Computer sciences
- Construction
- Earth sciences
- Electronics
- Engineering
- Environment
- Health sciences
- Information technology
- Mathematics
- Meteorology
- Natural science
- Physics
- Radio and television
- Science communication
- Zoology

Participate in a seminar, course, workshop, conference or equivalent as part of your skill development in one of these areas.

Develop your skills, techniques and knowledge and then undertake a major project associated with one of these topics over the next six months. The major project will involve an extended challenge that you choose.

Present a report on your chosen activities, seminar, course or workshop and major project to your State Representative for her information.

Completed: \_\_\_\_\_



## Service Focus

Before beginning, discuss your plans, including your method of assessment, with your Peer Unit and obtain their approval.

Gain any two Trefoil 3s in Emergency and/or Safety. At least one of these must involve people your own age.

Undertake sustained service to the community involving a minimum of 60 hours spread over at least six months. This service should have the approval of your Peer Unit before you begin. This service is in addition to the service requirement for the Gold Endeavour, but it may be an extension to it, and must not be Guiding-related.

Participate in a seminar, course, workshop, conference or equivalent as part of your skill development in one of these areas.

Present a report on your chosen activities, seminar, course or workshop and major project to your State Representative for her information.

Completed: \_\_\_\_\_





## Social Awareness Focus

Before beginning, discuss your plans, including your method of assessment, with your Peer Unit and obtain their approval.

Develop your skills, techniques and knowledge and then undertake a major project associated with one of these topics over the next six months. If possible, this project should involve people your own age. You may choose to do the Life Skills or Sports Trefoil 3. If you choose the Sports Trefoil 3, make sure you show how your awareness of a related social issue has developed.

### Activity suggestions:

- Health issues
- Community issues
- Women's issues
- Global issues
- Body image
- Special needs
- Current affairs
- Health and fitness
- Environmental issues
- Cultural diversity
- People with disabilities

Participate in a seminar, course, workshop, conference or equivalent as part of your skill development in one of these areas.

Present a report on your chosen activities, seminar, course or workshop and major project to your State Representative for her information.

Completed: \_\_\_\_\_



# World Guiding Focus

Before beginning, discuss your plans, including your method of assessment, with your Peer Unit and obtain their approval.

Choose two activities associated with World Guiding. Demonstrate that you have a clear understanding and appreciation of your chosen fields. At least one activity, skill or project must involve people your own age. You may choose to do a World Guiding Trefoil 3 or the Commonwealth Award or use suggestions from the list below.

## Activity suggestions:

- World citizenship
- United Nations
- The Commonwealth
- WAGGGS
- WHO or WTO
- The five World Centres
- UNICEF
- Symbols of the Movement
- World Council of Churches
- WAGGGS projects
- Asia Pacific Region

Participate in a seminar, course, workshop, conference or equivalent as part of your skill development in one of these areas.

Develop your skills, techniques and knowledge and then undertake a major project associated with one of these topics over the next six months. The major project will involve an extended challenge that you choose.

Present a report on your chosen activities, seminar, course or workshop and major project to your State Representative for her information.

Completed: \_\_\_\_\_



## Special Focus

Before beginning, discuss your plans, including your method of assessment, with your Peer Unit and obtain their approval.

You must submit an outline of your chosen activities and major project to your State Representative for approval prior to starting work on this Focus.

Design your own Focus requirements. These could include completing a Trefoil 3, skill or activity from two different focus areas. Alternatively, you may like to fully investigate an area not previously mentioned. Each activity chosen should present a different kind of challenge to you. At least one activity, skill or project must involve people your own age.

Participate in a seminar, course, workshop, conference or equivalent as part of your skill development in one of these areas.

Over six months extend yourself by undertaking a major project associated with one of the activities or skills obtained. This project should have the approval of your Peer Unit before you begin.

Present a report on your chosen activities, seminar, course or workshop and major project to your State Representative for her information.

Completed: \_\_\_\_\_