**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.*

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| --- | --- | --- | --- | --- | --- | --- |
| **County** |  | **Date** |  | | **Section** | Cross-sectional |
| **Can members of Rangers, such as young leaders, attend?** |  | **Estimated time\*** | 1 hour | | **Expected numbers** |  |
| **Copy of information sent to participants seen?** |  | **Break allocated** |  | | **Actual numbers** |  |
| **Title of training session** | The Girlguiding programme overview | | | | | |
| **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 give an overview of the programme. |
| **Objectives** | By the end of the session participants will have:   1. Learned about the different elements that make up the programme (themes, unit meeting activities, skills builders, interest badges, Theme awards, top section awards). 2. Considered how the programme spans across the different sections and how to support girls to build on what they have done in previous sections. 3. Explored what the programme might look like practically in a unit. 4. Discussed what materials are available to support girls and leaders with the programme, and what other training is available for leaders. |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Training box |  | Mobile phone |  | Bin bags |  |
| Flip chart |  | Flip chart stand |  | Drinks |  |
| Section resource box |  | Music/speaker |  | Food |  |
| First aid kit |  | Extension lead |  | Poster displays |  |
| Laptop and projector |  | USB stick, etc |  | Leadership qualification |  |
| Programme specific resources | Unit meeting activity cards  Skills builder cards  Badge/record books | Handouts | Handout  Resource A | 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  (4 mins)  Slide 4 | **The six themes**  Introduce the six themes by asking participants if they know, or would like to guess, what themes the different symbols refer to. Anagrams are provided to help them. The following two slides have the answers.  Provide a brief overview of the themes, ensuring you cover the learning points. | Directive – presentation  &  Non-directive – anagram | PowerPoint, projector, computer | 1, 2 | The six themes continue through **every** element of **every** section. Girls will see these themes and the different elements available to them in every section from Rainbows to Rangers.  Across all themes there are a mixture of unit meeting activities, skills builders, interest badges and awards for every section to enjoy.  By delivering a combination of activities on each of the six themes, leaders can be sure that girls are receiving a broad and varied programme – *link to the Five Essentials*. |
| 00:07  (2 mins)  Slide 5 | Describe the Know Myself, Express Myself and Be Well themes and ask participants what examples of activities they can give for each theme. | Directive – presentation | PowerPoint, projector, computer | 1, 2 | * Examples:   Know Myself: guiding traditions, local history, family tree  Express Myself: storytelling, semaphore, inventions  Be Well: resilience, first aid, fitness |
| 00:09  (2 mins)  Slide 6 | Describe the Have Adventures, Take Action and Skills for My Future themes and ask participants what examples of activities they can give for each theme. | Directive – presentation | PowerPoint, projector, computer | 1, 2 | Examples:  Have Adventures: survival skills, camping, space  Take Action: fundraising, campaigning, volunteering  Skills For My Future: DIY, money skills, entrepreneurship |
| 00:11  (2 mins)  Slide 7 | **Our programme**  Provide a brief overview of the programme using the information on the slide.  The image on this slide is available as a handout for participants to take away with them. | Directive – presentation | PowerPoint, projector, computer, handout | 1, 2, 4 | Explain that this training is going to give an overview of each element. Participants can attend further in-depth training on each element through e-learning, webinars and other local trainings. Guidance notes for leaders can also be downloaded online.  Participants should also be made aware that this training doesn’t cover all elements of the guiding programme, they will still need to learn about the Five Essentials, the Promise and the Law.  Girls can find out about the Girlguiding programme in their section handbooks. |
| 00:13  (1 mins)  Slide 8 | **Delivering the programme**  Use the slide to show what girls will do in their unit meetings and what they will do outside them. Ensure you’ve covered the learning points. | Directive – presentation | PowerPoint, projector, computer | 1, 2 | * Participants should understand that: * Interest badges will be completed by girls outside of the unit meeting place. * Unit meeting activities and skills builders will be completed during unit meeting time. * The programme has space for units to include the activities that make their unit unique. Units can still do their regular Pancake Day race, singing at the care home, or whatever it is that their unit has a tradition of doing as part of their programme. |
| 00:14  (5 mins)  Slide 9 | **Unit meeting activities**  Hold up a selection of unit meeting activity cards. Ask participants what they already know about unit meeting activities. Ensure the learning points are covered in your discussion.  Note: Unit meeting activities do not have their own badge. Girls will be rewarded for time spent on these as part of the Theme awards.  You can include time for participants to have a look at the cards. | Directive - presentation | PowerPoint, projector, computer, unit meeting activity cards | 1, 2 | Activities are provided on unit meeting activity cards with ‘pick-up-and-go’ activities on them, which include lots of games, experiments, role plays and more.  Activities vary in timings, challenge levels and approaches, and are designed to work in large or small groups.  Some items required for the activities will need to be purchased ahead of time. These are listed in the ‘What you’ll need’ section.  Benefits include:   * Helping leaders to deliver a balanced programme spanning across all six themes. * Written for girls to use directly to encourage them to lead and girl-led guiding. * Help girls to explore new topics. * Easily adapted to suit each unit and girls’ needs (try it this way, top tips, take it further, stay safe). * Reduce the time leaders need to spend preparing for meetings.   Girlguiding will continue to regularly update and refresh unit meeting activities to maintain the interest of both the girls and volunteers. |
| 00:19  (3 mins)  Slide 10 | **Skills builders**  Use the slide provided to explain what skills builders are, how many stages in each skills builder, and how many activities in each stage. Include the learning points.  Handout skills builder cards for participants to look at. | Directive - presentation | PowerPoint, projector, computer, skills builder cards | 1, 2 | Skills builders help girls build key skills within each theme throughout their membership. They focus on girls working in small groups within the unit and they vary in timings, approach and structure.  There are two skills builders per theme (names on the slide). This gives girls choice.  Each skills builder has six progressive stages with a badge attached. Each stage requires a more complex level of skill than the last one. Girls should complete the stage that is right for their ability and experience level (more detail on next slide). They don’t have to start at Stage 1.  To complete a skills builder stage, girls will need to complete five activities. Step-by-step activity cards support each activity. Some activities can be done in any order, while some will require activities to be done first (this is made clear on the cards). A pack will contain the five cards needed for the five activities, plus an overview of all stages for that skills builder. The packs can be purchased from volunteer shops or Trading Services. |
| 00:22  (2 mins)  Slide 11 | **Skills builder stages**  Use the slide to explain how girls progress through the different stages and the recommended stages for each section. Ensure you’ve covered the learning points.  Participants can attend a unit meeting activity and skills builder module training to find out more. | Directive - presentation | PowerPoint, projector, computer, skills builder cards | 1, 2 | Girls should complete the relevant stage for them, taking into account their abilities and experience.  Activities will be for small groups to complete, and there will be optional independent elements for girls to complete, all within a unit setting. These may be personal reflection or evaluation, or putting something into action.  There is an upper cap for the stages that can be completed within a section (but no lower cap):  Rainbows: Stage 2  Brownies: Stage 3  Guides: Stage 5  Rangers: Stage 6 |
| 00:24  (5 mins)  Slide 12 | **Interest badges**  Use the slide to explain:   * What interest badges are and where they’ll be completed. * How a girl achieves them and learns about them. * Their benefits.   Participants can attend a badges module training session to find out more. | Directive – presentation | Power Point, projector, computer | 1, 2 | Interest badges are to be completed by girls outside the unit and are available for every section from Rainbows to Rangers.  They have three compulsory challenges, which will be completed away from the unit – independently. Girls can read about the interest badges in their badge book (Rainbows, Brownies, Guides) or record book (Rangers).  They build independence, focus on fun, expand the girls’ horizons, develop self-confidence and are accessible with minimal adult input, cost or resource.  They are written for the girls, so that they will need the minimum of support to complete them. However, younger members may need help with reading and preparing for the challenges.  They are linked to the themes that run through all of the sections and completing them at home means that girls can choose whichever interest badges they like without having to go with group consensus.  They will be regularly reviewed and added to, to ensure they are fresh and relevant. |
| 00:29  (5 mins)  Slide 13 | **Theme awards**  Use the slide provided to explain how girls achieve Theme awards. Theme awards celebrate a girl’s achievements within a certain theme. Ensure you’ve covered the learning points. | Directive - presentation | PowerPoint, projector, computer | 1, 2 | 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. The number of unit meeting activity hours differs for each section, Rainbows 3, Brownies 4, and Guides and Rangers 5.  Theme awards are section specific. There are six Theme awards available for each section. So, 24 Theme awards are available for girls who journey from Rainbows through to Rangers. Girls will get different style badges across the four sections.  Leaders should record the unit meeting activities, interest badges and skills builders girls complete on GO. This will allow them to see which Theme awards they have achieved and/or what they need to complete to achieve one. |
| 00:34  (5 mins)  Slide 14 | **Top section awards**  Use the slide provided to explain what section Bronze, section Silver and section Gold awards are and how girls achieve them. Cover the learning points.  Participants can attend an awards module training session to find out more about Theme awards and top section awards. | Directive – presentation | PowerPoint, projector, computer | 1, 2 | Top section awards are really special awards. Not all girls will choose to achieve them and that’s OK.  The steps girls take to achieve the awards are consistent across the sections, giving girls and young women something to aim for that’s familiar and that encourages them to stay in guiding. It also makes things easier for leaders who work across different sections because the structure of each award is similar.  To achieve a section Bronze award, girls will need to complete any two Theme awards. To earn section Silver, the criteria is any four Theme awards.  To achieve a section Gold award girls will need to complete all six Theme awards for their section and complete an additional, section specific, three-part challenge.  The section Gold award challenge has three parts:  Part 1: Ensuring they’ve made their Promise.  Part 2: Doing something with, for, or beyond their unit (section dependent).  Part 3: Doing something related to the next steps on their guiding journey (section dependent). |
| 00:39  (2 mins)  Slide 15 | **Anniversary badges**  Use the slide provided to explain what anniversary badges are. | Directive –- presentation | PowerPoint, projector, computer | 1, 2 | Ensure participants understand that anniversary badges are for young members and that they have no requirements beyond being a young member of Girlguiding for a certain number of years.  They are not section specific, they are awarded based on the total time a girl has been in guiding. |
| 00:41  (3 mins)  Slide 16 | **Beyond the programme**  Use the slide to explain:  The programme ends on a girl’s 19th birthday.  Participants should support young women to transition into adult membership and explore the opportunities on offer to them. More information on the opportunities for 18–30-year-olds can be found on the Girlguiding website. | Directive – presentation | PowerPoint, projector, computer | 1, 2 |  |
| 00:44  (10 mins)  Slide 17 | **Your challenge**  This training has included lots of new information for participants. Challenge them to think about what they’ll do after the session. Give the participants time to complete Resource A and discuss their answers. Depending on the attendees, this might be:   * In section groups. * In area (for example, district/division/county) groups. * In unit leadership groups. * As a whole group.   The time given for this activity is approximate. You can extend or reduce this, depending on the attendees and the context of the training. | Non-directive – discussion | PowerPoint, projector, computer  Resource A | 3 | Participants should have the opportunity to consider what they’ve heard and what their next steps might be. |
| 00:54  (3 mins)  Slide 18 | **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 | 4 |  |
| 00:57  (3 mins)  Slide 19 | **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. 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 | 4 | Participants understand where they can access further help on the new programme. |

**Ideas to extend this training**

* Participants could examine resources and ask questions (particularly suited to groups of new leaders).
* Spend time on guiding fundamentals, such as the Guiding Method and Five Essentials, to place the programme into context.
* Try out one, or more, skills builder activities and examine their structure. Use activities relevant to the sections of the participants present, but underline that the programme needs cross-sectional consistency.