**Training briefs and training plans**

**For more information please refer to Chapter 3 of** [**the online resource, *Training***](https://www.girlguiding.org.uk/globalassets/docs-and-resources/learning-and-development/training/training-chapter-3---planning.pdf)**.**

*Before training, all prospective and qualified trainers should complete a training plan. The sample below is the minimum requirement for all training. You can design your own form with additional information. This training plan has been prepared for you by learning and development volunteers and staff to support you in delivering your usual high-quality, consistent training on the Girlguiding programme. You may wish to adapt the length of the training and the activities as required for your participants. However, please ensure you continue to cover the key learning points.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **County** |  | **Date** |  | | **Section** | Cross-sectional |
| **Can members of Rangers, such as young leaders, attend?** |  | **Estimated time\*** | 1 hour 30 minutes | | **Expected numbers** |  |
| **Copy of information sent to participants seen?** |  | **Break allocated** |  | | **Actual numbers** |  |
| **Title of training session** | Awards | | | | | |
| **Facilities available** |  | | | | | |
| **Additional needs** |  | | | | | |
| **Key person to liaise with** |  | | **Phone number** |  | | |
| **Things that training organiser has asked to be covered** |  | | | | | |
| **Do I need to evaluate session? Or is there a form?** |  | | | | | |
| **Budget for session** |  | | | | | |

\*The time it takes to deliver this training session will be dependent on the size of the group you are training and whether you adapt or amend the activities. Please review and amend the estimated timings as appropriate before organising and delivering your training.

**Aim and objectives**

|  |  |
| --- | --- |
| **Aim** | To understand the different awards that are available in the Girlguiding programme and what the requirements are for achieving these awards. |
| **Objectives** | By the end of the session participants will have:   1. Explored the requirements for Theme awards and top section awards, and the progression in complexity/requirements between sections. 2. Understood what additional award opportunities are available for young members to complete as part of the programme (the Commonwealth award and the Queen’s Guide award). 3. Considered why it is important to celebrate the girls’ achievements and ideas for how a unit might do this. |

**Must pack** Please consider the needs of your training and fill in the below boxes as appropriate.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Training box |  | Mobile phone |  | Bin bags |  |
| Flip chart |  | Flip chart stand |  | Drink |  |
| Section resource box |  | Music/Speaker |  | Food |  |
| First aid kit |  | Extension lead |  | Poster displays |  |
| Laptop and projector |  | USB stick, etc |  | Leadership qualification |  |
| Programme specific resources | A selection of Theme awards and top section awards (if available) | Handouts | Handout  Resources A to C | Other |  |

**Specific plan**

| **Time** | **Activity** | **Training method** | **Resources needed** | **Objective number** | **Learning points** |
| --- | --- | --- | --- | --- | --- |
| 00:00  (3 mins)  Slides 1–3 | **Aim and objectives**   * Introduce aim and objectives of training session. * Housekeeping, etc, as required. | Directive – presentation | PowerPoint, projector, computer | All |  |
| 00:03  (10 mins)  Slide 4 | **Activity**  This activity helps participants to understand that the focus of this specific training session is on awards for young members, and not badges or qualifications.  Place the cards from Resource A, labelled: a) awards, b) qualifications and c) badges, in three different areas in the room. Split the participants into groups and give each a selection of pictures representing badges, awards and qualifications. Ask the participants to place the images next to the categories they think they best fit into.  Discuss the participants’ choices and explain that this training focuses specifically on awards for young members. You can acknowledge that there are some grey areas in the use of these terms, but, broadly speaking, this training focuses on awards that young members can achieve.  Note: Some participants may not be able to identify what each of the images represents (for example: interest badge, skills builder). Ask them to guess. It is an opportunity to help them familiarise themselves with the images relating to different Girlguiding programme elements. | Non-directive – activity | PowerPoint, projector, computer, Resource A | 1, 2 | Participants should understand the scope of this session is Girlguiding awards for young members only. |
| 00:13  (2 mins)  Slide 5 | **What awards are available?**  Briefly show the Girlguiding awards available to young members.  Explain that these are the awards available to young members and these will be the focus of this training.   * Theme awards – available for each section. * Top section awards – section Bronze, section Silver and section Gold which are available for each section (section Bronze and section Silver awards launch in January 2020). * Commonwealth award – Guides, Rangers and beyond (ages 13 to 26th birthday, inclusive). * Queen’s Guide award – Rangers and beyond (ages 16 to 26th birthday, inclusive). | Directive - presentation | PowerPoint, projector, computer | 1, 2 | In addition to these awards, depending on age, girls can work towards their Duke of Edinburgh, Guide Camp Permit, Ranger Permit, Overnight Permit, Peer Education, Young Leader qualification, and Climbing and Abseiling qualification. |
| 00:15  (5 mins)  Slide 6 | **Theme awards**  Ask leaders if they can remember the six themes and if they can give a description of the types of activities girls will be doing in them.  Explain that Theme awards recognise the commitment a girl puts into learning about a particular theme during her time in one section. Explain what Theme awards are and how girls achieve one, ensuring you’ve covered the learning points. | Directive – presentation | PowerPoint, projector, computer, handout | 1 | There are six Theme awards in every section to match the six themes.  The badges are different for each of the four sections, so a girl getting all six badges in each section would gain 24 different badges. The image on the slide shows an example from each of the six themes, across each of the four sections.  Girls achieve a Theme award by completing one interest badge, one skills builder stage and a section-specific number of unit meeting activity hours – ALL within the same theme.  Rainbows, Brownies and Guides can read the full criteria in their badge book. Rangers can read the criteria in their record books. |
| 00:20  (3 mins)  Slide 7 | **Number of unit meeting activity hours required**  Explain that each section has a different number of unit meeting hours to complete to obtain a Theme award.  Explain how many unit meeting activity hours are needed to achieve a Theme award for each section: Rainbows is three, Brownies is four, Guides and Rangers is five. Cover the learning points. | Directive – presentation | PowerPoint, projector, computer, handout | 1 | Each unit meeting activity card has the estimated time that the activity will take in the top right-hand corner. The unit meeting activity hours needed to achieve a Theme award are calculated by adding up these estimated times – not by how long the activity, in reality, took the girl.  Leaders can find out the theme of the unit meeting activity by looking at the icon in the top right-hand corner of the unit meeting activity card. |
| 00:23  (2 mins)  Slide 8 | **Leader recording**  Leaders can record the girls’ progress on GO, which will help them to keep track of the awards girls are working towards. Cover the learning points. | Directive – presentation | PowerPoint, projector, computer, handout | 1 | Leaders can add the unit meeting activities that girls have done to GO and it will automatically add up the unit meeting activity minutes for each girl. By recording the interest badges and skills builder stages that girls have completed, too, they will be able to see on GO which awards the girls are eligible for.  There are GO help files in the help zone to help leaders with this. |
| 00:25  (6 mins)  Slide 9 | **Activity**  The aim of this activity is to help participants to remember the different elements that make up a Theme award.  Using Resource B (ensuring it is cut up before handing it out), ask the participants to work in groups to put together the correct skills builders, interest badges and unit meeting hours to get a Theme award, for each section.  The answers are on slide 10. | Non-directive activity | PowerPoint, projector, computer, Resource B | 1 | Leaders understand that Theme awards are made up of an interest badge, skills builder stage and a section specific number of unit meeting activity hours – ALL within the same theme. |
| 00:31  (2 mins)  Slide 10 | **Activity answers**  This slide shows the answers for the activity participants have just completed. Did they get it right? Did anything surprise them? | Directive – presentation | PowerPoint, projector, computer, Resource B | 1 |  |
| 00:33  (2 mins)  Slide 11 | **Top section awards**  Explain how a girl achieves a top section award. Cover the learning points.  The next slide explains more about the section Gold award challenge. | Directive – presentation | PowerPoint, projector, computer | 1 | Top section awards are available as cloth and metal badges (section Bronze and section Silver awards will be available from January 2020). They represent a girl’s time, effort and commitment within a section.  To achieve a section Bronze award a girl will need to complete any two Theme awards. To achieve section Silver, a girl must complete any four Theme awards. There is no additional challenge required for these awards, unlike section Gold.  These awards aren’t designed to be earned at a particular time in a girl’s journey through a section. They can be awarded whenever a girl has earned the relevant number of Theme awards.  It’s really important that leaders support girls to have a balanced and varied programme, which is girl-led, as they gain these awards.  To achieve a section Gold award a girl needs to complete all six Theme awards in her section and complete a section Gold award challenge. |
| 00:35  (5 mins)  Slide 12 | **The section Gold award challenge**  Explain that the section Gold award challenge is made up of three parts:   1. Part 1: A girl making her Promise (if not already done). 2. Part 2: A girl doing something in, with, for or beyond her unit (section dependent). 3. Part 3: A girl doing something related to the next steps in her guiding journey.   Explain to participants that the focus of Parts 2 and 3 are slightly different, depending on the section.  Cover the learning points.  The next slides will look at the section Gold award challenge for each section in further detail. You may want to remove some of the slides if the sections mentioned are not relevant to your participants. | Directive – presentation | PowerPoint, projector, computer | 1 | Choosing what to do for Parts 2 and 3 should be girl-led, and girls should be encouraged to come up with unique ways of presenting their learning back to their leader or unit.  Parts 2 and 3 should be tailored to a girl’s ability level and interests, but ultimately it must achieve the following:   * The girl must be challenged to try something new and push her own boundaries. * The experience provided by completing Parts 2 and 3 must build on her other experiences within Girlguiding. * Part 3 should prepare her and make her enthusiastic for life in the next section and/or prepare and enthuse girls in other sections for the next section.   The full criteria for the challenge for each section can be found in the relevant section badge or record book. |
| 00:40  (5 mins)  Slide 13 | **The Rainbow Gold award challenge**  Provide further information on the specifics of the Rainbow Gold award challenge.  Facilitate a discussion on how leaders might support Rainbows to choose what they will do for Parts 2 and 3 of the Rainbow Gold award challenge. Can they think of any examples of what girls might choose to do? | Directive – presentation | PowerPoint, projector, computer | 1 | Part 1: All Rainbows should have made their Promise  Part 2: Girls can choose how they want to tell their unit about what they have learned and tried in Rainbows – for example, a display of badges, a scrapbook, a poster, a song or poem.  Part 3: Girls might like to visit a Brownie unit, or look at a Brownie handbook. Girls might want to tell the rest of the unit what they’re most excited about doing, or find out from a Brownie their top tips for being a Brownie. Girls should tell their leader what they’ve found and what they’re excited about.  Parts 2 and 3 should be girl-chosen, and accessible and appropriate for each girl, taking her individual abilities into account. As a leader, you will have the best understanding of what a girl is capable of, so be guided by this when helping her to consider her challenge and transition plans. |
| 00:45  (5 mins)  Slide 14 | **The Brownie Gold award challenge**  Provide further information on the specifics of the Brownie Gold award challenge. Tell them that for Part 2 a Brownie should organise a Brownie meeting activity or create something special for the unit.  Facilitate a discussion on how leaders might support Brownies to choose what they will do for Parts 2 and 3 of the Brownie Gold award challenge. Can they think of any examples of what girls might choose to do? | Directive – presentation | PowerPoint, projector, computer | 1 | Part 1: All Brownies should have made their Promise.  Part 2: Girls can be as creative as they want. They might want to teach other Brownies something they’ve learned when doing an interest badge, or have someone who helped them come to Brownies to share what they do, so that everyone can learn and have a go. Girls could make something that the unit can keep and use in meetings, like a recipe book.  Part 3: Girls could visit a Guide unit, or look at a Guide handbook or badge book. Girls might want to talk to a Guide to find out more. They could interview them and then share with their unit what they’ve learned. Alternatively, girls could go to their local Rainbow unit and tell them all about their Brownie experience. Girls need to tell the leader about completing this challenge. |
| 00:50  (5 mins)  Slide 15 | **The Guide Gold award challenge**  Provide further information on the specifics of the Guide Gold award challenge. For Part 2, Guides should take part in an outdoor activity or adventure that’s new to them. They should then share what they did or learned.  Facilitate a discussion on how leaders might support Guides to choose what they will do for Parts 2 and 3 of the Guide Gold award challenge. Can they think of any examples of what girls might choose to do? | Directive – presentation | PowerPoint, projector, computer | 1 | Part 1: All Guides should have made their Promise.  Part 2: Ideas include sleeping in a bivouac under the stars for the first time, or joining with other Guides to sleepover somewhere really unusual, or hiking with your local Brownies unit. It might be sailing for the first time or camping for the first time. The opportunities are endless, but it needs to be something that will challenge the particular girl. As leaders, you can help the girls to think of ideas and suggest opportunities, but it is up to the girl to decide on the challenge and take responsibility for taking part and planning the adventure.  Part 3: Girls might like to visit a Rangers unit or encourage others to make the most of the Girlguiding experience by visiting a Rainbows or Brownies unit. Help other girls who are thinking of moving on to the next section. Girls should share what they’ve learned with their local leaders. |
| 00:55  (5 mins)  Slide 16 | **The Ranger Gold award challenge**  Provide further information on the specifics of the Ranger Gold award challenge. Tell them that for Part 2 a Ranger should demonstrate leadership skills by supporting their local community.  Facilitate a discussion on how leaders might support Rangers to choose what they will do for Parts 2 and 3 of the Ranger Gold award challenge. Can they think of any examples of what girls might choose to do? | Directive – presentation | PowerPoint, projector, computer | 1 | Part 1: All Rangers should have made their Promise.  Part 2: Ideas include arranging a fundraising event or awareness day, writing an article for the local paper, or arranging an activity day for Brownies or Guides. It’s up to the girls what they choose, but it needs to be a motivational challenge that helps widens the girls’ horizons and gives them the opportunity to serve their local community.  Part 3: There are many opportunities for young adult members of Girlguiding to develop their skills even further. Girls could gain a qualification in kayaking or abseiling, or help to put on an international camp by being part of the services team. Or, they may want to become a mentor. See the Girlguiding website. Girls could also explore the adult volunteer structure, so they understand the volunteer opportunities open to them and know about their district leadership. Once this challenge is completed, share with the Ranger leader or commissioner and think of a unique way to present what was learned. Girls should show what they did, what they learned and the impact they made. |
| 01:00  (15 mins)  Slide 17 | **Scenarios**  These scenarios will help leaders to consider how to support and challenge girls as they complete their section Gold awards.  Split participants into small groups and ask each group to consider one of the scenarios in Resource C.  Ask them to consider how they could help the girls to make the choice themselves of how to complete Parts 2 and 3 of the section Gold award challenge. Invite groups to provide a summary of their scenario and how they would respond as a leader.  Potential ideas for each of the scenarios can be found in the trainer PowerPoint notes. Participants will likely think of lots of their own! | Non-directive, activity | PowerPoint, projector, computer, Resource C | 1 | Leaders should understand that girls should decide on their Part 2 and 3 section Gold award challenges.  Leaders should feel equipped to help problem-solve any issues the girls face in completing Parts 2 and 3 of their section Gold award challenge. |
| 01:15  (2 mins)  Slide 18 | *[Optional – please remove if you don’t feel this is relevant to the attendees.]*  **The Commonwealth award**   * Ask participants what they know about this award before showing the slide.   + Have they heard of it?   + Do they know who can complete it and how they do so? * Explain that this is not an in-depth session on the award, but brief information on it so they can encourage girls to look at it more closely. * Show slide and discuss the award’s general requirements.   Refer to the resource on the website that explains the award in detail (link in slide notes). | Non-directive –discussion  Directive – presentation | PowerPoint, projector, computer | 2 | Participants should be reminded of the Commonwealth award and know where to go to find out further information on it. |
| 01:17  (2 mins)  Slide 19 | *[Optional – please remove if you don’t feel this is relevant to the attendees.]*  **The Queen’s Guide award**   * Ask participants what they know about this award before showing the slide.   + Have they heard of it?   + Do they know who can complete it and how they do so? * Explain that this is not an in-depth session on the award, but brief information on it so they can encourage girls to look at it more closely. * Show slide and discuss general requirements of the award. Stress that this is the highest award a girl can gain in guiding and is a significant achievement showing commitment, hard work and personal challenge.   Refer to the resource on the website that explains the award in detail (link in slide notes). | Directive – presentation | PowerPoint, projector, computer | 2 | Participants should be reminded of the Queen’s Guide award and know where to go to find out further information on it. |
| 01:19  (8 mins)  Slide 20 | **Celebration time**   * Invite participants to consider how they might celebrate different awards in their areas or units.   Activity:   * Write the names of each of the four sections on flip chart paper and place in different areas of the room. Invite participants to add sticky notes with ideas onto the relevant section of the flip chart. These could be new ideas, or ideas already in place. * Add a fifth flip chart paper with the question ‘Why?’ written on it. Ask participants to add sticky notes with reasons why it is important to celebrate the girls’ achievements. Possible answers include: inspire other girls, recognise the value of their achievements, demonstrate girls’ achievements to parents, introduce them to guiding outside of their unit and so on. * Summarise some of the responses on the flip charts. | Non-directive – discussion and activity | PowerPoint, projector, computer, paper/pens, sticky notes, flip chart paper | 3 | Ensure participants understand that celebrating girls’ achievements is an important part of programme, help them to consider how they will do this and why it’s important. |
| 01:27  (2 mins)  Slide 21 | **Moment of reflection**  Invite participants to reflect on what they’ve heard, discussed and learnt today. Ideas to help participants to do this can be found in the trainer PowerPoint notes in the slides. | Non-directive – discussion | PowerPoint, projector, computer, paper | N/A |  |
| 01:29  (1 min)  Slide 22 | **Other resources**  This slide shows the ways that participants can continue to learn about and implement the Girlguiding programme in their units. This includes webinars, e-learnings, meetings, the Girlguiding website, guidance notes for leaders and in-person training sessions. Add to this list, if you wish.  In this part of the session, you can introduce local training opportunities (in whatever format) to the attendees. | Directive – presentation | PowerPoint, projector, computer | N/A |  |

**Ideas to extend this training**

Time for participants to consider:

* How gaining awards might affect programme planning (participants could consider completing the programme planning module).
* How to support girls with the additional challenges for section Gold awards.
* How to encourage girls to go for their top section awards.