**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)**.**

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| --- | --- | --- | --- | --- | --- |
| **County**  |  | **Date** |  | **Section** | Cross-sectional |
| **Can members of Rangers, such as young leaders, attend?**  |  | **Estimated time\*** | 1 hour 50 minutes | **Expected numbers**  |  |
| **Copy of information sent to participants seen?** |  | **Break allocated**  |  | **Actual numbers**  |  |
| **Title of training session** | Unit programme planning |
| **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**  |  |

*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.*

\*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.

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| --- | --- |
| **Aim** | To explore how to create a balanced and varied, girl-led unit programme enabling all girls in the unit to fulfil their potential.  |
| **Objectives** | By the end of the session participants will have:1. Refreshed their knowledge of the programme and the Five Essentials.
2. Explored seven helpful steps to creating a balanced and varied term programme.
3. Explored ways of ensuring unit activities are selected by the girls, with everyone having an equal voice.
4. Created their own draft programme plan for a term.
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**Aim and objectives**

**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 |  | 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 |  | Handouts | Checklist & Dear Guiding resourceProgramme plans | Other |  |

**Specific plan**

| **Time** | **Activity** | **Training method** | **Resources needed** | **Objective number**  | **Learning point** |
| --- | --- | --- | --- | --- | --- |
| 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 | N/A |  |
| 00:03(5 mins)Slide 4 | **The Five Essentials**Ask participants to share their understanding of each of the Five Essentials. Check the group’s understanding. There’s a reminder of what the Five Essentials are in the trainer PowerPoint notes, which you can refer to if helpful. You might want to use a Five Essentials ice-breaker here.Let new volunteers know that the Five Essentials are covered in detail in the leadership qualification and reassure experienced leaders that the programme has been carefully designed and structured to support the Five Essentials, which they will already be very familiar with. Explain the learning point.This training will refer back to the Five Essentials as we explore how the elements of the programme come together in a unit term plan.  | Directive Training – PresentationNon directive - discussion | Projector, screen/wall, laptop, presentation | 1 | The Five Essentials act as a framework for **how** the programme should be delivered in practice. They underpin the Girlguiding programme and ensure we support the development of girls and young women through our activities. |
| 00:08(5 mins)Slide 5 | **Our programme**Remind participants of the different elements of the Girlguiding programme that they will be bringing together into their unit programme plan. Cover the learning point.Please note: In this training, we will be referring to each programme element as we move through the training. But, it is important that participants have had the opportunity to explore, in more depth, each element before starting this module. As a minimum, they will need to have reached the same understanding level as contained in the Girlguiding programme overview module. Participants can access this module through e-learning, webinar or by attending a local face-to-face training session.As a trainer, you should familiarise yourself with the detail of each programme element before delivering this training.  | Directive – presentation | Projector, screen/wall, laptop, presentation  | 1 | Emphasise that it’s the combination of **all** elements of the programme and the **way** in which they are brought together and offered to girls that supports the Five Essentials. Each is equally important in building up the bigger picture of a great guiding experience.  |
| 00:13(2 mins)Slide 6 | **Seven steps to programme planning**Briefly explain to participants that in this training session they are going to work through seven simple steps to drafting a programme plan. They will be invited to use the blank programme plans and to fill them in as they work through the seven steps together.  | Directive – presentation | Projector, screen/wall, laptop, presentation Blank programme plan | 2, 4 | There is no one right way to plan a programme. In this training, we explore one way of planning through seven steps, but leaders may have their own ideas to share.  |
| 00:15(6 mins)Slide 7 | **Step 1: Unit planning time**Explain that a leader’s first step should be to create time at the start of the term to plan as a unit which programme activities they want to complete. Unit teams and the girls should all be included in this decision-making process. Invite leaders to share what activities they might need to consider together? This training will work through the options that units will need to consider. These include: special unit activities, skills builders, unit meeting activities and any awards the girls want to work towards.Invite participants to insert some programme planning time into week one of the blank programme plan to do this. Depending on their unit, they may decide this will take a whole meeting or just part of a meeting.  | Non-directive – discussion | Projector, screen/wall, laptop, presentation Blank programme planA method for capturing the ideas suggested by the leaders – for example flip chart paper, sticky notes, bunting, electronic programs (such as zeetings, sli.do, etc) | 2, 3, 4 | Participants should be clear that unit programme planning should involve the girls, so their choices are heard. Link to the Five Essentials. Leaders should ensure their programme plan includes time for the girls to be involved in this decision-making process. |
| 00:21(10 mins)Slide 8 | **Girl-led decision-making**Invite leaders to share techniques that they have used successfully to enable girls to choose their own activities (or any new ones they can think of), using the activity below. Put participants into teams. Tell them that they have one minute to list all the ways they can think of to enable girls to choose their own activities. Then move around the table looking at each other’s lists, taking notes in their own note books of ideas in a way that appeals to them. Share and discuss the following ideas with the participants, if they haven’t already been mentioned, and ensure the learning points have been covered:**Leader facilitated:** Present the different options to the girls and then ask them to vote for their favourite. This could be as simple as raising hands; but could also involve moving to a certain area of the room corresponding to their chosen activity; or sticking stickers onto pictures/words depicting the activity choices. For older girls, this could be set up as a Survey Monkey or Doodle poll.**Group Presentations**: Unit meeting activity cards can be split up and shared with units in groups, who then review the cards and choose their favourite 1/2/3. The groups then present the 1/2/3 ideas to the rest of the unit, who then vote on which one they would like to include in the programme.  | Non-directive – activity | Projector, screen/wall, laptop, presentation, pen, paper, sticky notes | 3 | Some leaders may feel that their role is becoming redundant if the girls choose the programme. If this is the case, remind participants that a leader’s job is to show girls the full range of activities and invite them to try new things. .It is really important that all girls have an equal voice in the decision-making process. Sometimes, individuals may feel they are unable to express an opinion that differs from the majority, or from an individual. So, you need to arrange mechanisms for their opinions to be considered, such as blind voting, anonymous voting, and small groups with leaders facilitating. Ultimately, the programme will be based on a compromise (each side makes concessions) or consensus (general agreement). But, as a leader it is important to signpost to the girls how they can personalise their experiences through the interest badges they select. This supports the ‘Caring for the individual’ Five Essentials, as girls will need to listen to one another and work together to reach a consensus.You can find ideas for how to do this in the ‘Participation on a plate’ resource, available from the Girlguiding website.  |
|  | **Dragons’ Den**: In this activity, the Unit are the ‘Dragons’ and the leadership team each present an activity to the group. The ‘Dragons’ then vote, based on the presentations they’ve heard.**Coloured Dice**: For younger girls, you could use a colourful dice (the ones with a colourful dot on each face, instead of numbers) to select, by chance, the theme that you are going to follow for each evening. **A-Z lists:** Write the letters of the alphabet in a column on a large piece of paper (the back of old wallpaper works very well) and ask the girls to write or draw their ideas for activities, starting with each letter of the alphabet. Substitute letters of the alphabet for colours or themes to get a different selection of ideas.**Trash or Treasure?:** From your previous unit plans, give girls a list of different activities that you have done as a unit and ask them to place them in two piles – trash (things they are happy to throw away) and treasure (things they enjoyed and would like to do again). As every girl is different, this activity works well if you split into smaller groups and then compare the piles to obtain a consensus/majority view. |  |  |  |  |
| 00:31(4 mins)Slide 9 | **Step 2: Fixed events and activities**Ask leaders to think about a specific term when filling in their blank unit programme plans. They can choose whichever term they like (Winter, Spring, Summer). Then ask them to consider all the special and fixed events and activities their unit always does in that term, and to write them into their blank term plan. Invite a few leaders to share what those activities are. It might be a festival such as Christmas, Diwali, Eid, or a trip, making gifts for Mothers’ Day, a Pancake Day race, a Promise celebration, award celebration or something else entirely.Explain the learning points to participants. | Non-directive -filling in term plan, discussion | Projector, screen/wall, laptop, presentation Blank programme plan | 2, 4 | The structured programme hasn’t been designed to fill every meeting – there is still space to enjoy their own traditions, games, parties, trips, etc. The structured programme is designed to fill about 60% of unit meeting time. The remaining 40% can be filled with activities unique to each unit. In addition to the Know Myself theme activities, there are a number of additional Promise resources that can be used in the unit. And, time should be planned for Promise ceremonies – special events should be celebrated.If girls are earning badges and awards then the unit programme plan should include time to recognise the commitment and effort they made with a really special badge presentation on a regular basis. This is also a great way to share what girls are achieving with parents and encourage them to support them in their guiding.  |
| 00:35(5 mins)Slide 10 | **Step 3: Choose your skills builders**Pass around skills builder activity cards for participants to look at. Briefly check participants are aware of how skills builders work. Ensure you’ve covered the learning points. Elicit from participants what Step 3 might be. Step 3 is to choose which skills builder or skills builders your unit is going to work on over the term, ensuring the girls are at the centre of this decision-making.Participants may want to consider the following:* Choosing a theme to focus their skills builder activities on for a term.
* Running both skills builders from a theme to provide girls with choice.
* Running different stages from a skills builder to meet all the girls’ needs.
* A combination of the above, or a combination of skills builders from different themes. The choice is endless. Link to the Five Essentials on creating a balanced and varied programme.

Tell leaders that if they’re new to the programme a simple way to start with skills builders is to decide to do all five activities from one skills builder stage across the term.  | Directive training – presentationNon-directive training – discussions | Projector, screen/wall, laptop, presentation Skills builder cardsBlank programme plan | 1, 2 | There are six themes in the new programme that are common to all sections.There are two skills builders for each theme – giving 12 in total.Each skills builder has six stagesEach stage has five activities. Girls must complete all five to receive their badge. Step-by-step activity cards support each skills builder activity. |
|  | Ask leaders to select either one or two skills builders to work on for a term for the purposes of this training. Remind them that in practice this decision should be made together with the girls. Link to the Five Essentials. They should note the skills builder(s) down, but not insert it into their unit plan yet. |  |  |  |  |
| 00:40(2 mins)Slide 11 | **Skills builder stages** Ensure participants understand the stages that are relevant to each section and that there is an upper cap (but no lower cap) for the stage that can be completed within a section: * Rainbows: Stage 2
* Brownies: Stage 3
* Guides: Stage 5
* Rangers: Stage 6

Ask leaders to make a note of which stages are most likely to be relevant to their unit.  | Directive training – presentation | Projector, screen/wall, laptop, presentation  |  | Leaders understand the stages relevant to the sections they work with and that there is an upper cap. |
| 00:42(20 mins)Slide 12 | **Step 4: When and how to do the activities**Activity suggestion:* Ask participants to imagine they are girls in a unit and stand up if they would like to do some activities on camping (hopefully some will and some won’t).
* Ask those who are standing up to split into two groups: those who think they are experienced campers; and those who think they have less camping experience.
* Highlight that girls with more experience should try a higher stage of skills builder
* Highlight that those who remained seated should be offered the Explore skills builder in this example, and again, ask them to split into a group to demonstrate.

Ensure leaders know that skills builder activities have been designed to be done in small groups of between three and six girls (flag the Five Essentials link). Leaders should expect to have several different skills builder groups running at the same time. This means that even if the whole unit is working on the same stage of the same skills builder at the same time, leaders should divide girls into small groups so they get the benefit of this dynamic.Elicit from participants how they think they might organise the girls into small groups.As part of this discussion, cover the learning points.Ask leaders to insert ‘skills builder time’ into their blank programme plans and to consider how many different groups might be working on different skills builders in their own unit based on the skills builders and the stages they earlier noted. They might decide to do all five activities that make up a stage in one term so girls will earn their badge, giving them a sense of achievement. | Directive training – presentationNon-directive activity | Projector, screen/wall, laptop, presentation, Blank programme plan | 2, 3, 4 | Leaders may be worried about putting girls into the right group – the suggested stages for each section have been designed to correspond with the needs of most girls in that age group. So, younger girls will typically be ready for the lower stages, and older girls will typically be best engaged with the higher stages.BUT, this is flexible and will vary depending on what else the girls have done – both inside and outside guiding. Stages don’t indicate ‘getting better’ at something, just building skill and experience. The activities should challenge the girls, but they shouldn’t find them impossible to do in their groups.Girls with a similar level of prior knowledge and experience in a skill should be put in groups together, as much as possible. This enables leaders to offer appropriate challenges to every girl in their unit, across the whole age range and all backgrounds. This is a really important way of caring for the individual girls in the unit (flag the Five Essentials link), by not offering a ‘one-size-fits-all’ experience.Leaders should expect to have several different skills builder groups running at the same time – they could be working on the same theme and skill, but different stages; or different skills and stages on the same theme; or different themes, topics and stages – it will depend on each individual girls who make up your unit. For this reason it might be easier for leaders to think of planning ‘skills builder time’ into their term plan within which they might have multiple activities happening at the same time.Because of the above point, the groups of girls working together on skills builders can (and should) change, up to as frequently as for each skill, because girls will have different interests and prior skills/experience.The skills builder activity cards have been designed to support girls to organise themselves and complete the activities in their groups. Facilitating this, and not stepping in to ‘lead’ the activities for them, gives girls the opportunity for decision making and self-government as they do their skills builder activities (flag the five essentials link).  |
|  |  |  |  |  | The unit leadership team will need to provide the equipment needed by the girls to successfully complete their skills builder activities – and provide any clarification and support to the groups during the meetings. This may limit how many different groups you have running on a single evening. Leaders need to be aware that activities vary in duration, which means some groups may need an extra task to do while the other groups are finishing. This could be linked to the programme (choosing an interest badge to try, for example), or something fun, like a game or quiz.Younger girls may need support with reading the cards, but they can still work in their groups to complete the activities. The real skills development happens when they work things out for themselves – it’s about the process, not the outcome. |
| 01:02(5 mins)Slide 13 | **Key things to note**Ensure that leaders have understood the points on the slide. There are some examples to bring this to life in the PowerPoint trainer notes, should you wish to use them. | Directive – presentation | PowerPoint, projector, computer | 2, 4 |  |
| 01:07(10 mins)Slide 14 | **Skills builders and your term**After all that information, help leaders to consolidate and consider how skills builders may work in practice for their unit. Split participants into small groups and ask them to consider the following questions. Then bring everyone back together to feedback what’s been discussed:1. How might skills builders work in practice in participants units?
2. What choices are there when deciding which skills builders to run over a term?
3. How might leaders practically plan for girls to complete the five activities in each skills builder over the course of a term?
4. How could leaders also ensure that balance and variation is maintained for the girls over the course of that term?

Ensure you’ve covered the learning points.Remind participants, if they haven’t already, to insert skills builder time into their draft unit programme plan. | Non-directive – small group discussion | PowerPoint, projector, computer | 2, 3, 4 | There are two skills builders on offer for each theme area but girls only need one stage or one skills builder in each theme to achieve the Theme award. So, girls should be given a choice of which of the two they would be most interested in pursuing. This enables their individual interests to be taken into account and is a way of caring for the individual (flag the Five Essentials link). Each stage of a skills builder comprises five compulsory activities. This means that doing a stage of a skills builder makes a great anchor to a leader’s unit programme plan each term. Maybe a unit could have a skills builder session every other week? And, if a girl has good attendance, it means she’ll get a skills builder badge each term – a great incentive! Leaders should be careful they don’t lose the balance and variety in their programme, by doing just skills builders in a particular theme for four or five weeks in a row, although this would mean girls achieve a stage badge quickly, it may well disengage some because the weekly meetings are too repetitive. |
|  |  |  |  |  | Leaders will need to be mindful of which skills builder stages each girl has completed, in order to provide everyone with the opportunity of completing their section Gold award (and/or their section Bronze or section Silver award from January 2020) if they want. Sometimes, despite your best efforts, this might not be possible – for example, if a girl’s attendance is patchy. Leaders can record girls’ progress on GO. |
| 01:17(10 mins)Slide 15 | **Step 5: Time to support interest badges**In small groups, ask participants to remind each other of what interest badges are and how they work. Remind participants that interest badges are the element of the programme that really enable girls to tailor their guiding to their individual taste. It’s entirely up to them what they do, and when and how they do it.The trainer PowerPoint notes have additional information about interest badges, should you need it.Explain to leaders that they should allow time within their term plan to support girls to:* Choose and plan the interest badges they are going to try.
* Answer any questions.
* Review what girls have done.
* Celebrate the girls’ achievements.

Planning a slot for girls to tell the whole unit about their interest badge activity is a great way to showcase their achievements and inspire others to give new interests a try.Ask participants to add some time into their programme plan for interest badges based on the above information.Ensure you’ve covered the learning points. | Directive - presentation | PowerPoint, projector, computer, Blank term plan | 2, 4 | Leaders don’t need to plan time in the meeting to complete badges because they should be done independently outside of the meeting (flag Five Essentials link). Leaders need to make sure they have allowed enough time for each girl, as an individual, to chat to someone about what they’ve done, as it’s only a leader who can sign these off in a girl’s badge or record book. |
| 01:27(3 mins)Slide 16 | **Step 6: Girls select unit meeting activities**Pass round unit meeting activity cards for participants to look at. Ensure participants understand unit meeting activities. You can find information on how they work in the trainer PowerPoint notes. Cover the learning point. | Directive training – presentation | PowerPoint, projector, computer,unit meeting activity cards  | 3 | Girls should choose the unit meeting activities they do. The activities themselves will have more opportunities for girls to make decisions, to take the lead, to practise caring for themselves and others built into them (flag the Five Essentials link). |
| 01:30(5 mins)Slide 17 | **Step 7: Slot the unit meeting activities into your term plan**Discuss the learning points with participants.Ask leaders to note down where they might do the unit meeting activities that girls have selected in their draft programme plans.  | Non-directive, filling in blank term plan | PowerPoint, projector, computer,unit meeting activity cards, blank programme plan | 2, 4 | Balance and variation can be added to a term with unit meeting activities from themes different to the skills builder themes being completed that term.They vary in length and levels of challenge, so if you get girls to choose a good number they want to try, leaders should be able to find one suitable to slot into most gaps in their programme plan. It is important that leaders remember that they are responsible for checking that the activity can be carried out safely in their meeting place. The concept of ‘pick up and go’ still requires leaders to complete some preparation for the unit meeting, including ensuring that all of the materials and equipment are available for the girls to complete the activities, or helping girls to successfully source these. |
| 01:35(10 mins)Slide 18 | **Returning to the Five Essentials**Ask leaders to look at the term plan they have now filled in as a whole. Can they see where the Five Essentials are supported by the different activities they will be providing? Do they need to amend anything? You might want to ask participants to work in pairs or small groups for this exercise, so they get the benefit of someone else looking at their plan, too.Ask a few participants to share what their term plans look like. They are likely to all be different and varied, and this should demonstrate that even though they are using structured resources they are offering a unique experience to the girls.  | Non-directive –discussion  | PowerPoint, projector, computer, Blank programme plans | 1, 2, 3, 4 | Leaders are reminded that the Five Essentials act as a framework for **how** the programme should be delivered in practice. They underpin the Girlguiding programme and ensure we support the development of girls and young women through our activities. |
| 01:45(3 mins)Slide 19 | **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 |  |
| 01:48(2 mins)Slide 20 | **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-learning, meetings, the Girlguiding website, guidance note 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 | Participants understand where they can access further help on the new programme.  |

**Ideas to extend this training**

* Time to consider the ‘Dear Guiding….’ letters that are included in the resources for this module.