













WE DISCOVER, WE GROW

Girlguiding

Membership Growth Trainers' Toolkit

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It is important that all Girlguiding members are equipped with the knowledge, understanding and skills to support the growth of the organisation. This can range from recruitment and retention to improving the organisation's ability to be flexible and increasing our diversity.

This toolkit has been written to support Trainers to deliver sessions of any length on the topic of membership growth. You could be asked to deliver training:

- as a membership growth workshop for various levels, eg County, Division, District
- as part of an unrelated session, such as a programme training, during which the activities and resources can be used to encourage Leaders to think about the effects of a varied programme on recruitment.

Whatever the type and purpose of your training session, this toolkit gives you all the resources you need to plan and deliver a session that will meet the needs of your trainees and increase their awareness of, and enthusiasm for, membership growth.

What is membership growth?

Membership growth is about increasing the number of members in Girlguiding. Although it encompasses all aspects of guiding, the priorities are as follows.

- Strategic mapping and targeting growth, to help the membership grow at all levels. This includes analysing and identifying opportunities for growth.
- Recruitment of girls and young women, so we can offer every girl the opportunity to be a member.
- Recruitment of adults, so we have enough volunteers to provide high-quality guiding to all girls who wish to join.
- Welcome and induction processes which identify the needs of all members and take into account their development and progression.
- Sustaining long-term growth and supporting retention by:
 - promoting successful transition between sections
 - implementing thanks and recognition practices
 - leadership development and high-quality programme delivery
 - understanding flexible guiding methods that can better use our existing resources
 - promoting inclusion and diversity, so that we can welcome members from all backgrounds.
- Talking about guiding externally and actively promoting the organisation.

What are the membership growth key messages?

The following key messages are aids that should be used by Trainers, Public Relations Advisers (PRAs), Membership Growth Coordinators and Commissioners to inform what they say when spreading awareness of growth in guiding. These aids will ensure that a consistent message to grow guiding is clearly communicated. The messages underline that the growth of the organisation is everyone's responsibility and that we should all do something to support growth.

- **Message 1**
Remember that every girl matters - try to involve just one more.
- **Message 2**
Make that welcome warm - new members of all ages want to feel they belong.
- **Message 3**
Make every meeting great - girls vote with their feet!
- **Message 4**
Ask for help - more volunteers means more benefits for both adults and girls.

How to use this toolkit

Each section of the toolkit covers a different aspect of membership growth and suggests a selection of activities which can be used in a training session. The all-encompassing nature of growth means that it will be important to tailor each session to the aims and objectives of the trainees' requirements. Trainers can also take single activities to drop into other sessions, such as programme trainings.

The toolkit includes some sample session plans (see page 6) which show how you can combine themes and activities to cover a range of training sessions, from a full weekend to a smaller one-hour or taster session. These plans can be used as they are, or adapted using activities and resources from this toolkit.

All trainings should have a strong message that will encourage members to think about growth and how they can participate. Remember to think about the main message you want to get across when planning your training session.

Being our best Girlguiding's Plan for 2020

Our commitment

By 2020, we will empower more girls to find their voice and be their best through high-quality, girl-led programmes delivered by inspirational Leaders.

Our vision

An equal world where all girls can make a positive difference, be happy, safe and fulfil their potential.

Our mission

Through fun, friendship, challenge and adventure we empower girls to find their voice, inspiring them to discover the best in themselves and to make a positive difference in their community.

Our plan for 2020 is a commitment from everyone in Girlguiding to get even better at all that we do.

EXCELLENCE

ACCESS

VOICE

CAPACITY

Together, focusing on these four key themes, we will deliver a bright future to all girls and young women in guiding - and those we hope will be joining us.

How does this this toolkit help us to be our best?

ACCESS

- We will work together to ensure that more girls from all backgrounds benefit from what we do.

EXCELLENCE

- We will get better and better at all that we do for girls.

This toolkit enables Trainers to put together sessions that will inspire our adult members to undertake activities to increase growth.

Membership Growth weekend

Aim: To support Counties in creating and/or developing their membership growth plans.

Objective: During the weekend, County teams will:

1. Improve their understanding of mapping and identify areas of growth.
2. Investigate the main themes of membership growth.
3. Explore some of the specific challenges and identify and consider tactics for tackling these.
4. Develop practical skills to support the implementation of their plans.
5. Explore methods to promote Girlguiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
Friday					
7-8.30pm	Evening meal				
8.45-9.45pm	Opening session: Introductions			4	<ul style="list-style-type: none"> • Introducing overall themes of the weekend. • Light-hearted activities, allowing the group to mingle and get to know each other.
	Activity 1t. Community calendars (30 mins)	Activity	<ul style="list-style-type: none"> • Blank calendars • Craft materials • Guiding pictures 		
	Activity 1n. Inspirational image (30 mins)	Activity	<ul style="list-style-type: none"> • Inspiration images • A4 card • Glue • Ruler • Scissors 		
Saturday					
8.15-9am	Buffet breakfast				

Membership Growth weekend is continued overleaf

Membership Growth weekend (continued)

9.30-11am	Strategic mapping and targeted growth			1	<ul style="list-style-type: none"> • Supporting members to map their local area so they can identify areas of growth and analyse needs. • Learning techniques to map the area for growth.
	Activity 2d. Ten questions to help you plan (20 mins)	Small group working	<ul style="list-style-type: none"> • Question sheets • Pens 		
	Activity 2b. Designing your aims (30 mins)	Small group working	<ul style="list-style-type: none"> • Flipchart paper • Handout • Pens 		
	Activity 2f. Strategic mapping without the internet (40 mins)	Small group working	<ul style="list-style-type: none"> • Maps • Research materials • Coloured stickers • Pens 		
11-11.30am	Coffee				
11.30am-12.25pm	Recruiting adults			2/3/4	<ul style="list-style-type: none"> • Providing members with ideas and methods for recruiting more adult volunteers into Girlguiding. • Understanding how to promote Girlguiding to different audiences. • Understanding the needs of volunteers. • Understanding what motivates volunteers. • Learning to plan promotion using different platforms. • Exploring ways to recruit within guiding.
	Activity 4.1b. Potential recruits (25 mins)	Discussion and small group working	<ul style="list-style-type: none"> • Handout • Pens • Flipchart paper • Sticky tack 		
	Activity 4.1c. Using role descriptions (20 mins)	Small group working	<ul style="list-style-type: none"> • Role descriptions • Flipchart paper • Pens • Handout 		
	Activity 7a. Sticky note challenge (10 mins)	Small group working	<ul style="list-style-type: none"> • Sticky notes • Pens 		
12.25-2.30pm	Lunch				

Membership Growth weekend (continued)

2.30-4.10pm	Recruiting girls			2/3/4	<ul style="list-style-type: none"> • Providing members with ideas and methods for recruiting more girls into Girlguiding. • Investigating ways to encourage girls into guiding. • Promoting good quality guiding programmes. • Looking at good practice in transitions. • Exploring the reasons that young women and girls leave guiding.
	Activity 4.2b. How do we recruit..? (25 mins)	Small group working	<ul style="list-style-type: none"> • Flipchart paper • Pens 		
	Activity 7j. Unit health check (15 mins)	Small group working	<ul style="list-style-type: none"> • Handout • Coloured sticky dots 		
	Activity 7k. Best practice transition (30 mins)	Small group working activity and discussion	<ul style="list-style-type: none"> • Paper • Pens 		
	Activity 7f. Exiting guiding (30 mins)	Small group discussion and feedback	<ul style="list-style-type: none"> • Pens • Flipchart paper 		
4.10-4.30pm	Tea				
4.30-6pm	Talking about guiding externally			5	<ul style="list-style-type: none"> • Exploring Girlguiding's PR materials. • Looking at our key messages and being a brand ambassador. • Looking at why promotion of Girlguiding is key to growth. • Exploring ways of talking about guiding to external audiences. • Discussing the use of digital media. <p>NOTE: presentation on key messages is available from Girlguiding's PR team, or you could use the Membership Growth PowerPoint</p>
	Presentation on key messages and PR materials (10 mins)	Group presentation	<ul style="list-style-type: none"> • PowerPoint presentation 		
	Activity 3a. What's in it for me? (10 mins)	Group discussion	<ul style="list-style-type: none"> • Flipchart paper • Pens 		
	Activity 3c. Quick sell! (30 mins)	Small group working	<ul style="list-style-type: none"> • Household products 		
	Activity 3d. Promoting guiding everywhere (30 mins)	Small group working activity	<ul style="list-style-type: none"> • Flipchart paper • Pens • paper 		
	Activity 3h. Try tweeting (10 mins)	Small group working	<ul style="list-style-type: none"> • Paper • pens 		

Membership Growth weekend (continued)

7-8pm	Evening meal				
Sunday					
9-9.45am	Buffet breakfast				
10-11.30am	Retention			2/3/4	<ul style="list-style-type: none"> • Sustaining long-term growth and supporting retention. • Exploring why volunteers leave guiding. • Discussing good practice thanks and recognition techniques. • Exploring flexible guiding solutions. • Exploring who can do which roles in guiding.
	Activity 7n. Events in time (20 mins)	Small group working	<ul style="list-style-type: none"> • Flipchart paper • Pens 		
	Activity 7q. Recognition match-up (30 mins)	Large group working	<ul style="list-style-type: none"> • Handout • Pens 		
	Activity 6d. Flexible guiding group discussion (30 mins)	Small group discussions	<ul style="list-style-type: none"> • Flipchart paper • Pens 		
	Activity 6f. Role jigsaw (10 mins)	Small group working	<ul style="list-style-type: none"> • Handout 		
11.30am-12pm	Coffee				
12-12.30pm	Action plan session	Small group or individual working	Action plan sheets	<ul style="list-style-type: none"> • Bringing all the learning together. • Action plan sheets to cover: who, what, why, when. 	
12.30-1.30pm	Closing session	Group discussion	Thanks cards	<ul style="list-style-type: none"> • Recap on all messages. • Thanks to all participants. • Question and answer session. 	
	Finish				

Retaining our membership (90mins)

Aim: To provide members with the skills to help retain girls and volunteers.

Objective: During the session the participants will:

1. Explore methods to retain girls and volunteers.
2. Be aware of ways to support transition and growth.
3. Understand and identify ways to recognise volunteers' achievements.

Time	Activity	Training method	Resources needed	Objective number	Comments
5 mins	Introductions and housekeeping				
5 mins	Icebreaker: Activity 1d. 'I am a Leader because...'	Large group working			To remind us why we are in guiding.
20 mins	Activity 7i. How do we retain..?	Small group working	<ul style="list-style-type: none"> • Flipchart paper • Pens 	1/2	
25 mins	Activity 7k. Best practice transitions	Small group working	<ul style="list-style-type: none"> • Pens • Paper 	2	Transition is the movement of girls between sections.
15 mins	Activity 7j. Unit health check	Small group working	<ul style="list-style-type: none"> • Coloured sticky dots • Handout 	1/2	Girls vote with their feet: a quality programme is key to retention.
15 mins	Activity 7p. Formal vs informal recognition	Large group discussion	<ul style="list-style-type: none"> • Flipchart paper • Pens • Sticky notes 	3	Thanking volunteers is really important and helps them feel valued.
5 mins	Evaluation and close				

Adult membership growth and the Commissioner's role in welcoming new volunteers (2 hours)

Aim: To help Commissioners understand their role when growing the membership.

Objective: During the session the participants will:

1. Look at the Commissioner's role when welcoming new volunteers.
2. Discuss the benefits of mapping areas.
3. Look at various aspects of membership growth.
4. Develop an action plan for membership growth.

Time	Activity	Training method	Resources needed	Objective number	Comments
5 mins	Introductions and housekeeping				
5 mins	Icebreaker: Activity 1p. Pairs	Group discussion			
10 mins	PowerPoint on Membership Growth	Presentation to whole group	<ul style="list-style-type: none"> • PowerPoint 	1	Use the basic PowerPoint found on the Girlguiding website. Add that the Commissioner's role includes: <ul style="list-style-type: none"> • welcoming and inducting new Leaders • ensuring good succession planning • promoting good transitions between sections • recognising and responding to any membership growth needs • ensuring contacts on Join Us are responded to • promoting guiding locally.
30 mins	Planning and mapping: Activity 2b. Designing your aims	Small group working	<ul style="list-style-type: none"> • Flip chart • Pens • Handout 	2	Include the aims in the action plan at the end of the session.

Adult membership growth and the Commissioner's role in welcoming new volunteers is continued overleaf

Adult membership growth and the Commissioner's role in welcoming new volunteers (2 hours) (continued)

Time	Activity	Training method	Resources needed	Objective number	Comments
15 mins	Welcome activity: Activity 5.1b. New volunteer's journey	Small group working	<ul style="list-style-type: none"> • Handout 	1/3	
15 mins	Induction activity 5.1h. Volunteer checklist	Activity as individuals or small group	<ul style="list-style-type: none"> • Pens • Paper • Handout 	1/3	Include the checklist items in the action plan at the end of the session.
15 mins	Activity 4.1d. Planning a recruitment event	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens • Recruitment materials 	3	Highlight the recruitment resources available. Have copies of posters / postcards etc to be distributed.
20 mins	Action plan	Coaching	<ul style="list-style-type: none"> • Copies of Appendix D 	4	
5 mins	Evaluation and close				

Giving a warm welcome to new volunteers (60 mins)

Aim: To help participants think about how we welcome new volunteers.

Objective: During the session the participants will:

1. Know the membership growth key messages and resources.
2. Identify the actions needed to welcome and induct a volunteer, and who is responsible for carrying this out.
3. Identify gaps in current induction processes.

Time	Activity	Training method	Resources needed	Objective number	Comments
5 mins	Introductions and housekeeping				
5 mins	Icebreaker: Activity 1p. Pairs	Group discussion			
10 mins	PowerPoint on Membership Growth	Presentation to whole group	<ul style="list-style-type: none"> • PowerPoint • Recruitment posters 	1	Use basic PowerPoint. <ul style="list-style-type: none"> • Identify recruitment resources available. • Discuss key messages. • Cover the needs of a new volunteer and what might motivate them to join guiding.
15 mins	Induction activity 5.1h. Volunteer checklist	Activity as individuals or small group	<ul style="list-style-type: none"> • Pens • Paper • Handout 	2	
20 mins	Activity 5.1g. Problems and pitfalls	Small group activity	<ul style="list-style-type: none"> • Flipchart • Pens 	3	
5 mins	Evaluation and close				

Help to recruit adult volunteers (2 hours, 15 minutes)

Aim: To provide participants with ideas and methods for recruiting more adult volunteers into Girlguiding.

Objective: During the session the participants will:

1. Understand the needs and motivation of volunteers.
2. Understand how to promote guiding to different audiences.
3. Identify ways to plan recruitment.
4. Explore ways to recruit within guiding.
5. Understand how to be more flexible and inclusive with recruiting volunteers.

Time	Activity	Training method	Resources needed	Objective number	Comments
5 mins	Introductions and housekeeping				
10 mins	Icebreaker: Activity 1f Card game	Small group working	<ul style="list-style-type: none"> • Pack of playing cards 		
20 mins	Activity 4.1a. The guiding offer	Large group working	<ul style="list-style-type: none"> • Flipchart • Pens 	1	
30 mins	Activity 3c. Quick sell!	Small group working	<ul style="list-style-type: none"> • Selection of household objects 	2	
15 mins	Activity 4.1d. Planning a recruitment event	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens 	3	
20 mins	Activity 4.1b Potential recruits	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens • Sticky tack • Handout 	4	
30 mins	Activity 6e. Open doors	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens 	5	
5 mins	Evaluation and close				

Making what we have go further, and including all (90 mins)

Aim: To introduce participants to ideas on flexible guiding and including new members from your community.

Objective: During the session the participants will:

1. Look at different methods of flexible guiding.
2. Consider ways to promote guiding in different areas.
3. Consider ways to engage with the community.

Time	Activity	Training method	Resources needed	Objective number	Comments
5 mins	Introductions and housekeeping				
10 mins	Icebreaker: Activity 1j. Shields	Small group working	<ul style="list-style-type: none"> • Shield shapes • Pens 		
20 mins	Activity 6d. Flexible guiding group discussion	Group discussion	<ul style="list-style-type: none"> • Flipchart paper • Pens 	1	
30 mins	Activity 3d. Promoting guiding everywhere	Small group working	<ul style="list-style-type: none"> • Flipchart sheets • Pens • Paper 	2	Use Appendix H to help facilitate conversation.
20 mins	Activity 5.2g. Identifying your community	Small group working	<ul style="list-style-type: none"> • Flipchart Paper • Pens 	3	
5 mins	Evaluation and close				

Section 1

Icebreakers, fillers and fun projects

As you run through your training session, you may find that some activities take less time than you had originally allocated. In times like this, a filler activity can be really valuable to get the group talking with membership growth in mind.

It is also a good idea to plan some fillers and fun activities into the session plan as energisers, particularly if you are holding a long training.

1a. Where do you come from?

Purpose: To demonstrate the commitment of each participant.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Ask each participant to share the following facts with the rest of the group. <ul style="list-style-type: none"> - Where they have travelled from to get to the training. - The distance they travelled. - What method of transport they used. - How long the journey took. - Whether they would be prepared to travel further. If so, how much further? • You can make this icebreaker more interesting by having a map of the area available, and placing a sticker or marker for each person's journey. 	Large group working	<ul style="list-style-type: none"> • Flipchart paper • Pens Optional: <ul style="list-style-type: none"> • Map of the area • Stickers 		Have the questions written out on flipchart paper in advance.

1b. In my shoes

Purpose: To demonstrate that everyone is different.

Time	Activity	Training method	Resources needed	Objective number	Comments
5-10 minutes	<ul style="list-style-type: none"> • Ask each participant to share some information about the shoes they are wearing. For example: <ul style="list-style-type: none"> - What kind of shoes are they? - What do they love about them? - Where are they from? - How long have they had them? 	Large group working			

1c. What does my area look like?

Purpose: To demonstrate that guiding attracts lots of different communities.

Time	Activity	Training method	Resources needed	Objective number	Comments
5-10 minutes	<ul style="list-style-type: none"> • Display the pictures from Appendix A around the room. Ask the participants to stand by the photo that most closely represents the area in which they do their guiding. • Ask each participant to explain why they have chosen this image. 	Large group working	<ul style="list-style-type: none"> • Appendix A (page 115) • Sticky tack/pins 		

Section 1

Icebreakers, fillers and fun projects

1d. 'I am a Leader because...'

Purpose: To remind us why we are in guiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> Ask participants to walk around the room saying 'I am a [<i>their guiding role</i>] because...' to one other person, using only two or three words. Once a pair has shared their comments with each other, they should each move on to another person. Allow up to five minutes for comments to be exchanged before bringing the whole group back together. 	Large group working			

1e. Alliterative introductions

Purpose: To demonstrate that everyone in guiding is different.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> Ask participants to spread out in a circle. Invite the participants to introduce themselves using an alliterative sentence based on the first letter of their name, eg: 'I'm <u>r</u>omantic <u>R</u>osemary. I like <u>r</u>eading.' 	Large group working	Optional: <ul style="list-style-type: none"> Small ball 		Depending on the group, you may wish to make the activity physical by asking participants to throw a ball to someone across the circle.

Section 1

Icebreakers, fillers and fun projects

1f. Card game

Purpose: To identify the highs and lows of being a Girlguiding volunteer. This is also a good way to split people into groups if required.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none">• Give a playing card to each participant upon arrival.• The participants must find someone with a card of a different suit and talk about their best ever experience as a Girlguiding volunteer.• Then, the participants must find someone with another different suit and talk about their worst ever experience as a Girlguiding volunteer.• Finally, the participants must find the people in the room with the same suit as them and sit with them in a group (if required).	Small group working	<ul style="list-style-type: none">• A pack of playing cards		

Section 1

Icebreakers, fillers and fun projects

1g. Betty Bead

Purpose: This craft activity constructs a new member out of beads that represent the different roles in guiding, the Five Essentials, key messages, diversity and the role Leaders have in membership growth. It is an activity that will get participants thinking about the bigger picture of growth and give them a memento to take away.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> See the full instructions for this activity in Appendix B. 	Individual working	<ul style="list-style-type: none"> Appendix B (page 116) Per person: <ul style="list-style-type: none"> 3 chenille sticks 27 pony beads 1 felt flower 1 wooden bead 		

1h. Recruitment bingo

Purpose: To see what experience in recruiting the group members have.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes	<ul style="list-style-type: none"> Give each participant a bingo card from Appendix C and ask them to find someone in the room who fulfils the statement. The aim is to cross as many statements off the list as possible. When five minutes is up, regroup and discuss. Did anyone get a full house? If not, invite the participants to discuss the reasons why. 	Large group working	<ul style="list-style-type: none"> A copy of Appendix C (page 117) per person 		

Section 1

Icebreakers, fillers and fun projects

1i. Girls first

Purpose: To identify what activities the participants have tried to recruit girls.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes	<ul style="list-style-type: none"> • Ask the participants to form a line from one end of the room to the other according to how true the following statements are (one end = not true at all, other end = completely true). <ul style="list-style-type: none"> - My unit meets at the same time and place as its main feeder unit. - The girls in my unit are evenly spread across the full age range. - The Leaders of the main feeder units are all aware of when and where my unit meets. - My unit takes part in activities with other sections. - I regularly promote my unit in local schools. - I try to involve parents, for example with a parent activities evening. - I encourage girls in my unit to move up to the next section. - I have checked that the unit meeting doesn't clash with other activities, eg a dance class. - I have made sure the contact details for my unit on Join Us are up to date. - I involve the girls in activities that promote guiding. 	Large group working			This activity can be adapted by giving each participant a sheet of small stickers and putting the statements up around the room. They could walk around, read the statements and stick a sticker on any statement that's true for them. That would give the group a picture of how many people have tried the different ideas without pointing the finger at any individuals.

1j. Shields

Purpose: To get to know the group.

Time	Activity	Training method	Resources needed	Objective number	Comments
10-15 minutes	<ul style="list-style-type: none"> • Split the participants into small groups of four or five. • Give each group a piece of flipchart paper with a blank shield shape drawn on it. Ask them to draw something on the shield that represents each of them as an individual, and something in the centre that unites them as a group (for example, they all have girls and guiding in common). • Once the groups have completed the drawing, ask each group to explain a little bit about it. 	Small group working	<ul style="list-style-type: none"> • Shield shapes • Pens 		

1k. Pair and share

Purpose: To identify common challenges and share guiding aspirations.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Ask the participants to pair up and share the following. <ul style="list-style-type: none"> - Their current challenges in retention. - Where they would like to be in Girlguiding in five years' time. • After five minutes, ask the participants to swap partners and share the same questions. 	Small group working			

11. Chocolate beans!

Purpose: To put the participants at ease.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> Split the participants into small groups and give each group a bag of chocolate beans. Tell each person to select five sweets of different colours from the bag. Once everyone has their chocolate beans, explain that each colour represents an aspect of their life. For example: blue = work, pink = plans for the weekend, red = guiding, yellow = hobbies, orange = childhood ambitions, etc. Each participant then introduces themselves to the rest of the group with a fact for each chocolate bean they have chosen. 	Small group working	<ul style="list-style-type: none"> One bag of chocolate beans per group 		Have the colours, and what they represent, on display.

Section 1

Icebreakers, fillers and fun projects

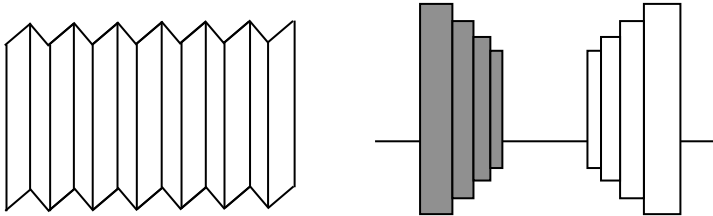
1m. Line up!

Purpose: To get the group working as a team.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Split the participants into two groups. • Instruct the groups to line up in a particular order, as quickly as possible. When a group is lined up appropriately, all group members should clap to indicate they have completed the task. Here are some suggested criteria by which they could line up. <ul style="list-style-type: none"> - The number of years they have been in Girlguiding. - The number of new members they have met that year. - Shoe size. - Number of siblings they have. - Alphabetically by first name. • After each line-up, determine which group clapped first and announce them as the winners of the round. 	Small group working			

1n. Inspirational image

Purpose: To make an inspirational memento that will remind participants of a future vision of guiding, and our aspirations and goals.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Instruct participants to divide each picture vertically into five equal strips. Cut the pictures into strips and keep them in the right order. • Arrange the strips on the card, alternating strips from picture 1 and picture 2, from one end of the card to the other until the card is full. Stick them in place. • Make folds in the card vertically along the strips, to form a concertina. • When the concertina is stood upright it will create an optical illusion, revealing a different picture depending on what angle it is viewed from. 	Individual working	<ul style="list-style-type: none"> • Per person: Two A5 pictures, portrait orientation. One should represent where we are in guiding now, and one should be aspirational to show where we would like to be • Ruler • Pencil • Scissors • Glue • One piece of A4 card 		You may need to spend a little time sourcing the images.

1o. Question cards

Purpose: To generate conversation about why people volunteer.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Hand out a card per participant. The cards should contain a question such as: <ul style="list-style-type: none"> - 'What would you be doing now if you weren't at this training?' - 'What would you do if you won the lottery?' or - 'What do your friends think about your involvement in guiding?' • Ask participants to introduce themselves and answer their question. 	Group discussion	<ul style="list-style-type: none"> • One pre-made question card per person 		

1p. Pairs

Purpose: To demonstrate what participants get from being part of Girlguiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Split the group into pairs. • Ask them to find out what brought their partner to Girlguiding. • Bring the group back together and ask each participant to introduce her partner to the group. 	Group discussion			

Section 1

Icebreakers, fillers and fun projects

1q. Thinking outside the box

Purpose: To get everyone thinking ‘outside the box’ and to refresh the participants between activities.

Time	Activity	Training method	Resources needed	Objective number	Comments
5 minutes	Provide a sheet of paper with 12 rectangles on, equally spaced. One sheet per participant. Now challenge them to turn each rectangle into something else, eg flag, fridge, book, table setting.	Group discussion	<ul style="list-style-type: none"> • Paper • Pens 		

1r. Name introduction

Purpose: A reminder of the importance of a warm welcome.

Time	Activity	Training method	Resources needed	Objective number	Comments
5-10 minutes (depending on group size)	<ul style="list-style-type: none"> • Go around the group and get each participant to say their name. • Ask them to share something about the first person who made them feel welcome at Girlguiding. 	Group discussion			

Section 1

Icebreakers, fillers and fun projects

1s. Who am I?

Purpose: To get participants talking.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Divide the participants into groups of three or four. • Ask each member of the group to pick a famous person and write their name on a sticky note. The name should be kept secret. • Each person then takes their sticky note and attaches it to another group member's forehead. • Taking turns, everyone with a sticky note asks the group questions to determine who they are. Questions should have yes or no answers, such as the following. <ul style="list-style-type: none"> - 'Am I female?' - 'Am I alive?' - 'Am I a politician?' • Members can keep asking questions until they guess correctly who they are. The winner is the person who can guess their name with the fewest questions. 	Small group working	<ul style="list-style-type: none"> • Sticky notes • Pens 		

Section 1

Icebreakers, fillers and fun projects

1t. Community calendars

Purpose: To generate awareness of guiding in the local community and introduce people to what's going on.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> • Ask participants to form small groups. • Challenge them to design a guiding calendar for the local community, including pictures, events and other useful information. Calendars could be wall planners, month-by-month or even pocket-sized. • Note: Think about the audience who will see them. Are the images inclusive? <p>Take it further: They may wish to produce a calendar to distribute locally and promote through word of mouth, media and other units. It is worth contacting local print companies to ask for sponsorship. There could also be an opportunity to raise funds by selling the calendars.</p>	Small group working	<ul style="list-style-type: none"> • Copies of a blank calendar (or participants can create their own on flipchart paper) • Variety of craft materials • Guiding pictures 		Leaders can also take this activity back to the unit to do with the girls, including drawings by the girls of activities they have done, or to run as a community-wide competition.

Knowing the local area, its growth and development, is key to understanding membership needs and increasing guiding in the area. Strategic mapping is a way of highlighting the unique features of an area so that members can focus on problems and solutions based on human demographics and geography, and plan how to use them to grow guiding.

Having an overview of what your area needs and where means you are able to target your resources more effectively. Showing members how to do this and what to consider is essential for long-term growth.

2a.Strategic planning

Purpose: To identify recruitment requirements at their level.

Note: This works best as a Commissioner-level activity.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> ● Split Commissioners into groups based on the local area, and ask them to analyse the Join Us data they have brought with them. Particular focus should be on: <ul style="list-style-type: none"> - waiting to join numbers - sizes of units - transitions - age of volunteers. ● Then discuss: <ul style="list-style-type: none"> - any concerns they have about their data - the needs of their area - how they might be able to address these needs. 	Large group working	<ul style="list-style-type: none"> ● Flipchart paper ● Pens ● Join Us! data - please ask participants beforehand to bring their own 		<p>Take it further:</p> <p>Participants need to discuss what resources need to be allocated, if any. For example, do they need to recruit more girls or Leaders, or open new units? They may find that they have enough volunteer enquiries to meet the demand of new girls coming through the system.</p>

2b. Designing your aims

Purpose: Participants think about what they aim to achieve in the recruitment plan, by setting three achievable aims that they can take back to their units/areas.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes + 20 minutes' extension	<ul style="list-style-type: none"> Split participants into pairs or small groups and invite them to reflect on their recruitment needs and to set three aims that will address those needs. Point out to them that it may be helpful to split the aims up in some way, for example a short-term aim (to achieve within 12 months) or a long-term aim (to achieve within two years). You can also ask participants to consider different groups within the recruitment drive, for example Leaders, the local community, young adults etc. Once the participants have set their aims, they can move on to creating an action plan - how they can achieve the aims. There is a sample action plan in Appendix D that can be photocopied for participants to use when building up their recruitment plan. If you decide to do the action plan in the session, you should allow an extra 20 minutes for this. 	Small group working	<ul style="list-style-type: none"> Flipchart paper Pens Appendix D (page 118) 		Emphasise to participants that the aims should be simple and achievable - things that they can easily put into practice.

2c. What tasks are there to do?

Purpose: A task-focused activity to help participants think about what they already do, and what they would like to do but don't have time for.

Get participants to think about what they do, and identify the potential that they have not reached. Participants then need to learn how new and existing volunteers can support them in existing work and reaching that potential.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> • Split the participants into small groups or pairs and give them a sheet of flipchart paper. Ask them to draw a line down the middle of the sheet. On one half they should write all the tasks they do just to keep things running smoothly. • Next, ask them to make a list on the other half of the sheet of all the tasks and activities that they would like to do to make guiding more interesting or exciting, if only they had the time. • When they have finished writing both lists, ask participants to consider the following questions: <ul style="list-style-type: none"> - Do I have to do these tasks or can they be done by someone else? - Is there anyone in my area who has the skills to do these? - If there isn't, do they have to be done by a Leader? - Do we need to find new volunteers to support the unit further? - Is there a need to use specific volunteers with particular expertise? - Does the person have to come to the unit every week? 	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens 		This activity can be adapted to the roles you are training. For example, the tasks Commissioners face will differ from those a Leader faces.

2d. Ten questions to help you plan

Purpose: To provide participants with prompt points for planning future recruitment drives.

Time	Activity	Training method	Resources needed	Objective number	Comments
15-20 minutes	<ul style="list-style-type: none"> This sheet can either be completed by participants during the session or be provided by the Trainer as a handout for them to complete in their own time. Remember that there are mandatory steps in the recruitment process, such as obtaining criminal record disclosure checks, which participants will need to be aware of when recruiting volunteers. <p><i>Your Guide to: recruitment campaigns</i> has all the information you need to recruit girls and volunteers, and is available on the Girlguiding website.</p>	Small group working	<ul style="list-style-type: none"> One copy of Appendix E (page 119) per pair or small group Pens 		

2e. Using an online mapping tool

Purpose: This online mapping exercise is a simple and effective way for participants to analyse the human geography of their area and start thinking about how the needs of the area affect membership levels and waiting-to-join lists.

Time	Activity	Training method	Resources needed	Objective number	Comments
15-20 minutes	<p>Creating the map</p> <ul style="list-style-type: none"> • Open Google and search for 'My Maps'. • Create a new map of your area. • On the left-hand side go to 'Import data' and select one of the spreadsheets that you have pre-prepared. • Once you have uploaded the data you will be able to edit the format of the map to suit your needs. Play around with the options on this function to get the map to display with different colours either for age or for section, whichever you prefer. • You can then add additional layers of data using the 'add layer' button (in the grey bar) and then upload the spreadsheet as you did for the first set of data. • You can add as many layers as you want and can think about the types of information you'd like to display. You could even map the schools in the area, to enable you to target your recruitment. <p>Note: The Google maps application is very powerful and you can publish maps to websites etc. You must ensure there is no personal data attached to your map.</p>	Small group working	<ul style="list-style-type: none"> • Computer and internet access • The following data in separate spreadsheets: <ul style="list-style-type: none"> - Postcodes of current units in the area (use the level meeting summary report) - The postcodes of girls waiting to join - Postcodes of local venue spaces - Waiting-to-join/membership figures from the last two/three years 		Doing this activity could form one whole training session, as it will take time for participants to build up a map of the area and plot the information.

2e. Using an online mapping tool is continued overleaf

Section 2

Planning, mapping and identifying local needs

2e. Using an online mapping tool (continued)

Purpose: This online mapping exercise is a simple and effective way for participants to analyse the human geography of their area and start thinking about how the needs of the area affect membership levels and waiting-to-join lists.

Time	Activity	Training method	Resources needed	Objective number	Comments
15-20 minutes	<p>Using the map Once participants have created their map, ask them to take a look at their area and think about the following questions.</p> <ul style="list-style-type: none"> • Did you know where all your units meet? • Did you know that girls are coming from these areas to be part of your District/Division? • Do you have lots of primary schools in the area to target for new members? • Do all the girls who are waiting to join come from one area where there is no unit? • What else can you see? • Where are more units needed? • Where are there too many units? <p>Take it further by identifying transport routes. For example, which areas are served by accessible public transport, and where do the bus routes go?</p>	Small group working			Doing this activity could form one whole training session, as it will take time for participants to build up a map of the area and plot the information.

2f. Strategic mapping without the internet

Purpose: To show the technique of mapping when unable to access the internet.

Time	Activity	Training method	Resources needed	Objective number	Comments
30-60 minutes depending on area of focus	<ul style="list-style-type: none"> • Using the map and coloured stickers, manually plot where the units meet (get this data from Go! before the training). • Once participants have created their map, they can begin building a picture of where guiding is in relation to the local population. Many questions can be asked during the training, such as these examples: <ul style="list-style-type: none"> - Are there any new housing developments, or any being planned in the future? - What public transport is available and are there plans for this to change? - Are there any new schools, colleges or community provisions such as youth clubs or activities? - Are there areas with increasing populations? - Where are the community centres? - Which units do not have enough Leaders? - Where are more units needed? - Where are there too many units? - Where are there girls waiting to join guiding? • The map will show where the growth patterns are within the area. This information can be the basis of further action planning. 	Small group working	<ul style="list-style-type: none"> • Map of the local area • Coloured stickers • Pens • Information about the local area, such as maps, lists of organisations in the area, employment/unemployment figures, population and planning developments 		Local knowledge can be an invaluable tool for understanding the needs of an area and spotting opportunities.

2g. Tracking your membership

Purpose: To provide a method of tracking membership within the District or Division, and support succession planning for transitioning to the next section. To populate the tracking spreadsheet, you will need to use the summary page of the Section Age Profile Go! report (page 2) and the number of girls on the waiting-to-join list on Join Us.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> • Distribute a series of completed tracker overviews to the groups. • Ask the group to identify any peaks and dips - where are they? • Using the additional pages of the tracker, get them to examine the number of girls due to leave Rainbows in the next 12 months (aged 6 or 7) and compare this with those due to leave Brownies in the next year (those aged 9 or 10+). Ask the participants to consider the following questions: <ul style="list-style-type: none"> - Are there going to be enough spaces in Brownies? - Why may a Brownie unit struggle if they are only able to have 18 girls but a Rainbow unit will take 20? <p>ANSWER: Rainbows only lasts two years, so all 20 girls need to move up within two years. Brownies is three years so the unit will only have 18 spaces over three years, or 12 over the two years. What happens to the other six girls who can't move up?</p> <p>If you have computers available:</p> <ul style="list-style-type: none"> • Load the tracker onto the computers for the participants. • Ask them to populate the spreadsheet using data from their Section Age Profile. <p>If computers are unavailable, provide a printed version of the tracker for each participant to work from.</p> 	Small group working	<ul style="list-style-type: none"> • Participants need to bring along their Section Age Profile report - they only need page 2 • Several copies of completed trackers (available from Girlguiding website). <p>Ideally this activity would take place in a room of computers!</p>		The graphs won't start to draw lines until after the second month has been entered. But over 12 months participants will get to see where their peaks and troughs are.

2h. Opportunities and threats

Purpose: For participants to think about other organisations in their local area ‘competing’ for girls and volunteers, and consider how to work with them. This works best if you identify the key group you are ‘competing’ for - girls or volunteers!

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes + 10 minutes for feedback	<ul style="list-style-type: none"> Split the participants into small groups or pairs and give each group a ‘competition’ record sheet. Ask them to work through the table, recording any organisations that they consider to be competing with them. For example, it could be an after-school sports club that meets on the same day as the unit, or another charity that uses the same meeting space. Repeat the activity with the ‘complement’ record sheet. This time, the participants must think of organisations that complement guiding. At the end of the session, ask the groups to share their outcomes. Encourage participants to take away actions that they could use with another organisation. 	Small group working	<ul style="list-style-type: none"> Record sheets from Appendices F and G (pages 120 & 121) (one of each per small group or pair) 		

2i. Introducing new residents to guiding

Purpose: To raise the profile of guiding by introducing people new in the area to the work of Girlguiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> Ask participants to work in small groups to design a leaflet or poster aimed at newcomers to their local community. The activity can be tailored to suit what's currently happening in their local area, for example a new housing development, a new office block or school. 	Small group working	<ul style="list-style-type: none"> Flipchart paper Pens Variety of craft materials 		This activity is one that Leaders can take back to the unit to do with the girls. Girls can design their own posters or leaflets aimed at their age group.

Feeding back on 'Planning, mapping and identifying local needs'

As you complete any sessions about planning and mapping in accordance with an area's requirements, you should ask the participants to think about what they will take away from the workshop. Encourage them to consider how they will implement planning at a local level and remind them that by knowing the spread of guiding in the area, they can ensure that they give a warm welcome to potential members of all ages.

It is important that potential volunteers can see the value of investing their time with us: there are so many benefits of volunteering for Girlguiding, so let's talk about them! Promoting Girlguiding is something we can do at all times. Simply presenting a positive image of the charity, smiling and telling people what we do, can encourage potential volunteers to get involved.

You can also plan targeted promotion of Girlguiding in advance, aligning your activity with local events or other significant dates around you, to reach out to a new audience. For example, during Freshers' Week, you could plan a promotional campaign around getting students involved; or how about using National Volunteering Week to promote the fantastic work that volunteers in guiding do? Linking in with existing events ensures you achieve maximum impact from your promotion.

Encourage participants to involve the girls as much as possible in promotional activities and recruitment drives. Girls may have some great ideas - have the participants ever asked them? Try to include recruitment activities in the programme - it can be a fun challenge.

Top tip: When running a session about promoting guiding, make sure you have access to examples or photos of potential promotion methods to support any planning which is taking place. Having prompts such as newspapers, blogs, recruitment stalls, radio and social media can really help volunteers to think outside the box, and also gives them a chance to source and feature good case studies.

3a. What's in it for me?

Purpose: To effectively explain why people should volunteer for Girlguiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<p>Ask the group to consider the benefits of volunteering for Girlguiding and write their suggestions on a flipchart. Suggestions could include things like:</p> <ul style="list-style-type: none"> • developing skills in leadership and teamwork • gaining experience of working with children and young people • making friends • getting involved in fun activities and events • gaining qualifications and training. 	Large group working	<ul style="list-style-type: none"> • Flipchart paper • Pens 		To extend the discussion, you could invite the participants to share the most important thing they have gained from guiding.

3b. Trading skills

Purpose: To show participants that they don't know what people can offer unless they ask.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes	<ul style="list-style-type: none"> • Ask each participant to list three skills they have that they would be willing to 'trade' with other units, for example sign language, numeracy skills, calligraphy, yoga etc. • Once they have finished their lists, ask them to 'advertise' their skills by displaying them on the wall (or laying them out on tables). • Give each participant a set of stickers and invite them to look at the advertisements, placing a sticker next to the skills they would like to have in their unit or area. • Spend a few minutes discussing the kinds of skills the participants have offered and what skills are most in demand. 	Individual working	<ul style="list-style-type: none"> • Pens and one sheet of paper per participant • Sticky tack • Coloured stickers 		Top Tip! Remind participants that we can ask parents and supporters to offer skills.

Section 3

Promoting Girlguiding

3c. Quick sell!

Purpose: Participants think fast and practise their selling skills! Participants learn to pitch the benefits of Girlguiding to various audiences.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> • Hand each participant a product and explain that they have to 'sell' it to the rest of the group in no more than 30 seconds. • Ask them to feed back how it felt - do they think it would have been easier if there had been time to practise? • Explain that we are often called upon to 'sell' guiding at very short notice and in a short space of time, so it's important to have these thoughts in mind in order to be able to get the key benefits across. • In pairs, invite them to come up with a 30-second pitch about Girlguiding to sell to one of the following audiences: <ul style="list-style-type: none"> - a parent - a potential volunteer - girls and young women - a local councillor. • Bring the group back together and listen to each other's pitch. 	Large group working/ Small group working	A selection of common household products (one object per participant), eg: <ul style="list-style-type: none"> • toothpaste • cup • highlighter • pen • balloon • whisk • socks. 		Remind the participants about the key messages for Girlguiding

3d. Promoting guiding everywhere

Purpose: To invite participants to think about ways of promoting guiding in different places.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes for activity + 15 minutes for feedback and discussion	<ul style="list-style-type: none"> • Divide participants into six groups or pairs and give each group a flipchart sheet. • Invite them to spend 15 minutes idea storming methods of promoting guiding in these places, while considering the following questions: <ul style="list-style-type: none"> - What resources could they use? - What activities will be involved? - How can the girls help? • Regroup and ask participants to discuss their ideas. These are some useful points of discussion. • Does anyone have experience of promoting guiding in those places? • If so, what were the challenges? What worked well? 	Large group working/ Small group working	<ul style="list-style-type: none"> • Six pre-labelled flipchart sheets: <ul style="list-style-type: none"> - 'In the workplace' - 'In the home' - 'In schools' - 'In public places' (for example, libraries or leisure centres) - 'In new areas' (for example, new housing estates) and - 'In outdoor spaces' • Pens • Paper 		See Appendix H (page 122) for help if groups get stuck

3e. Negatives and positives

Purpose: To practise handling misconceptions, and turning negative comments into positives.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes for activity + 10 minutes for discussion	<ul style="list-style-type: none"> • Divide participants into small groups and provide them with flipchart paper, pens and copies of Appendix I (page 123). • Invite them to read the (real-life) statements from Appendix I and spend 10 minutes considering how they would respond to them positively. • At the end of the activity, facilitate a 10-minute discussion, using the following prompts. • What positive responses have they come up with? • Have they come across similar comments themselves? • If so, how did they deal with them? 	Large group working	<ul style="list-style-type: none"> • Flipchart paper • Pens • Statements from Appendix I (page 123) on a flipchart or projector 		You may wish to display the statements on a piece of flipchart paper, or project them on to a screen.

3f. Social media campaign

Purpose: To understand how to use social media more effectively.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes for activity + 10 minutes for discussion	<ul style="list-style-type: none"> • Divide participants into pairs or small groups. • Ask participants to plan how they would promote the following things using social media: <ul style="list-style-type: none"> - raising funds for a unit trip - new Leaders needed for two units - a piece of social action delivered by your unit members - a drop-in evening for new volunteers - District Commissioner needed - a recruitment drive at a supermarket. • Ask them to think about which online forums they could use, any hashtags they would use, which social media accounts they would message from, and if there are other social media accounts they could link to. For example, if they were holding a recruitment stall at a supermarket, they might like to 'tweet' the store with the image of a poster: <p><i>'We'll be at [location name] @[supermarket name] on Sunday - pop by and find out about @Girlguiding! #GirlsCan'</i></p> 	Small group working	<ul style="list-style-type: none"> • Flipchart paper • Pens 		

3g. Communication plan

Purpose: To create a plan to support promotion of guiding throughout the year.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes for activity + 10 minutes for discussion	<ul style="list-style-type: none"> • Divide participants into small groups. If possible they should work with members from the same unit, District, Division or County. • Ask participants to create a list of all communication avenues available, using the template in Appendix J and adding or deleting from the template as appropriate. • Ask them to populate their communication plan month by month. They should consider each communication platform available to them, and map out what could be appropriately promoted during this time. For example, they could aim to get a feature in their local newspaper, in March, of a unit participating in an activity related to International Women's Day. If a unit has any camps or international travel coming up, not only would it be great to promote amazing opportunities in the press, but participants could also plan in social media and create a blogging series while they are away! • By the end of the session, participants should all have a 12-month communication plan. 	Small group working	<ul style="list-style-type: none"> • Flipchart paper • Pens • Copy of Appendix J (page 124) for each small group 		<p>This can also be adapted for one-off special events as well as unit/District work.</p> <p>Don't forget that newspapers are online as well as printed.</p>

3h. Try tweeting

Purpose: To understand how to use Twitter to promote Guiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Divide participants into pairs or small groups. • Ask them to write a tweet about one of the following: <ul style="list-style-type: none"> - a residential event - a unit Promise Celebration - a County Day - an evening unit meeting. • Remember: A tweet can be no longer than 140 characters, including any hashtags or @handles. 	Small group working	<ul style="list-style-type: none"> • Paper • Pens 		<p>If participants don't know how to use Twitter, direct them to Girlguiding's guide on Promotion using social media:</p> <p>Home > Making guiding happen > Growing our membership > Promoting guiding > Promoting guiding online > Promotion using social media</p>

Feeding back on 'Promoting Girlguiding'

Promotion of guiding is a key element of recruiting girls and adults; as you finish a session about active promotion, ensure that the participants know how they are going to take the ideas forward. You should ask the participants to think about what they will be able to implement to support publicity after the workshop, and how it would be relevant to their local area. Remind them that they should promote the positives of volunteering wherever possible, as more volunteers bring benefits to both girls and adults.

Recruiting enough adult volunteers to deliver quality guiding for girls can be a challenge. We need volunteers in order to grow, but how can we create an effective recruitment plan? How can we encourage volunteers to choose Girlguiding over other charities? And what can girls and Leaders do at a local level to promote guiding and show others what an amazing experience it can be?

What is volunteering?

Volunteer England defines volunteering as ‘any activity that involves spending time, unpaid, doing something that aims to benefit the environment or someone (individuals or groups) other than, or in addition to, close relatives’. Central to this definition is the fact that volunteering must be a choice freely made by each individual. This can include formal activity undertaken through public, private and/or voluntary organisations as well as informal community participation.

Why we recruit volunteers and their role in guiding

Volunteers are at the frontline in the delivery of what we offer our members. Without their contribution, the charity would not exist. Volunteers are at the core of everything we do, whatever their role, be it Commissioner or badge tester!

Why do people volunteer?

To engage with volunteers, you first need to understand more about them, their motivation to volunteer, and the impact they want to make. In 2013 the research consultancy nfpSynergy asked 1,000 adults a series of questions to find out more about volunteer engagement. One question was: ‘If you decided to take on a volunteer role, which of the following factors would most influence your choice of charity?’

Section 4.1 Recruitment: Adult volunteers

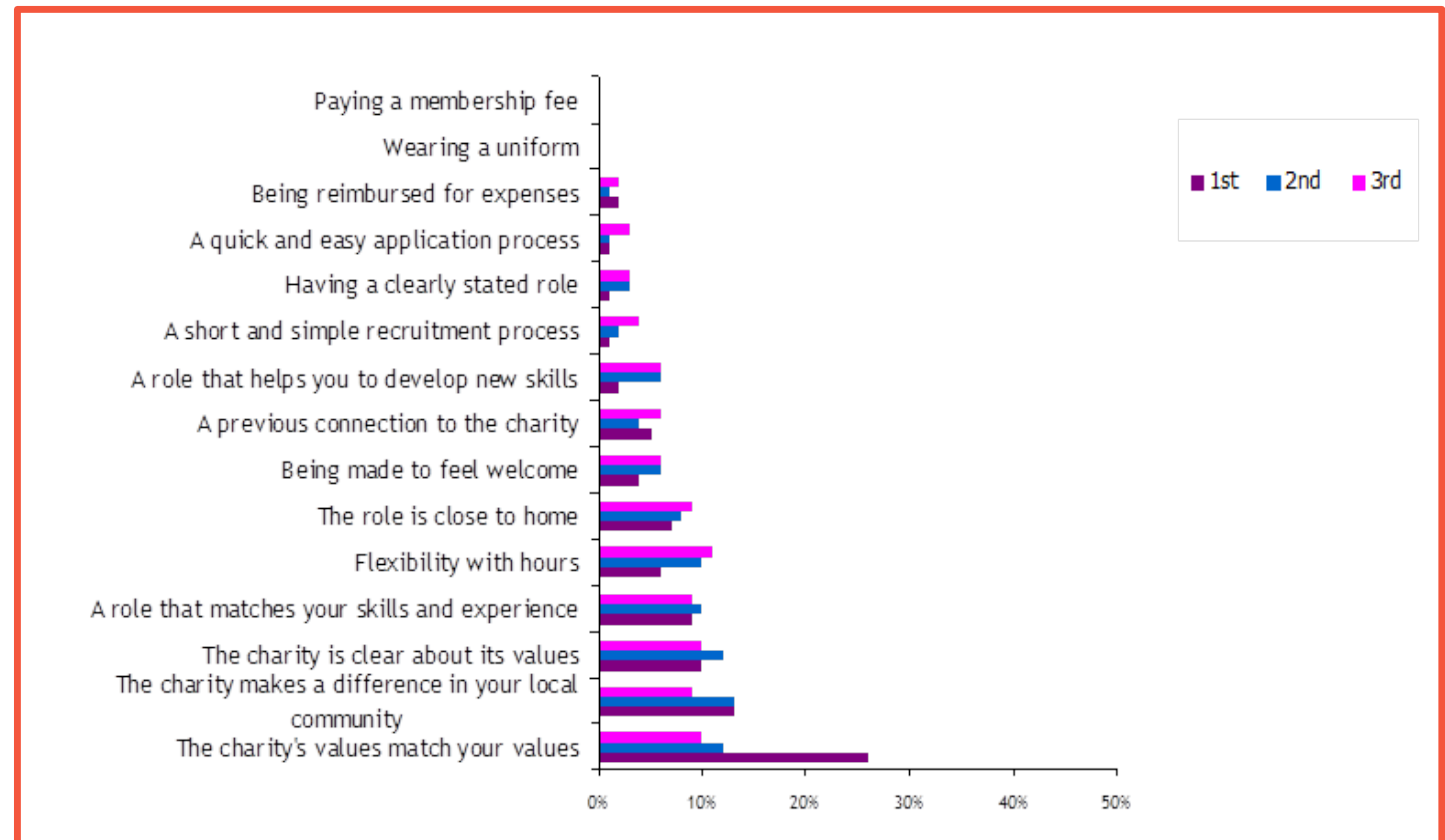
The graph shows us that the top three factors that attract someone to an organisation are: that a charity's values match those of the volunteer; that the charity makes a difference in the local community; and that its values are clear.

Volunteers are more willing to give time to an organisation that meets their value standards, as well as ensuring their community is served. Although building skills and experience and making the whole process of volunteering more

accessible are important, these are not the main factors attracting people to volunteer.

Volunteers want to know what you stand for and if you are actually making a difference, so this is what you need to communicate when recruiting. It should be followed through to the welcome and induction stage, so that new volunteers are reassured that this need has been or will be met.

Girlguiding's values are: Caring, Challenging, Empowering, Fun, Inclusive and Inspiring.



Section 4.1

Recruitment: Adult volunteers

4.1a. The guiding offer

Purpose: To recognise what Girlguiding offers to volunteers and what they gain from it.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<p>Ask participants to look at the values of Girlguiding and discuss how to present the values to these people.</p> <ul style="list-style-type: none"> • Maria: A single mother of two children, who works part time and is looking for new experience. • Adam: A university graduate who works as a project manager and is looking to make friends and expand his network. • LaShay: A woman in her late 40s who runs her own successful business. • Sophia: An 18-year-old who is unemployed, looking at gap-year options and seeking a challenge. 	Group discussion	<ul style="list-style-type: none"> • Flipchart • Pens 		You could write Girlguiding's values on a piece of flipchart paper and display them where the group can see them.

Section 4.1

Recruitment: Adult volunteers

4.1b. Potential recruits

Purpose: To consider what roles people could do in guiding and how different people could be recruited.

Time	Activity	Training method	Resources needed	Objective number	Comments
5 minutes for idea storming + 20 minutes for activity	<ul style="list-style-type: none"> • Split participants into small groups or pairs and give each group a sheet of flipchart paper. • Invite each group to write down all the possible roles a volunteer can have in guiding. • When they have finished, stick the flipchart sheets up so that everyone can see. • Next, give each group a card from Appendix K and allow them a few moments to read the person description and questions. • Invite each group to match up their potential recruit to a guiding role by discussing what role would best suit their recruit and answering the questions on the cards. • At the end of the session, invite the groups to share their scenarios and the answers they came up with. <p>Remember: It is essential to be sympathetic to a new volunteer's needs, rather than pushing them into roles that don't suit them but will benefit the area! Not everyone will want to work within a unit.</p>	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens • Sticky tack • Appendix K (page 125) 		You could share the role descriptions available on the Girlguiding website to highlight the breadth of roles available.

Section 4.1

Recruitment: Adult volunteers

4.1c. Using role descriptions

Purpose: To help participants understand the skills and experience needed for a role and how best to go about recruiting for that role.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> • Split participants into pairs or small groups and ask them to read the role description given to them. • Participants need to think about the kind of person that they need for this role, taking into consideration the skills, experience and time commitment needed for this role and any specialist training required. Participants need to create the persona of an ideal candidate. An example of a persona can be found in Appendix L. • Looking at the persona created, how would they recruit that person? Where would they advertise and what methods would they use? • Regroup and ask each group to share their role description, persona and recruitment plan. 	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens • Examples of role descriptions from the Girlguiding website https://www.girlguiding.org.uk/making-guiding-happen/volunteer-roles-in-guiding/ • Appendix L (page 127) 		

4.1d. Planning a recruitment event

Purpose: Participants identify what is involved in a pre-planned recruitment event.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> • Split participants into pairs or small groups. • Using one of the scenarios below, ask them to plan an event based on the following questions: <ul style="list-style-type: none"> - Why? - When? - How? - Where? - Who? • These are the following scenarios around recruitment that the participants can pick from and need to discuss. <ul style="list-style-type: none"> - A presentation about Girlguiding at a university induction. - Organising a coffee morning with existing parents. - A recruitment stand at an outdoors shop. - Attending a corporate networking lunch. • Then bring the group back together and spend five minutes discussing their answers. 	Small group working	<ul style="list-style-type: none"> • Flipchart paper • Pens 		

It is really important to involve the girls as much as possible in recruiting new members, because they speak the same language as their peers. A seven-year-old Brownie can explain what's great about being a Brownie to another seven-year-old using language they both understand, and she will prioritise what's great about guiding from a seven-year-old's perspective.

However, a parent will probably want to hear about the skills and values their daughter will gain through guiding, as well as the fun and adventure. For example, they might want to hear that the Brownie Adventure is a balanced programme that develops leadership and team-working skills. It's all about communicating the right message to the listener.

As a Trainer you may feel it is appropriate to discuss the programmes available in the session to encourage participants to think about what they tell prospective girls/parents and to refresh their knowledge about what guiding has to offer girls of different ages.

Here's a quick summary...

Rainbows (age 5-7)

Rainbows follow a programme called the Rainbow Jigsaw which is made up of four areas:

- Look
- Learn
- Laugh
- Love

Rainbows do a wide range of activities and games. Being a Rainbow is all about learning, developing self-confidence, building friendships and having lots of fun.

Brownies (age 7-10)

Brownies follow a programme called the Brownie Adventure which is made up of three areas:

- You
- Community
- World

Brownies can participate in a wide range of activities at meetings, special events, day trips, sleepovers, camps and holidays. Girls can also extend their knowledge and abilities by working towards Brownie interest badges.

Guides (age 10-14)

Guides do everything from adventure to sports and playing fun games. The Guide programme is divided into five areas:

- discovery of new experiences and challenges
- healthy lifestyles
- global awareness
- skills and relationships
- celebrating diversity.

With the support of an adult Leader, Guides choose and run some of the activities using *Go for it!* resource packs. Girls can also extend their knowledge and skills by working towards Guide interest badges and Challenge badges.

The Senior Section (age 14–25)

The Senior Section offers an exciting and flexible programme called Look Wider which has a huge variety of challenges and opportunities for personal development - sure to impress universities and potential employers! Members can undertake a wide range of awards and qualifications and take part in international opportunities.

Section 4.2

Recruitment: Young members

4.2a. How well do you know your girls?

Purpose: To ensure volunteers know how best to appeal to their section age.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> Put the magazines on one table, the objects on another and the dreams/ ambitions on another. Split participants into small groups and ask them to visit each table in turn. Participants must guess the age ranges they think the items would appeal to. They should write their answers on the sticky notes and stick them to the items. When every group has visited a table, the Trainer can share with the group the actual age of the girls. Were the participants right/wrong? Are there any surprises? 	Small group working	<ul style="list-style-type: none"> Selection of magazines and items that appeal to different age groups, eg mobile phone, toys, make-up, books Printed ambitions/ dreams of girls (see Comments) Pens Sticky notes 		<p>This activity involves some research beforehand. Ask girls from different sections:</p> <ul style="list-style-type: none"> what magazines they enjoy reading what media they like to use, for example mobile phones, DVDs, games, social networks what clothes they like to wear what foods they like to eat what their dreams and ambitions are.

4.2b.How do we recruit...?

Purpose: To consider what might appeal to girls at different ages to encourage them to join guiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes + 10 minutes for feedback	<ul style="list-style-type: none"> • Divide participants into four groups. Give each group a piece of flipchart paper and pens, and ask them to draw a girl aged, 7, 8, 9, or 10. Each group should choose a different age. • The group should name her and identify how they might recruit her. • Bring the whole group back together and invite them to feed back their ideas, discuss which ideas they are already putting into practice and which ideas they can take forward as action points. 	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens 		

4.2c. One-minute discussion

Purpose: To help participants explore how they can increase their units one girl at a time.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> • Divide the group into pairs and give each one a scenario from Appendix M. The pair have one minute to discuss the issue. • When the minute is up, the pair record the main point of their discussion on the note and stick it to the wall. • Bring the group back together and facilitate a discussion about the comments written on the notes. • Challenge each member of the group to choose an action point to take away and use, to grow the number of girls in their unit by one. 	Small group working	<ul style="list-style-type: none"> • List of scenarios from Appendix M (page 128) • Sticky notes • Pens • Stopwatch 		

4.2d. Where to stick it

Participants consider effective ways to use Girlguiding's recruitment resources.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes + 5 minutes for feedback	<ul style="list-style-type: none"> • Split the participants into small groups or pairs and give each group a different recruitment resource. • Invite them to think about the most effective ways of using that resource to support recruitment. • Then ask the groups in turn for their feedback (one answer per group), coming back to each group for further answers as time allows. 	Small group working	A variety of different recruitment materials such as posters, stickers, postcards (see the 'Recruitment resources' section on page 114).		

4.2e. A-Z of recruitment

Purpose: To demonstrate how quickly the group can think of ways to recruit girls.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes + 10 minutes for discussion	<ul style="list-style-type: none"> Put the Scrabble letters in a bag and pass the bag to the first participant. Invite them to draw a letter from the bag and reveal it to the group. When the letter is revealed, the whole group has 30 seconds to call out as many ways to recruit girls, starting with the letter, as they can. Write up the answers on a flipchart. After 30 seconds, the bag is then passed to the next participant and the process is repeated. Continue until the bag is empty and you have created an A-Z of recruitment. At the end, facilitate a 10-minute discussion - how many of the methods have the group tried? 	Large group activity	<ul style="list-style-type: none"> A-Z of Scrabble tiles Stopwatch Flipchart paper Pens 		Take it further: You can award points to participants for each suggestion they give (and deduct points for saying something which has already been said) to add a competitive edge to the game!

Starting a new unit

Starting a new unit is a subject that may come up during the session, as participants consider the practicalities of recruiting more girls.

When starting any new unit it is important for the local Commissioner to be consulted, as she is responsible for managing guiding in the area. However, there are a few questions that participants could answer to establish whether there is a need for a new unit in their area.

Facilitate a discussion around the following questions. The length of the discussion may depend upon how big the group is and whether they answer 'yes' to any of the questions.

- What guiding already exists in the area? Do the units have any capacity to take more girls?
- Are there any new housing developments, or ones planned in the future?
- What public transport is available and are there plans for this to change?

The [Starting a New Unit webpage](#) includes some helpful information about the steps and processes involved in starting a new unit. You can refer participants here for further information.

Feeding back on 'Recruiting girls'

The methods needed for recruiting young members will be different depending on the location, and section that the local area is recruiting for. Remind participants that any recruitment should be followed up by a warm welcome to ensure that girls feel as though they belong from the very beginning of their guiding journey. This should include ensuring that they are contacted within 21 days of applying to join.

Section 5.1

Welcome and induction: Adult volunteers

New volunteers are important. They bring fresh energy and ideas into the organisation, provide vital support for existing activities, and give their time and skills to help us expand. They are essential in helping more young women and girls access guiding.

In Girlguiding we want to make sure that, from the moment a potential volunteer approaches us, they feel welcome. This is the best way to help them move towards becoming a new volunteer.

First impressions count, and your appearance and behaviour speak volumes about who you are and what you represent. A bad first impression can be nearly impossible to reverse, so those first encounters are extremely important and set the tone for all the relationships that follow.

Supporting those in the first stages of volunteering is important for retention. If a new volunteer is not welcomed and made to feel that their contribution is valued, they may lose interest and walk away.

Section 5.1

Welcome and induction: Adult volunteers

5.1a. Hot seat

Purpose: To understand how different types of welcome can make you feel, giving a greater insight into the importance of a warm welcome.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> • Arrange the participants into a circle, leaving one chair empty. • Tell them to spend two minutes thinking about one incident where they were made to feel welcome in a new group or place, and one example of where they were not made to feel welcome. • When the time is up, ask a volunteer to take the hot seat and share both experiences. • Ask the remaining participants to ask questions and explore how the volunteer felt in both situations. • Repeat the exercise with two or three more volunteers. • As a group, ask the participants to reflect on key learning points: What have they found that works really well? What will they do differently when they next meet a potential new member? How does body language play a part? 	Small group working	<ul style="list-style-type: none"> • Chairs 		<p>We know from our own experience what helps us feel welcomed and comfortable. Something as simple as a smile makes a huge difference and can change how we feel in a situation.</p> <p>Non-verbal communication methods, such as facial expressions, tone of voice, gestures, and the physical distance between communicators, are just as important as verbal communication. Ask your group to explore the different types of non-verbal communications that help them feel at ease and those that create a barrier.</p>

Section 5.1

Welcome and induction: Adult volunteers

5.1b. New volunteer's journey

Purpose: To explore the impact of a warm welcome on a new volunteer's journey.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> • Ask the participants to form small groups. • Give each group an envelope containing a flow chart diagram that maps the journey of a new volunteer who wants to help out at a unit. • Ask participants to rearrange the flow chart and map a volunteer's journey based on the different types of welcome they receive. • Come back together and go through the volunteer's journey. Review each stage and explore the impact each action has on the journey. 	Small group working	Copy of Appendix N (page 129) per group, cut up		

Identifying the needs of new volunteers

Identifying the needs of new and returning volunteers will help you ensure you cater for these needs. Before a new volunteer starts, it's helpful to have a conversation about the time commitment they can offer, their skills and expertise, and the support they require.

Knowing their needs puts you in a better position to offer the right opportunity to each volunteer and as a result make them feel that Girlguiding is the right fit for them.

5.1c. Questions and answers

Purpose: This activity will encourage participants to go back to basics and consider things from a new volunteer's perspective.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes + 15 minutes for discussion	<ul style="list-style-type: none"> • Divide participants into small groups. • Ask each group to take a different volunteer from this list: <ul style="list-style-type: none"> - Unit Leader - Unit Helper - Young Leader - District Secretary - County Commissioner. • Ask them to consider all the questions the new volunteer might ask, for example: 'When should I arrive at a unit meeting?', 'Where can I buy guiding uniform?' or 'Can I claim expenses?'. They should write their questions on flipchart paper. • At the end of the activity, bring the whole group back together and compare the questions. Are they able to answer all of them? If there are questions they can't answer, an action point could be to include it in their induction process. 	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens 		

Identifying obstacles

Not everyone who registers their interest, either through Join Us or with a current member, becomes a volunteer. We need to understand the obstacles that prevent them doing so.

5.1d. Moments of truth

Purpose: To consider the parts of a business transaction that can go wrong, and relate this to the process of becoming a new guiding volunteer.

Time	Activity	Training method	Resources needed	Objective number	Comments
1 hour	<p>Introduction (10 minutes)</p> <ul style="list-style-type: none"> • Explain the activity using the example of a hotel stay. • Draw a clock face and explain that this represents the time which passes during a single ‘business transaction’. A good example is a night away in a hotel. The time period starts the moment the customer starts looking for a hotel and lasts until the moment they leave the hotel at the end of their stay. • The time period can be broken down into shorter slots - days, hours, minutes. • For the purpose of this exercise, these periods of time are known as ‘moments of truth’. Each ‘moment of truth’ represents a critical part of the business transaction which, if it goes wrong, could leave the customer feeling dissatisfied. Using the hotel stay as an example, the moments could be: <ul style="list-style-type: none"> - searching for a hotel - finding out about facilities - finding out about prices - ringing the hotel to check availability - making a reservation - finding the hotel - parking the car - arriving in reception... and so on. 	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens • Copies of Appendix O (page 130) • Paper • Pens 		

5.1d. Moments of truth (continued)

Purpose: To consider the parts of a business transaction that can go wrong, and relate this to the process of becoming a new guiding volunteer.

Time	Activity	Training method	Resources needed	Objective number	Comments
1 hour	<ul style="list-style-type: none"> A customer might have a poor experience which could have an impact on his or her impression of the hotel. For example, there wasn't enough information about facilities on the website; the car park was full; the receptionist was rude and so on. <p>Activity (15 minutes)</p> <ul style="list-style-type: none"> Ask participants to work in pairs or small groups to consider the recruitment experience for an adult volunteering for the first time. Choose one of these roles: Unit Leader, Occasional Helper, Treasurer, a girl interested in joining guiding. For each scenario, ask the participants to identify the key moments of truth - the things that might go wrong - that could put the process at risk. Suggest that they work from the first point of contact with the organisation up to six months into membership. The main focus should be on the welcome but ask them to give some consideration to retention too. <p>Feedback (10 minutes)</p> <ul style="list-style-type: none"> Invite participants to share the outcomes. Compare the adult and girl experiences. Are the issues the same or are they different? 				

5.1d. Moments of truth is continued overleaf

5.1d. Moments of truth (continued)

Purpose: To consider the parts of a business transaction that can go wrong, and relate this to the process of becoming a new guiding volunteer.

Time	Activity	Training method	Resources needed	Objective number	Comments
1 hour	<p>Action planning (10 minutes)</p> <ul style="list-style-type: none"> • Give each small group or pair a copy of the action plan from Appendix O. • Ask the groups to work through the list of things that could go wrong and identify concrete actions that could be taken to minimise or remove the risk of these occurring. • Indicate whether the action is a local or national responsibility - eg if the issue is with the Girlguiding website, it would be appropriate for the action to be taken nationally; if the issue is linked to an adult's experience at her first unit meeting, it may be more appropriate for the action to be taken locally. <p>Round-up (15 minutes)</p> <ul style="list-style-type: none"> • At the end of the session, share the outcomes. • Ask participants to consider how they will take forward the actions they have planned. It might be helpful if someone could collect all the plans together. 				

Section 5.1

Welcome and induction: Adult volunteers

5.1e. Video: Technical jargon overload

Purpose: This video clip is an example of how jargon can be confusing if you're not in the know. Volunteers who are new to guiding may feel just as confused by the jargon that is commonly used in guiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
Video: 2 minutes Discussion: 10 minutes	<ul style="list-style-type: none"> • Watch video • <i>'The fictional Retro Encabulator device, which uses six hydrocoptic marzel vanes and an ambifacient lunar wane shaft to prevent unwanted side fumbling...'</i> • Explore the jargon we use at Girlguiding and how that can make new volunteers feel. • Discuss how we can make it clearer for them. 	Discussion	<ul style="list-style-type: none"> • Access to the internet and YouTube Link for the video: https://www.youtube.com/watch?v=aW2LvQUcwqc		Check that the link, your internet connection and speakers are working before the session starts.

5.1f. Back-to-back drawings

Purpose: To practise giving clear explanations to someone who is unfamiliar with something - in this case, an abstract drawing.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Arrange the chairs into pairs, back-to-back. • Divide the group into pairs. • Each pair sits back-to-back. • Give one person in each pair a piece of paper and a pencil. • Give the other person in each pair a copy of Appendix P. • Ask the participants with Appendix P to describe the picture to their partner, giving instructions for them to draw it. Their partner must try and replicate the drawing by following the instructions. • At the end of the activity, compare all the drawings. How closely have they been able to replicate the picture? 	Pair working	<ul style="list-style-type: none"> • A4 paper and pens per pair • Copy of Appendix P (page 131) per pair • Chairs 		This activity relates to how we speak to new volunteers. Remember that a lot of the things that we take for granted will be unfamiliar to someone who is joining guiding for the first time, and there may be a lot of information for them to take in and remember.

Overcoming obstacles

Difficulties arise throughout a volunteer's journey. Some are created by communication breakdowns, personality clashes or misunderstandings. This activity looks at how you can get Leaders and their teams to help minimise and overcome these difficulties. What solutions can the participants identify to overcome any problems they face?

5.1g. Problems and pitfalls

Purpose: To help participants to think about what they would do to resolve problems that may arise when a new volunteer joins.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> • Ask participants to discuss a difficult situation they are currently facing or have faced in the past. How do/did they feel about it? What has been done to resolve the situation? What was the outcome? What would they do differently? • If participants are struggling to get started, or do not feel comfortable discussing a problem that is personal to them, you can suggest some scenarios: <ul style="list-style-type: none"> - A personality clash between a new volunteer and the Unit Leader. - The new volunteer has started to arrive late at meetings. - The new volunteer is visually impaired and parents have raised concerns that their disability makes them unsuitable to help at the unit. 	Pair or small group working	<ul style="list-style-type: none"> • Flipchart • Pens 		Tip: This activity may raise some real-life issues so remind participants about confidentiality beforehand! Keep names and details confidential.

Induction

Induction is part of the welcoming process and is critical to help a volunteer settle in and grow in confidence during the early stages (eg within the first year) of their role.

Induction gives the volunteer an overview of our organisation and highlights the culture and ethics, helping them integrate into Girlguiding. It gives them the information they need to perform their role effectively, and builds social networks. It also ensures they know who to contact if there is an issue.

The length and nature of the induction process depends on the complexity of the role and the background of the new volunteer. One size does not fit all - a standardised induction course is unlikely to satisfy anyone.

5.1h. Volunteer checklist

Purpose: To consider what actions can be taken to help a volunteer settle in. This can be done as an individual activity or in small groups.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes + 5 minutes for discussion	<ul style="list-style-type: none"> • Ask each participant to think about the current practices in place to welcome and induct a new volunteer. They should list everything they cover. • Pair participants with someone from a different unit, District, Division or County and ask them to compare practices. • Give each pair or group a copy of Appendix Q - a checklist of suggested induction actions. Ask them to cross-reference these against their own list and identify any gaps in what they are doing. • Finally, ask them to make an action point of one new thing they will do, or one thing they will do differently, to welcome and induct volunteers. 	Individual or small group working	<ul style="list-style-type: none"> • Pens • Paper • Copy of Appendix Q (page 132) per individual or group 		This conversation can be expanded further. Which actions from the checklist could be used for existing volunteers who take on new roles?

Section 5.1

Welcome and induction: Adult volunteers

5.1i. Organise a welcome event

Purpose: To familiarise participants with the pack *Welcome to Girlguiding*, which can be tailored to local areas. (The pack can be ordered from the Online Print Centre.) Enable them to design their own welcome event incorporating the pack.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes + 10 minutes for feedback	<ul style="list-style-type: none"> Ask participants to form small groups and give each a copy of <i>Welcome to Girlguiding</i> and a flipchart. Invite groups to use the pack to organise an event with clear aims and objectives. What will they talk about? What activities could be used to showcase guiding? Who needs to be present? Take feedback from each group, asking them to select a few of their favourite ideas. Suggest that they try some in their District/Division. The ideas could be photographed at the session for participants to take away, or typed up afterwards for future use. Share a case study of a welcome event, using Appendix R. 	Small group working	<ul style="list-style-type: none"> Flipchart Pens Copies of <i>Welcome to Girlguiding</i> (one per group) Appendix R (page 133) 		

Feeding back on ‘welcome and induction: volunteers’

The welcome and induction of new volunteers is a first and important step towards supporting retention of volunteers. People who feel supported at the beginning of their volunteer journey are more likely to feel confident to continue with the organisation. Find out which activities, if any, the participants will take away in order to improve their volunteer induction.

Section 5.2

Welcome and induction: Young members

When welcoming new girls, it is important to consider how they might feel at their very first meeting. They may feel shy or nervous. They may not know any of the other girls, or may be joining with one or two friends and are reluctant to get to know other girls.

The welcome for every girl should be warm and inclusive. This will help make her comfortable enough to stay on and enjoy what we have to offer.

Ensure she is aware of the adventure, fun and variety of guiding. Planning activities and games that involve everyone is a great way for girls to get to know each other and for new girls to settle in. You could also run a craft session where the girls make welcome gifts for newcomers - this is particularly good for Rainbow and Brownie units.

For older girls beginning Guides or The Senior Section, the welcome is just as important. Get new members involved in the decision-making process so they feel that they are contributing, or assign a buddy to make the new member feel welcome.

Activity ideas and case studies can be found in *guiding* magazine. See 'Resources' (page 114) for a list of useful articles.

Section 5.2

Welcome and induction: Young members

5.2a. Best practice (all ages)

Purpose: To identify and share best practice in welcoming young members.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes to idea storm + 20 minutes for discussion	<ul style="list-style-type: none"> • Working in pairs, ask participants to think about some good examples of when they welcomed new girl members into their unit. • As a whole group, ask participants to share their best examples. • Discuss the following questions: <ul style="list-style-type: none"> - What kind of things work really well? - How involved were the existing girls in these welcomes? - What worked best for each section? • Ask participants to think about taking best practice back to their own units. 	Discussion			

5.2b. Keeping Chloe out (4-14yrs)

Purpose: To identify the barriers that could be faced by a prospective girl member and think about how to overcome them.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes + 20 minutes for discussion	<ul style="list-style-type: none"> • Give the group the following scenario: Chloe is interested in becoming a Guide, Rainbow or Brownie. • Ask participants to use the junk items (or just a sheet of flipchart paper and pens), to design an obstacle course. Each obstacle should represent something they will do to prevent Chloe from achieving her goal, and to make her feel as unwelcome as possible! Examples could include forgetting to tell her the time of the meeting, not knowing her name when she arrives, or sending her to join in the middle of an activity that the other girls have already started. • Discuss the following questions: <ul style="list-style-type: none"> - How many of the obstacles you created are real? Is there anything you could do to remove them? - Would the obstacles be different depending on Chloe's age and circumstances? For example, if she was an older or younger girl/a wheelchair user/from a different social background? If so, how? - What could you do to break down these new obstacles? - Would the obstacles be the same if Chloe decided to join another youth organisation, eg a local youth club, dance class or The Scout Association? 	Discussion	<ul style="list-style-type: none"> • An assortment of junk items • Sticky tape and glue • Paper • Pens 		

Section 5.2

Welcome and induction: Young members

5.2c. Pressure facing young people (14+)

Purpose: To identify pressures facing potential members aged 14+ and identify what we have on offer to help relieve those pressures.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes + 15 minutes for discussion	<ul style="list-style-type: none"> • Give each participant a handout with an outline of a person on it, (Appendix S). Ask them to think about the pressures that a potential member aged 14 may face when deciding whether to join Girlguiding. • In pairs, ask participants to list all the external pressures young people face around the outside of the person. • Ask them to join another pair and discuss how these pressures can become obstacles which may prevent them from joining guiding. • Discuss how Girlguiding can help in relieving these pressures. 	Discussion	<ul style="list-style-type: none"> • Flipchart • Pens • Copy of Appendix S (page 134) per person 		Tip: You can adapt this activity to other age groups.

Welcoming parents/carers

Often, the only experience a parent will have of guiding is when they drop their daughter off at the unit and pick her up at the end. They won't see all the exciting things that happen during the meeting that make their daughter want to come back week after week.

Extending a warm welcome to parents by involving them in some way can have many benefits. Nurturing a positive image of guiding will encourage them to spread the word to other parents, enrol other daughters in guiding, or get involved as volunteers.

Parents also make great volunteers. They can provide the support you need as Unit Helpers, Occasional Helpers or even Leaders. You may find that a parent has a special skill that can be taught to your unit members. Make that welcome warm and you may get more back in return than you expected.

5.2d. Discussion: Making parents feel welcome

Purpose: To identify ways of making parents feel welcome.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes	<ul style="list-style-type: none"> • Ask members to discuss how parents are welcomed before the first meeting. Get them to talk about the following points. • Emails or phone calls made before the first meeting. • What parents/carers need to know before coming to their first meeting. • How they are made to feel welcome at their first meeting. What practices are in place? • How are they introduced to the way guiding works? • What do you have in place to gather feedback from parents about their introduction to guiding? 	Discussion	<ul style="list-style-type: none"> • Flipchart • Pens 		

5.2e. Making parents/carers feel welcome at a Promise event

Purpose: To identify the information parents/carers need in order to understand Girlguiding and feel welcome.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes	<ul style="list-style-type: none"> • Divide the participants into groups and ask them to discuss what they can do to make parents welcome at Promise events. Focus on the following questions. <ul style="list-style-type: none"> - What will the girls do to showcase the programme, eg a photo display/a short video/role-play? - How much information about Girlguiding in general will you give? - How will you get feedback from them at the end of the event? • Regroup and share ideas. 	Discussion	<ul style="list-style-type: none"> • Flipchart • Pens 		

5.2f. Meetings with parents/carers

Purpose: To think about the effectiveness of meetings with parents/carers.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes	<ul style="list-style-type: none"> • Ask participants to form groups and talk about what could be discussed at meetings with parents/guardians. • Ask participants to form small groups to discuss the following scenarios with parents/guardians, what would they need to say and any information required to be given out when they have the discussion: <ul style="list-style-type: none"> - Girl moving to a new section - New girl to the unit - Issues with girls' behaviour - Needing extra help with running the unit • Feedback on what each group would do. 	Discussion	<ul style="list-style-type: none"> • Flipchart • Pens • The scenarios written on pieces of paper 		Remember to suggest that a pre-arranged discussion with a parent/guardian is better than ad-hoc, so you all have enough time to talk.

Welcoming the wider community

Moving to a new area can be a daunting and lonely experience, and becoming a member of Girlguiding can be a way for young people to connect with the community, make friends and establish roots. Girlguiding can play a part in this process by being there to welcome newcomers.

5.2g. Identifying your community

Purpose: To consider ways of engaging with the wider community.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> • Ask participants to form groups. • On the flipchart paper, draw a quick map of the local area, highlighting schools, places of worship, public places, markets etc. • Using sticky notes, participants should write how they would engage with people from these places. • Ask the groups to rotate and read the ideas from different groups. 	Discussion	<ul style="list-style-type: none"> • Flipchart • Pens • Sticky notes 		

Section 5.2

Welcome and induction: Young members

5.2h. Understanding your community

Purpose: To identify your community's needs.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> • Ask participants to form groups. • Each group should list what the local community would benefit from, on flipchart paper. • Think about how these needs are currently fulfilled by Girlguiding. • Discuss how guiding can provide additional support to the community. 	Discussion	<ul style="list-style-type: none"> • Flipchart • Pens 		<p>Suggested benefits could be:</p> <ul style="list-style-type: none"> • Youth work in a community centre, that currently doesn't have anything. • Social action work for a community goal e.g. more play areas/ new planting to an area etc. • Providing a link into a community that didn't know about guiding.

5.2i. Making a plan

Purpose: To create an action plan around warm welcomes.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> • Ask participants to identify all existing work done around warm welcomes. They could work individually, or pair up with others from the same District or Division. Identify areas for more development. • Create an action plan for what they would like to implement after the training. • Decide who needs to be involved, what resources will be needed, and if there are cost implications. • Set a date for implementation. 	Pair work	<ul style="list-style-type: none"> • Pens • Paper 		

Feeding back on ‘welcome and induction: new members’

Providing a good welcome and induction for our young members is vital to ensuring they feel supported throughout their time in guiding, and they are more likely to be retained in the organisation. Find out how the participants will be taking this back to their local areas.

Members of Girlguiding come from a variety of backgrounds, with different skills and experiences. We want to ensure guiding remains accessible for all girls and volunteers, and there are lots of ways to make sure that everyone can be involved.

6a. Role on the wall

Purpose: Participants identify what makes up a 'typical' volunteer.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes + 10 minutes for discussion	<ul style="list-style-type: none"> Split participants into groups of four, and give each group a piece of flipchart paper. Ask the groups to draw the outline of a volunteer. Then get them to think about what makes a 'typical' volunteer. They should consider the following, then write their ideas in the outline: age, background, interests, feelings, upbringing, what she does, her family circumstances etc. Bring everyone back together and compare the 'typical' volunteers. Explore what characteristics are missing and why. Ask the group to think about the following questions: <ul style="list-style-type: none"> What are the challenges to volunteers being similar? How does this affect recruitment? Should there be a 'typical' volunteer? Consider roles done by other genders. 	Discussion	<ul style="list-style-type: none"> Flipchart Pens 		

6b. Hoops or hurdles?

Purpose: Participants identify the things in life that might be barriers (hurdles) or opportunities (hoops) to volunteering, by designing a board game.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes + 10 minutes to play + 10 minutes for discussion	<ul style="list-style-type: none"> Working in small groups, invite the participants to make up an imaginary woman. They should consider the following: her age, what she does, her family circumstances etc. Challenge each group to design a board game using the range of materials available. At the start (in one corner of the paper) should be the woman, and at the finish (in the opposite corner) should be guiding. Participants must construct a pathway between the start and the finish, using the craft materials and images from the magazines to represent all the issues that could be going on in the woman's life: <ul style="list-style-type: none"> study/work commitments relationships family confidence limited time finances etc. Instruct participants to decide whether the things on the board are going to be hoops (opportunities) or hurdles (barriers) to volunteering. Draw a circle around the hoops and a square around the hurdles. Once they have finished making their boards, the participants can have a go at playing the game (allow 10 minutes for this). For each hurdle they land on, they must try to think of a possible solution. Invite the groups to compare their game boards and spend 10 minutes discussing their hoops and hurdles. Note: consider roles done by other genders. 	Discussion	<ul style="list-style-type: none"> Flipchart paper Craft materials - glue, scissors, pens, coloured paper Women's and teenagers' magazines Membership growth resources (see page 114) Counters Dice 		

6c. Flexibility for girls

Purpose: To discuss scenarios where applying flexibility and inclusion can enable girls to join guiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> • Ask participants to think of the units in their District/Division/ County - what would they need to know to welcome the following new members? <ul style="list-style-type: none"> - Seven-year-old Abigail uses a wheelchair. - Anja is Muslim and worries that meetings will not be welcoming to her, because she has heard that many groups meet in church halls. - Five-year-old Nya is visually impaired. - Six girls aged 12 want to join Guides and want to stay together. • Facilitate a small-group discussion. How could the group manage these requests to join guiding? What further information would help them? Sharing key points from the discussion will emphasise, with practical examples, how guiding can welcome everyone and make sure that by-laws and other misconceptions are dealt with. 	Discussion			For hints and tips on including all, visit the inclusion webpages: Home > Making guiding happen > Running your unit > Including all

6d. Flexible guiding group discussion

Purpose: To discuss flexible guiding and share best practice.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes + 20 minutes for discussion	<ul style="list-style-type: none"> ● Split participants into small groups and invite them to consider the following questions. <ul style="list-style-type: none"> - What could participants do to make guiding more flexible? - What unusual venues might participants be able to try out locally? - Have participants considered meeting at different times, frequencies or having multi-age units? ● At the end of the discussion, invite the groups to compare answers and share key points from their discussions. 	Discussion	<ul style="list-style-type: none"> ● Flipchart paper ● Pens 		

6e. Open doors

Purpose: To explore how to welcome and accommodate new members and demonstrate that guiding is for everyone.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> Ask participants to form small groups. They should discuss how they could welcome and accommodate the following new members. <ol style="list-style-type: none"> Karen is interested in becoming a Leader and is willing to work with any age group but can't attend meetings before 8pm because that is when her partner gets home from work. Kim used to be a Brownie Leader before she had her four children. She wants to stay involved in some way but has very little time to spare at the moment. Galina would like to become a Leader but can't make a weekly commitment because of her husband's shifts. Neil is keen to support guiding as his two daughters enjoyed being Brownies. He belongs to the Ramblers' Association, and keeps the accounts for the local church. Clare's daughter is in Guides and she says she is happy to help, but the unit already has three adult Leaders. Come back together as a whole group and share the ideas. Did they identify any further information that would help them? 	Small group discussion	<ul style="list-style-type: none"> Flipchart Pens 		Sharing key points from the discussion will emphasise - with practical examples - how guiding can welcome everyone, and make sure that misconceptions are dealt with.

6f. Role jigsaw

Purpose: To investigate how we can find the right roles for volunteers.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> Split into groups and give each group a set of jigsaw pieces from Appendix T. They need to match the role and the person description. Once everyone has completed the task, ask each group to feed back which role matched the person. 	Small group working	A copy of Appendix T (page 135) per group, cut up		Remind participants that only female members can hold roles where taking the Promise is required.

Guiding in new areas

A new area or community can provide a good opportunity to focus our energies and actively increase our membership. It could be an area where guiding has not had a presence before, or a brand new housing development or community.

A unit set up 10 years ago in an area of many Brownie-aged children may no longer be as popular and you may find that girl numbers are decreasing by the term. This may be because the population has not expanded, but it has aged. This will mean your Brownie-aged children will all now be 17 years old and over. If new families haven't moved in, you may need to adapt guiding provision in that area, whether that means opening a unit of The Senior Section, or moving the Brownie unit to a location where there is a need for it.

6g. What is a new area?

Purpose: To identify what 'new area' means to the participants and their local area.

Time	Activity	Training method	Resources needed	Objective number	Comments
5-10 minutes	<ul style="list-style-type: none"> • Invite participants to think about what a 'new area' could be. You can do this as a whole group or in smaller groups, depending on group size. Answers could include things such as: <ul style="list-style-type: none"> - new housing developments - people from different cultural backgrounds - people from low-income backgrounds - remote areas, such as rural communities - new units - new sections. 	Group working			

6h. Building blocks

Purpose: Identify the building blocks needed to establish guiding within a new community.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> ● Give each group some flipchart paper and pens, and invite them to draw a new house. The house must include walls, foundations, windows (as many as they like), a door, a roof, a smoking chimney, and a fence. ● Each part of the house represents something that can help build guiding in a new area. Invite each group to answer the following questions, noting their answers on the relevant part of the house. Ask them to use a different coloured pen for their answers. <ul style="list-style-type: none"> - Foundations - what research can they do into the chosen area (if any)? Are there lessons they can build upon from past experiences? - Door - who do they want to invite into the house? - Windows - how can they ensure guiding is seen in the local community? Think of one method of promotion for each window drawn. - Roof - what will make guiding feel like a safe space for the people they want to invite in? - Smoking chimney - what message do they want to get across? - Fence - what barriers do they have? ● When each group has finished, invite them to tack their drawings up on the wall. Compare the drawings and notes, and invite feedback. 	Small group working	<ul style="list-style-type: none"> ● Flipchart ● Variety of coloured pens ● Sticky tack 		

Feeding back on 'Flexibility and inclusion'

Girlguiding is for everyone, and we want to make sure our offer is welcoming and open to all. Ask the participants to think about the methods they currently use to ensure that guiding remains accessible to everyone, and get them to write down at least one action that they will take away from the session.

It is important to consider our younger members when thinking about retention. Members of The Senior Section can begin training to become a Young Leader at the age of 14, or can take on the role of Leader at 18. Becoming a Leader can provide young women with valuable skills that can support other areas of life including careers and education. If they are inspired and supported to become adult members they may stay on as Leaders or take on other roles in guiding for years to come.

7a. Sticky note challenge

Purpose: To highlight that youth retention and transitions are everyone's responsibility and shouldn't just fall to one person (ie The Senior Section Adviser or District Commissioner).

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Divide participants into pairs or small groups and give each group some sticky notes. • Invite them to answer the question '<i>Who has a role to play in supporting members aged 14 to 18 and how can they encourage them to stay involved?</i>' • Ask participants to fill out one sticky note for each person in guiding who has a role to play and stick them on a wall or flipchart. • Discuss the answers from each group. 	Small group working	<ul style="list-style-type: none"> • Sticky notes • Pens 		

7b. Leader in charge

Purpose: To show the range of responsibilities a Young Leader can take on.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Divide participants into pairs or small groups and give each group a flipchart sheet. • Ask them to list on the sheet all the jobs that Leaders in charge of the unit usually do. • Then ask them to pass the list on to the next group, who should divide the list up into 'what Leaders can do' and 'what Young Leaders can do'. • Ask them, finally, to pass the list on again to the next group - do they agree with the choices? 	Small group working	<ul style="list-style-type: none"> • Flip chart • Pens 		

The right person for the role

Volunteers who are already part of guiding are ideal candidates for roles that need filling. Each volunteer comes with their own level of expertise and experience, and sometimes those talents can be wasted and not used to their full potential. For example, if you need an accountant, look at your current volunteer pool and utilise their skills. Some volunteers may be happy to take on more than one role, but be careful not to overstretch or overwork your volunteer.

Personal development for volunteers is a good antidote to 'guiding fatigue': being enthused by a new role is a way for them to remain engaged with the organisation. Remember to have a good line of communication with your volunteers; you should know what they want and need from their guiding experience and what they can offer. Finally, be clear on what the role is, what the expectations are and what skills are needed.

Succession planning

There can be many reasons why adult members need to move on from their guiding roles. It could be a new job, baby or house move, or an upheaval such as divorce or redundancy. Whatever the reason, change can be challenging, and it's important that you support the person leaving as well as ensuring there is someone to take over.

Thinking ahead is key. You should have a fairly good idea of who is due to retire, go away to university or come to the end of a fixed-term role, so think about your options early. Consider whether you need to fill the role or if it could be covered in another way, such as sharing it between members. Remember that you can look beyond guiding to 'talent spot' individuals who might be interested.

Where possible, encourage leavers to be involved in planning for their departure. Guiding is often an important part of members' lives and can be a source of stability in times of change. Make sure those leaving are given the opportunity to keep in touch - perhaps they can still contribute in some way.

Finally, it's important that you have the right conversations and are communicating clearly to your members. Talking to existing members about what your needs are may well give rise to an opportunity for an existing member to volunteer for the role that is becoming vacant.

7c. Succession best practice

Purpose: To share best practice around succession planning.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> Ask the group to discuss what they have done in their Districts, Divisions and Counties to support succession planning. Get participants to share best practice, things that didn't work as well and any flexible options they used. 	Small group working	<ul style="list-style-type: none"> Flipchart Pens 		

7d. Succession plan

Purpose: To understand how to identify potential members to fill vacant roles, and how to train them for a new role.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> • Divide the group into fours. • Ask each group to identify a role which has a limited length of term. • The group should consider the ‘ideal’ volunteers they could target to take on this role. Ask them to think about: <ul style="list-style-type: none"> - what skills they need, - what their availability may be like, and their commitment levels. - How they will approach this member? - How will they ensure this member is adequately trained and prepared for the role? • Get participants to regroup and share their plans. 	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens • Selection of Girlguiding role descriptions for tables 		<p>This activity works most effectively when the participants are from the same guiding area.</p> <p>You may want to divide the discussion in two, to focus on succession planning for unit roles and succession planning for supporting roles.</p>

How to retain girls

Making every meeting great is essential in retaining girls - if the girls are not enjoying themselves, they will drift away. They must have the opportunity to have fun, try new things and develop if they are to keep coming back.

The programme should incorporate the Five Essentials, which are:

- Working together in small groups
- Encouraging self-government and decision making
- A balanced and varied programme
- Caring for the individual
- Sharing a commitment to a common standard.

The Five Essentials can help to retain members through ensuring that the programme meets the aims of guiding. When creating a programme, sometimes it's easy to make assumptions about what the girls will enjoy. Involving girls in programme planning is the best way to ensure that they are engaged and enthusiastic. However, Leaders' knowledge and experience is also needed to make sure that the programme really is balanced and varied. This can include bringing in new activities and stepping outside the unit's comfort zone in order to offer adventure and challenge. Some ideas for this are included in the [Good guiding is... resource](#).

Over the last 10 years Girlguiding has increased in size; however, not all units experience the same level of growth. While some units grow with large waiting lists, others are losing girls and having to close. Brownies is the biggest section and attracts most girls, yet far fewer make the transition to Guides.

With every area growing at a different rate, it's important to identify the factors that may be causing young members to leave the organisation.

7e. Changing factors

Purpose: To identify the factors that may influence girls who stay in guiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> • Ask the participants to split into two groups. • Give each group a case study from Appendix U. • The groups should examine the guiding experience of their allocated persona and list everything guiding can offer them. Can they identify what has kept the individual in guiding? • Bring the groups back for feedback and reflect on what they discussed. 	Small group working	<ul style="list-style-type: none"> • Appendix U (page 136) • Flipchart • Pens 		

7f. Exiting guiding

Purpose: To explore why girls and young women may choose to leave guiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> • Split the participants into four groups, and give each group a sheet of flipchart paper. • Ask them to discuss all internal and external factors that could cause a girl or young women to leave guiding. • Bring the groups back together to feed back and reflect. 	Small group working	<ul style="list-style-type: none"> • Pens • 4 pieces of flipchart paper (each labelled with Rainbows, Brownies, Guides or The Senior Section) 		You could ask the group to draw a target on their sheet of paper, with the inner circle labelled 'internal' and outer labelled 'external', to make this activity more visual.

7g. Like, Dislike, Don't Know

Purpose: For participants to think creatively about balancing the programme - what haven't they tried that the girls might enjoy? What do they already know the girls like?

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes	<ul style="list-style-type: none"> Split participants into small groups and invite them to think about which activities they know the girls like (tried and tested) which activities they know they don't like, and which activities they don't know whether or not the girls like. Give each group a set of sticky notes. Ask them to add one activity per note on the relevant colour. Encourage them to think creatively and include some unusual suggestions as well as standard activities. For example, they might know their girls like baking and dislike craft, but don't know whether they like science experiments, holding snakes or eating blue potatoes! Next, bring the sticky notes together and share some of the ideas. Explain that balancing a programme, as suggested by <i>Good guiding is...</i> gives girls more opportunities to explore new things. The 'don't know' could be the next adventure! 	Small group working	<ul style="list-style-type: none"> Flipchart Sticky notes in three different colours which represent 'like', 'dislike' and 'don't know' Pens 		

7h. Growing room

Purpose: For participants to consider areas of strength and room for improvement.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> • Divide participants into small groups and hand each group a copy of <i>Good guiding is...</i> • Invite each group to select three headings from the <i>Good guiding is...</i> resource (there are ten headings in total). • Ask them to work through the chosen headings, spending about five minutes on each, answering the following questions: <ul style="list-style-type: none"> - Which areas are strong within their unit? Why is this? - Where is there room for improvement? Can the group suggest how? • At the end of the activity take feedback from each group, identifying which are areas of strength and which have room for improvement. 	Small group working	<ul style="list-style-type: none"> • A copy of Good guiding is... • Paper • Pens 		

7i. How do we retain...?

Purpose: To consider girls at different ages and what participants might do to encourage them to stay.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes + 10 minutes for discussion	<ul style="list-style-type: none"> • Divide participants into four groups. Give each group a piece of flipchart paper and some pens, and ask them to do the following. (This example is for the Brownie age group but can be adapted for different sections just by changing the age range.) <ul style="list-style-type: none"> - One group should draw a seven-year-old, give her a name, and identify how they could keep her in guiding. - The other three groups should do the same for an eight, nine and ten-year-old. • At the end of the activity, bring the whole group back together and invite them to discuss their ideas. 	Small group working	<ul style="list-style-type: none"> • Four sheets of flipchart paper • Pens 		

7j. Unit health check

Purpose: To create a picture of how the Five Essentials are being applied in the area, and to identify strengths and weaknesses.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes	<ul style="list-style-type: none"> • Give each participant a set of coloured sticky dots, and explain the rules as follows: <i>'I am going to read out a series of statements. Thinking specifically about units in your District, Division or County (whichever is relevant to your role), decide how true each statement is on a scale of 1 to 10, where 10 is completely true and 1 is not at all true, and place a sticky dot on the scale. I will tell you which colour dot to use.'</i> • At the end of the exercise, you can tell them that each colour represents one of the Five Essentials. Explain that they have just created a picture of how well the Five Essentials are being applied in their area. For example, lots of yellow dots at the top end of the scale indicate excellent practice in delivering a varied programme. Ask learners to share their results in pairs. • Were the results surprising or expected? • What one thing could they do to move one of their dots higher up the scale? 	Small group working	<ul style="list-style-type: none"> • A large arrow, to be displayed on the wall as a scale, with numbers from 1 to 10 along it • One set of coloured sticky dots per person • Statements from Appendix V (page 137) 		

Transition

Transition from one unit to another is an opportunity for our young members to continue to grow with guiding. While some may recognise and embrace it for the exciting opportunity it will provide in adventure and leadership, others see it as a daunting and scary prospect.

Having a group of members transitioning together can help. Not only will it reassure them that they will know someone in the new unit, but it also gives some a sense of security and comfort. But all too often there aren't enough girls to transition together into a unit, or there's simply not enough space in one unit to accommodate them all. Getting the transition right becomes more of a challenge.

Transition is paramount to our growth and, from the numbers below, you can see that units are dependent on transition to make up a significant number of their members:

- **32% of Brownies used to be Rainbows**
- **61% of Guides used to be Brownies**
- **70% of members of The Senior Section used to be Guides**

Imagine how many members we would lose if girls didn't transition - thousands! This is why it is so important that we do all we can to encourage and support girls to move up to the next section.

7k. Best practice transition

Purpose: To encourage participants to discuss and celebrate good practice.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes + 10 minutes for feedback	<ul style="list-style-type: none"> • Ask participants to form three small groups. • Assign each group a 'young member' (a Rainbow, Brownie, Guide or member of The Senior Section) • Ask each group to think about their young person and what could be done to help that member transition to the next section. Bring the groups back together, and ask participants to share their findings. 	Small group working	<ul style="list-style-type: none"> • Pens • Paper 		

7l. Checklist for parents

Purpose: To identify ways to provide support to parents with girls looking to move up to the next section.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes + 5 minutes for feedback	<ul style="list-style-type: none"> • In small groups, ask participants to discuss what type of support parents could need when their daughter is moving up to the next section. • Ask them to create a checklist of things to cover when meeting parents. • Regroup and ask the participants to compare their lists. Are there any gaps? 	Small group working	<ul style="list-style-type: none"> • Pens • Paper 		

7m. Hang out your guiding washing

Purpose: For participants to understand growth in their area and what they can do to help sections to grow.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes	<ul style="list-style-type: none"> ● Tie the string along the room, taking care that no one will walk into it. ● Peg the t-shirts on the line. ● Invite the group to guess how many members of each section there are in the District/Division. ● Tell the group what the actual numbers are and write them on the t-shirts. How close were the group to getting the numbers right? ● Next, facilitate a discussion on how each section can grow, using the following questions as a guideline: <ul style="list-style-type: none"> - Which sections are struggling for members? - How can participants support those sections to grow? - Which sections are doing really well? What are they doing that could help those that are struggling? - What could we do as a District/ Division to help each section to grow? - Can we hold a recruitment drive? If so, what can we do to promote guiding in our area? - Could you do more joint activities between sections? ● Challenge the group to put together an action plan and carry it out. 	Group discussion	<ul style="list-style-type: none"> ● A long piece of string ● Six clothes pegs ● Six card cutouts of t-shirts in a different colour for each section, from Rainbows to Trefoil Guild ● Felt-tip pen ● Membership statistics from Go! for each section for the District/ Division you're working with 		Speak to the County Go! Adviser if you don't have access to the data you need.

Retaining volunteers

Volunteers will often have lots of other commitments in their lives - families, jobs, households to run. But with understanding and flexibility, we can make volunteering an attractive and accessible long-term proposition.

Consider the reasons that volunteers may want to leave. Sometimes there are factors outside of the control of the organisation, but when we *can* influence the motivation of volunteers, it's worthwhile putting in the time to address any concerns that they have.

Volunteers develop and strengthen their skills and become experts over time; when they leave, they take a wealth of knowledge and experience with them and you will be left to fill the gaps by starting the recruitment process all over again. Not only does this divert your energies from other areas but it can also make you feel that you are stuck in an eternal loop of recruitment. Putting effort into retaining volunteers is good for everyone.

7n. Events in time

Purpose: To determine the events which could cause a volunteer to leave Girlguiding, and identify solutions which could be put in place to prevent someone leaving.

Time	Activity	Training method	Resources needed	Objective number	Comments
20 minutes + 10 minutes for feedback	<ul style="list-style-type: none"> • Split the participants into small groups and ask them to imagine a volunteer. They must give him/her a name, an age and a life outside guiding. • Next, give each group a sheet of flipchart paper and a pen. • Ask each group to turn their sheet landscape, and draw the volunteer on the far left-hand side of the paper with a happy face. Explain that this represents the volunteer at the start of their guiding journey, when they have just joined. • On the far right-hand side of the paper, they must draw the volunteer with an unhappy face. Explain that this represents the volunteer leaving guiding. • Then, draw a line between the two figures. Explain that the line represents one year in time. • Invite each group to consider what could happen within the course of the year to result in the volunteer leaving. These could be things within guiding or in their personal life. Mark up those events above the timeline. Then answer the following questions and write the answers below the line: <ul style="list-style-type: none"> - Is there anything we could do to help the volunteer to stay? - What could we do to make guiding more flexible? - What might we do to encourage the volunteer to return? • At the end of the activity, bring the groups together and allow ten minutes to share each group's ideas. 	Small group working	<ul style="list-style-type: none"> • Flipchart • Pens 		

7o.Mountain-top moments

Purpose: Participants share a great moment they have had in guiding.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 minutes	<ul style="list-style-type: none"> • Draw a mountain on a piece of flipchart paper. Ask participants to write their mountain-top moment on a sticky note and stick it on the mountain. • Compare and read all the comments. • How could our experiences encourage others to develop, helping keep members engaged and keep their guiding fresh? 	Group discussion	<ul style="list-style-type: none"> • Flipchart • Pens • Sticky notes 		If you are working with a large group, split the participants up and scale the activity to be done in smaller groups.

Recognition of achievement

Volunteers should be recognised for their contribution to our organisation. Recognition motivates volunteers to continue their involvement. It tells them they are doing something well and that they have something meaningful to contribute. Recognition and approval give volunteers a feeling of accomplishment and fulfilment.

Recognition as an ongoing, once-a-year event to thank all volunteers should not be seen as a substitute for the day-to-day recognition of contributions. There are different types of recognition and these should be adapted to according to the volunteer and the work that they have done. One size does not fit all.

Types of recognition

- **Intrinsic** Intrinsic recognition involves less tangible, inward forms of recognition including the pride of accomplishment, self-satisfaction and the volunteer's personal belief that s/he accomplished, contributed and did better today than last week.
- **Extrinsic** Extrinsic recognition includes tangible, outward forms of recognition such as badges, certificates, trophies etc.
- **Informal Volunteer Recognition** A simple yet personally delivered 'Thank you for your help' is always well received and conveys personal attention and appreciation. Involving your volunteer in Division or District meetings related to their responsibilities suggests that you value their contributions.
Commissioners and Leaders should take time to greet and interact with volunteers. They should make every effort to know volunteers' names, acknowledge their presence and appreciate their contributions. Managers of volunteers may develop ongoing recognition by sending cards for birthdays or special events, posting photos of volunteers, planning International Volunteer Day activities, and sharing volunteers' achievements through newspapers or newsletters.
- **Formal Volunteer Recognition** Formal recognition of volunteers involves more structured methods. This can include certificates of appreciation and special badges presented to volunteers. Presentations of such items occur at public gatherings that involve a pre-planned programme, such as a meeting of all volunteers or special reception or meal. Formal recognition for volunteer contributions may also involve widespread public recognition.

7p. Formal vs informal recognition

Purpose: Participants identify a list of recognition methods.

Time	Activity	Training method	Resources needed	Objective number	Comments
15 minutes	<ul style="list-style-type: none"> • In a group get participants to list, on sticky notes, all the types of recognition they currently use in their Districts, Divisions and units. • Split the ideas into intrinsic and extrinsic columns. • Ask participants to share any examples they have. • List any other activities that can be put into the column that haven't been used by anyone in the group. 	Group discussion	<ul style="list-style-type: none"> • Flipchart • Pens • Sticky notes 		

7q. Recognition match-up

Purpose: Participants identify different types of recognition methods that vary according to achievement

Time	Activity	Training method	Resources needed	Objective number	Comments
30 minutes	<ul style="list-style-type: none"> • Split participants into two groups. • Ask groups to examine the scenarios provided in Appendix W and decide which type of recognition is most appropriate. • Regroup, and ask participants to share their results. • Did everyone agree or were there any different preferences? Explore why they chose one particular form of recognition over another. • Give participants five minutes to identify at least one action point that they can take away and implement to recognise the achievement of a volunteer in their unit. 	Group discussion	<ul style="list-style-type: none"> • One copy of Appendix W (page 138) per group • Pens 		

Feeding back on 'Retention'

Recruiting new members is only worthwhile if we continue to support and retain our current members. Find out how the participants currently retain their members, and which ideas they will take away to implement in their local area.

Recruitment resources

Girlguiding offers two ranges of resources to help members with recruitment.

Resources available from Girlguiding Trading Service

You can order recruitment posters and postcards for all sections **free of charge** from volunteer shops and our online shop at www.girlguidingshop.co.uk, or by calling the Girlguiding Info Team on 0161 941 2237. *See the online shop or [Guiding Essentials](#) for the full range.*

Resources available from the Online Print Centre

The [Online Print Centre](#) (OPC) allows Girlguiding members to create personalised materials to tell people about guiding in their area and encourage more girls, young women and adult volunteers to get involved.

The recruitment toolkits available on the OPC can be localised and made specific to a Country, Region, County, Division, District or even unit. Counties may want to buy the items in large quantities to give to their units, or Leaders can purchase items for themselves.

The toolkits include the following items that have been designed to make recruitment as easy as possible:

- postcard (A6)
- posters (A4 and A3)
- banner (spring-loaded 'roll up' banner 850mm x 2,145mm)
- give-away items.

To customise and order any of these items, visit the OPC at www.girlguiding.org.uk/opc.

Supporting resources

You can find a range of membership growth resources and information to support adult volunteer recruitment on our website.

Resource	What is it?	Where can it be found?
Ask parents to help	Webpage containing useful information on supporting parents and carers to help.	https://www.girlguiding.org.uk/making-guiding-happen/growing-our-membership/recruiting-and-retaining-volunteers/involving-parents/
Guiding and your CV	Webpage containing useful information on transferable skills you can acquire through guiding and put on your CV.	Home > Making guiding happen > Growing our membership > Recruiting and retaining volunteers > Showing the benefits
Show off guiding	Webpage containing useful information and supporting materials to help show off guiding.	Home > Making guiding happen > Growing our membership > Promoting guiding
Student support	Webpage containing useful information and supporting materials to recruit and retain students.	Home > Making guiding happen > Growing our membership > Recruiting and retaining volunteers > Involving students
Flexibility with volunteers	Webpage with useful information about making volunteering flexible.	Home > Making guiding happen > Growing our membership > Recruiting and retaining volunteers > Flexible volunteering

Appendix A: What does my area look like?



Appendix B: Betty Bead

1. The feet and legs

What is good about guiding already? Our history and our girl-only space. These are represented by our feet.

What supports our feet? Our legs - the ethos of guiding - our Five Essentials:

- working together in small groups
- self-government
- a balanced and varied programme
- care for the individual
- commitment to a common standard.

Take two of the chenille sticks and twist them together about 2/3 of the way down to create legs.

Put five beads on each leg (one for each of the Five Essentials) and bend the feet up.

2. The body

The body keeps us together, but how do we keep our members? Add one bead above the twist to represent a new Leader and one felt flower skirt for a new girl. Then we need one new member per section, so add four beads to the body. You can also add one extra bead for any additional roles if you like, eg Trefoil Guild member, Commissioner, Trainer, Adviser.

3. The arms

We need to reach out to new members so how do we achieve this? Encourage discussion and emphasise the four Membership Growth key messages:

- every girl matters
- make that welcome warm
- make every meeting great
- ask for help.

To make the arms, take a third chenille stick and twist it on to the body. Add four beads to each arm (one for each key message) plus one more bead for one good idea the trainees have had. Bend the sticks at the end to create hands to embrace new members with.

4. The neck

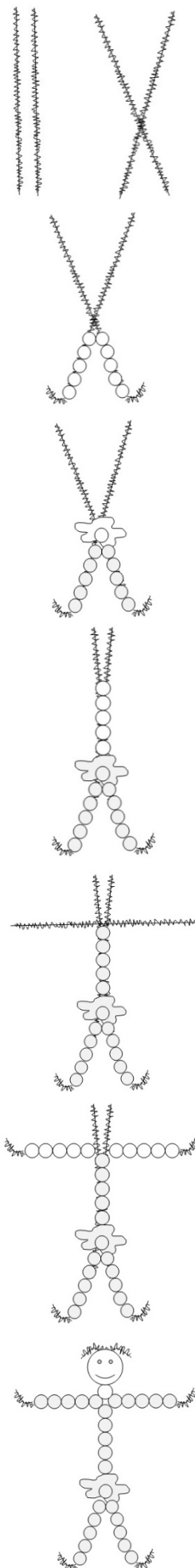
We need to know where we are going and what we can do as individuals, units, Districts, Divisions, Counties, Countries and Regions. Add one bead above the arms as we stick our necks out.

5. The head

We need to get our heads around guiding in the 21st century so add a big wooden bead above the neck. Draw on a friendly face.

Remember that Leaders (chenille sticks) are what holds it all together - without them it falls apart and we cannot grow guiding, so celebrate what they do.

Each bead dolly will be different, just like our members.



Appendix C: Recruitment bingo

Someone who has held a 'bring a friend' activity with her unit	Someone who has advertised to attract more girls to her unit	Someone whose unit has doubled in size in the last year	Someone who has started a new unit
Someone who has invited girls from a feeder unit to join her unit for a meeting	Someone who has used <i>My Pot of Gold</i> , <i>Brownies Go For It!</i> or <i>Move On Up!</i> to encourage girls to join the next section	Someone who has contacted a local school to tell them about her unit	Someone who always replies to 'Join Us' queries straight away
Someone who has used recruitment materials produced by Girlguiding to promote her unit	Someone who has changed her meeting night to make it more convenient for girls	Someone who has changed her meeting time to make it more convenient for girls	Someone who has tried an unusual approach to recruiting - what is it?

Appendix D: Recruitment action plan

How will you:

- get better and better at all you do?
- work together as a team to improve local processes?
- work together to ensure that members from all backgrounds benefit from what we do?
- listen to girls and promote their voice?

Our goals: For example: 1. Recruit 15 new volunteers by attending three community events and trying to advertise roles online	
This WEEK we will...	
This MONTH we will...	
In the next THREE MONTHS we will...	
In the next SIX MONTHS we will...	
By this time NEXT YEAR we will have achieved...	

Appendix E: Ten questions to help you plan

1. What needs do we want to meet through this recruitment drive?
2. What do we hope to achieve?
3. What units/area will be covered?
4. What help do we need?
5. Who do we know who could help?
6. Do we know anyone with experience of this or something similar? If so, who?
7. Who do we need to consult before developing our ideas?
8. How much time can we spend on this recruitment drive?
Remember to factor in time for the following processes:
 - preparing and advertising
 - interviews
 - criminal record checks
 - obtaining references.
9. What ideas do I/we have for a recruitment drive?
10. What should the action plan be?

Appendix F: Organisations that compete with Girlguiding

Name of organisation	Address of organisation	What the organisation does	Reason it competes with Girlguiding	Suggested ways of working with it	Notes

Appendix G: Organisations that complement Girlguiding

Name of organisation	Address of organisation	What the organisation does	Reason it complements Girlguiding	Suggested ways of working with it	Notes

Appendix H: Promoting guiding everywhere

- Ask a parent/teacher/friend to help.
- Get in touch with local media (for example, newspaper or radio station) and let them know how great guiding is!
- Get involved in an event for Volunteers' Week.
- Be seen in the local community by taking part in events.
- Contact other local community groups so you can help each other.
- Keep in touch with adults who were previously involved - they may want to come back one day.
- Give a talk on guiding to adult groups, colleges or universities.
- Use your networking skills - talk to people or use social media.
- Give a warm welcome to everyone.
- Produce District/Division newsletters and send to local businesses and councils to keep them informed of what is happening in local guiding.
- Create a 'reward' programme locally for anyone introducing new adults.
- Arrange 'taster' sessions for adults.
- Use Volunteer Centre databases.
- Create car stickers to put in parents' or Leaders' cars.
- Encourage Unit Helpers and Occasional Helpers to progress to the Leadership Qualification.
- Don't let other adults think you are Superwoman!
- Find an Ambassador (for example, a local role model) who can help promote guiding.

Appendix I: Negatives and positives

Said by a 70-year-old woman:

'I used to be a Guide. It is such a shame that no one wants to join guiding now.'

Answer: Girlguiding is the leading charity for girls and young women in the UK. It has 500,000 members and we are growing all the time.

Said by a parent:

'Girlguiding is a Christian-based organisation and my kids don't believe in God, so I've never seen Girlguiding as an option.'

Answer: We welcome girls from all backgrounds and our Promise changed to reflect this a few years ago. We are a youth charity and have no religious affiliations.

Said by a Leader:

'We don't offer adventurous activities, that's what the Scouts do.'

Answer: We offer many opportunities, from climbing mountains to tall ship races, abseiling, international trips and much more. Check *The Guiding Manual* as the list of things we can't do is very small. Perhaps you need to challenge yourself and your unit to try a new adventurous activity?

Said by a former Guide:

***'There are no Brownies or Guides where I live.'* (There were two Rainbow units, three Brownie units and two Guide units in her town!)**

Answer: There will be - look on Join Us to see where your nearest unit is!

Said by an 18-year-old Young Leader:

'I'm not able to take on a District or County role as I'm not old enough.'

Answer: Yes, you are! Talk to your local Commissioner and see where there is a role waiting for you!

Appendix J: Communication plan template

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Newspaper												
Facebook												
Twitter												
Local newspapers												
Direct emails												
Letters/Post												
Blogs												

Appendix K: Potential recruits

	Reasons for volunteering
<p>Imogen is 30 years old and single, with no dependants. She describes herself as a ‘workaholic’. She graduated in law and business studies and works full time as a solicitor.</p>	<p>Imogen was a Brownie, a Guide and member of The Senior Section but dropped out of guiding when she went to university. She is beginning to think she would like to do something outside work that is not connected with her profession. However, because she often works long hours she would like something flexible. She doesn’t know the local area well, having bought her flat only for its close transport links.</p> <ul style="list-style-type: none"> • What are the benefits of volunteering for Imogen? • What kind of role might appeal to her? • How might you recruit her?
<p>Clare is a 24-year-old single mother. She has two girls aged three and five. She left school early and admits she ‘was never good at anything at school’. However, she is very good with her children and manages her limited income well. She works an evening shift at the supermarket from 9pm to 1am while her mother looks after the children. Her younger daughter has just joined a playgroup at the local church and her older one has just started primary school.</p>	<p>Clare would eventually like to work as a nursery nurse but knows it will be difficult to get a job without qualifications. She wants to gain training and experience that she can fit around childcare.</p> <ul style="list-style-type: none"> • What are the benefits of volunteering for Clare? • What kind of role might appeal to her? • How might you recruit her?
<p>Simon is a 35-year-old divorcee who recently moved to the area. He has a son aged ten who lives with his ex-wife. He works as a full-time accountant and his job takes him all over the UK. He likes to play squash and attends an evening class in pottery one evening each week.</p>	<p>Simon wants to establish some roots and get to know people, but he lacks the confidence to make the first approach. He is also unsure exactly what he wants to do.</p> <ul style="list-style-type: none"> • What are the benefits of volunteering for Simon? • What kind of role might appeal to him? • How might you recruit him?
<p>Becky is 19 years old and has been unemployed since leaving college a year ago. She didn’t enjoy college - she has dyslexia and reading and writing are a challenge - but misses interacting with people. She wants a job but she isn’t sure what she could do. She enjoys cooking but doesn’t feel confident enough to apply for catering jobs. She always thought cooking was just a hobby.</p>	<p>Her adviser at the Jobcentre suggested that volunteering could be a good way to find out if a vocation is right for her. Becky has never considered this, as she thought volunteering was just something that old people did.</p> <ul style="list-style-type: none"> • What are the benefits of volunteering for Becky? • What kind of role might appeal to her? • How might you recruit her?

Appendix K: Potential recruits (continued)

	Reasons for volunteering
<p>Alina is in her final year of university, studying design and media. She has a flair for social media and writes a blog. When she is not in classes she spends time on social networking sites, developing her profile as a designer. She is popular with her peers as she is 'up' on the latest trends. When she was younger she used to tease her friends who were in guiding, and now that she is older she still can't see what's so fun about guiding - it seems so old-fashioned!</p>	<p>Alina has never thought about volunteering before.</p> <ul style="list-style-type: none"> • What are the benefits of volunteering for Alina? • What kind of role might appeal to her? • How might you recruit her?
<p>Diane is a nurse at the local hospital. She is married to another nurse and both of them work full time. They have a son aged 12 and a daughter aged seven. Diane's parents help with childcare when the children are not at school. Diane works shifts and finds it hard to commit to anything.</p>	<p>Diane's daughter has started Brownies. A letter was sent out by the Unit Leader asking for help, as the unit is desperate for volunteers. Her daughter has also been pestering her. She feels under pressure to respond.</p> <ul style="list-style-type: none"> • What are the benefits of volunteering for Diane? • What kind of role might appeal to her? • How might you recruit her?
<p>Nicola is a 40-year-old businesswoman and single mother of two teenage boys. She started up her very successful online lingerie business from scratch ten years ago and donates some of the profits to local charitable projects. She is well known in the community and is often in the local newspapers and on the radio talking about her business and charitable ventures.</p>	<p>Nicola is often contacted by local charities asking for financial support, and while she is happy to make donations she feels she has more to offer. She just isn't sure how she could fit volunteering around her work and media commitments.</p> <ul style="list-style-type: none"> • What are the benefits of volunteering for Nicola? • What kind of role might appeal to her? • How might you recruit her?
<p>Karen is a 45-year-old part-time helper at a local community centre on the estate where she lives. People call it a 'deprived area' and it has a bad reputation, but to Karen it's home. She is married and has one adult daughter who still lives at home because she has a physical disability and requires care. Karen gets help from family and carers from an agency.</p>	<p>Karen was in Brownies when she was a child and remembers the time fondly. There are no guiding units on the estate where she lives and she would like to set one up at the community centre. She has already approached the Division to ask but nothing has come of it.</p> <ul style="list-style-type: none"> • What are the benefits of volunteering for Karen? • What kind of role might appeal to her? • How might you recruit her?

Appendix L: Using role descriptions - Example of a persona



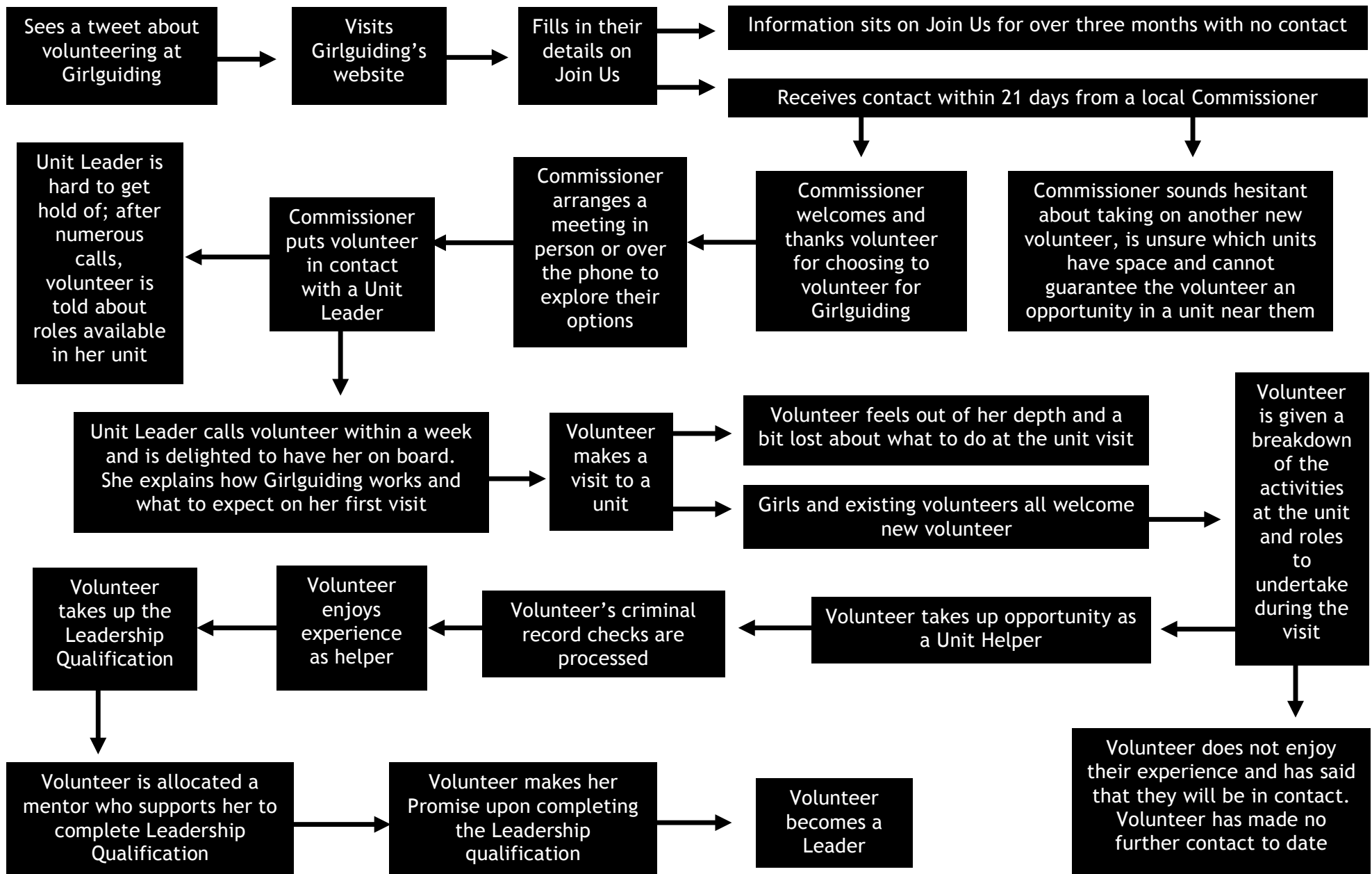
Ruby
26
Social worker

About Ruby	What strengths does Girlguiding need?	Her skills	Time she can give	Her experience
<ul style="list-style-type: none"> • Just started her job as a social worker in London. • Lives in Peckham. • Has never been a guiding member, but has been volunteering occasionally at a Rainbow unit in Peckham. • Enjoys: sports, exploring London, taking part in annual charity hikes. • Hates: double standards in the media, inequality, coffee. 	<ul style="list-style-type: none"> • Ruby's willingness to learn and always taking on new challenges. • Ability to manage her time. • Good communication skills. • Understanding of the needs of young people. • Ability to motivate and empower others. 	<ul style="list-style-type: none"> • Excellent communication and interpersonal skills. • Strong emotional intelligence. • Ability to deal with difficult and complex situations. • Problem solving. • Team player. • Skilled rugby player. 	<ul style="list-style-type: none"> • Is free once a week on weekday evenings - 4pm onwards. • Occasional weekends available. 	<ul style="list-style-type: none"> • 3 years' experience as a volunteer mentor with vulnerable young people. • 2 years' youth work experience. • 12 months as a ChildLine counsellor. • Raleigh international expedition leader (Tanzania) - 4-month placement. • 1st year as a social worker. • Occasional Helper at a Rainbow unit (10 months).

Appendix M: Just one more girl

- My unit is full; I don't have room for one more.
- I've tried everything but my unit is still not full.
- I've been successful in recruiting one more girl.
- I don't know how to recruit more girls.
- My unit has a huge waiting-to-join list but I don't have room to take them in.
- I've challenged the girls to bring a friend.
- I have a full unit, and share those who are waiting to join with another unit.
- I don't have time to recruit more girls.

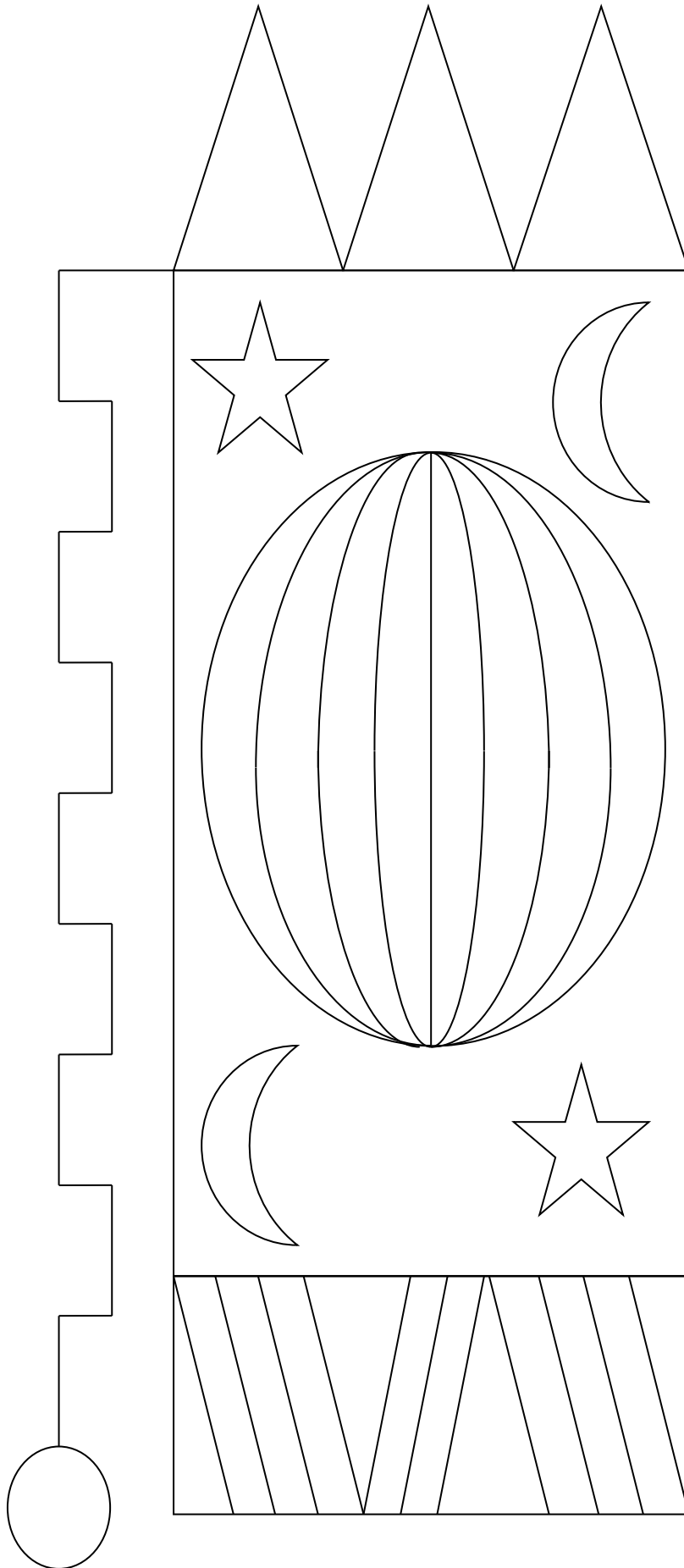
Appendix N: New volunteer's journey - Flow chart



Appendix O: Moments of truth

Action plan			
Moment of truth	What might go wrong?	Action to prevent this	Local or national action?

Appendix P: Back-to-back drawing



Appendix Q: Volunteer checklist

To be carried out by the unit

Support provided

- Directions to the unit meeting place
- Tour of the premises
- Introductions to other volunteers
- Introductions to the girls
- Provide ongoing support
- An explanation of how the areas work
- Explanation of what a District meeting is and why it's important
- An explanation of guiding terminology
- A thank-you note or telephone call to find out how the first meeting went
- A thank-you note at the end of the year

Additional items

- _____
- _____
- _____

To be carried out at Commissioner level

Support provided

- Role description
- Welcome letter
- Introductions to other volunteers
- A person to partner them and check they are okay
- A list of local names and contact numbers
- Dates of District meetings
- Invitation to the next District meeting with direction and travel options
- A brief history of guiding
- An explanation of how Girlguiding works
- An explanation of Girlguiding's policies and code of conduct for volunteers
- An informal discussion at the end of four weeks to give feedback/get their views
- A meeting at the end of 12 months to review their role and give/receive feedback

Additional items

- _____
- _____
- _____

Appendix R: Welcome event case study

Top tips for welcome events

Running 'welcome' events for potential and new volunteers is a great way of introducing people to Girlguiding. In the Midlands Region, welcome events have helped promote the opportunity to volunteer in new Girlguiding groups. These groups are based in communities where there are currently no or few groups.

London and South East England Region (LaSER) has run events for Join Us volunteers to ensure all volunteers meet in their local area early on, and understand the opportunities available. Existing members can also find out a bit more about new volunteers' skills and why they want to get involved.

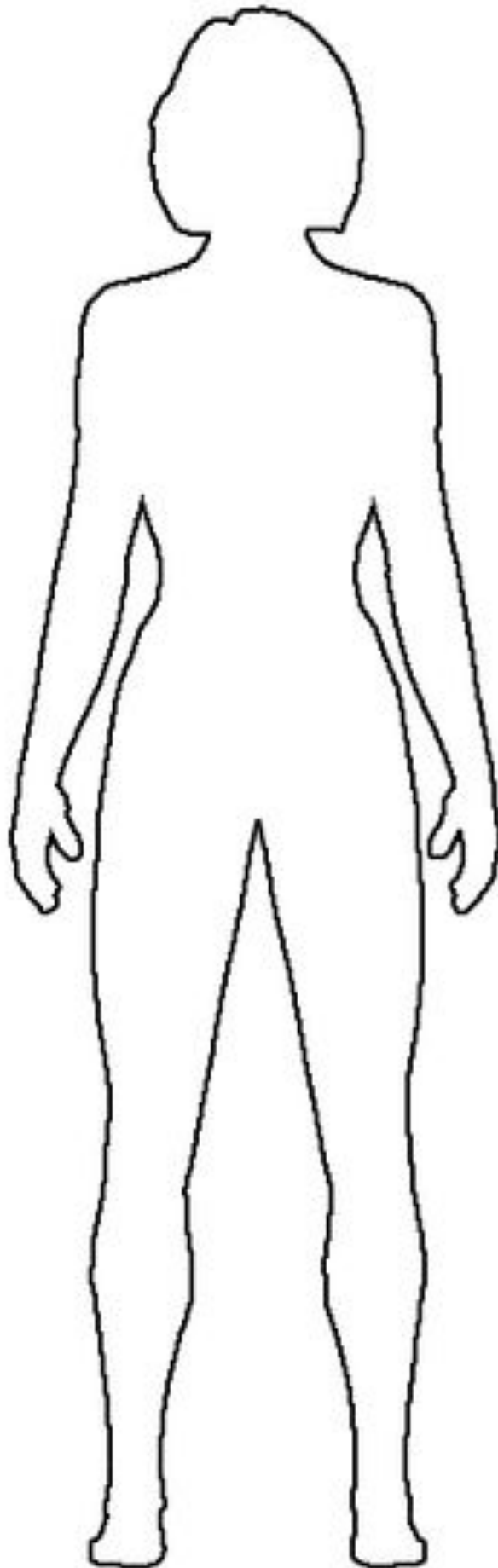
Things to consider

- How you run your event and how much you cover really depends on the needs of your local area and volunteers. A coffee morning at a school or a fun family activity might be a great way to have an initial chat with people about Girlguiding and volunteering.
- Publicise and run volunteer recruitment activities in the weeks leading up to your event. This could be shared between Unit Teams and local support roles. Tweet your local volunteer centres, post an advert online on community forums, put up posters at the venue, or send letters out to parents and schools.
- Some areas have invited young people along to speak about the impact Girlguiding has had on their life. Alternatively, you could show one of a range of Girlguiding videos from our YouTube channel (www.girlguiding.org.uk/about_us/videos.aspx) or put together a local video or photo album to show at volunteer events.
- Have a large-scale map showing local units and plans for new units, and a list of units and current volunteers so you know where new volunteers are needed.
- Give out Girlguiding resources and leaflets for each section.
- Provide copies of training books and leaflets for both young and adult Leaders - such as *1st Response*, GOLD leaflets, Duke of Edinburgh's Award leaflets, the *Leadership Qualification* - for volunteers to look at or take away. You can download useful resources from Girlguiding's online [resource library](#).
- You could invite current volunteers to share their experiences of running units, as well as wider-support volunteers and Trefoil Guild members.
- I'd recommend asking people to sign up so you know roughly how many people are coming along to your event. It is also useful to find out if volunteers know of Girlguiding before the event.
- You could run fun icebreakers and activities. For example, Haringey Division used 'People Bingo' as an icebreaker at the start of their event, while Tower Hamlets Division used a pairs game to introduce potential volunteers to the different roles and ways to volunteer with Girlguiding.

'It was fun. I got to know more about Girlguiding and would like to be part of it.'

New volunteer, Tower Hamlets
Welcome Event

Appendix S: Pressure facing young people



Appendix T: Role jigsaw

<p>Pavetta's Grandad has come to see the Brownies Pantomime. He gets talking to the Leaders and mentions in passing that he has just retired as an Accountant and was finding lots of time on his hands.</p>	<p>Treasurer</p>	<p>Sophie is an Adult Leader. She has worked with a Rainbow unit for 5 years and is keen to share her knowledge and skills with others.</p>	<p>Commissioner</p>
<p>At Guides last week, Emily's Mum was listening to the Guide Leader talking about how little time she has. Emily's Mum asked what she could do to help.</p>	<p>Assistant Leader</p>	<p>Bob works with Jo's (Brownies Leader) husband. He has a part time job and is looking to extend his administration skills for his CV.</p>	<p>Unit Helper</p>
<p>Marion is a member of the local Chamber of Commerce and runs her own business. She is fond of her time as a Guide, 30 years ago.</p>	<p>Ambassador</p>	<p>Jo (Brownies Leader) was having lunch with her friend Pam. Pam mentioned that she has just finished a floristry course.</p>	<p>Unit Shopper</p>
<p>Maisie's Dad is always the first to help on trips and camps with transport and heavy lifting. He has offered to run the Summer Barbeque.</p>	<p>Occasional Helper</p>	<p>Sarah is studying at the local university. She has moved away from home and is keen to make new friends in the area. She has her Leadership Qualification.</p>	<p>Unit Leader</p>

Appendix U: Changing factors

Case study 1

Melissa has been in guiding since Rainbows; she is 22 years old and a member of The Senior Section. Melissa first joined guiding because all her friends were part of it, but they all soon left. Melissa stayed because she loved all the baking and craft making. She didn't enjoy the outdoor activities as she felt she was never good at these. But as Melissa moved up the sections, her new friends and her Leaders all encouraged her to try new things and experience more adventure. Melissa has gained so many amazing memories. Since joining The Senior Section she has had the opportunity to travel around the world, last year she was a reporter at the Big Gig and met all the celebrities performing. Melissa has had the chance to grow in confidence and experience new things.

Case study 2

Kayla is 12 and has just joined Guides. She was scared to leave her friends behind, but when asked why she loves Guides she said that she has made lots of new friends. She also expresses her excitement at attending Guides every week because 'We do so much fun and cool stuff, last week we went to a mechanic and got to help put tyres on a car'. Kayla is a Patrol Leader and enjoys being in charge of her group. Kayla is shocked that the older girls listen to her and is really happy that lots of her ideas have been taken on board.

Appendix V: Unit health check

Care for the individual	Encouraged to govern themselves and make their own decisions	Work together in small groups	Share a commitment to a common standard	A balanced and varied programme
<ul style="list-style-type: none"> I am in regular contact with all the Leaders in my District (or, for Division/County Commissioners, with all the Commissioners in my area). In each unit, both the youngest and the oldest girls feel equally stretched by the programme on offer. All units adapt the programme to ensure that it accommodates the needs of all girls in the unit, regardless of their ability. 	<ul style="list-style-type: none"> All units include at least an element of choice for girls in their meetings. All units involve girls in the planning of any camp or holiday programme. There are opportunities for girls in my District or Division to contribute to planning of events beyond their unit (ie District, Division or County events). 	<ul style="list-style-type: none"> All girls are encouraged to work together in groups appropriate to the programme for their section and the activity being undertaken. The Patrol or Six system is working well (in relevant sections). 	<ul style="list-style-type: none"> When I come into contact with units in my area, I can see evidence of the values encapsulated in the Promise being put into action. Girls are encouraged to think about what the Promise means to them and to make the Promise when they feel ready. 	<ul style="list-style-type: none"> All girls have an opportunity to take part in a residential experience at least once a year. All units make use of the Girlguiding programme resources relevant to them. No unit offers a programme which is focused entirely on one aspect of the programme (eg entirely on outdoor activities or craft).

Appendix W: Recognition match-up

- **Rebecca** is a Young Leader. She has been working in your unit for over a year, has attended every unit meeting and event you have done and has never let you down.
- **Mylee** is a university student and has been supporting six units in your District by teaching photography skills. She has run six workshops and attended a number of unit meetings to help the girls finish their project.
- **Flavia** is a mother of three children who all attend your units. She has stepped in every time you have had a volunteer shortage. At the annual fundraiser she bakes and cooks all the food sold, bringing in the most profit. She helped make costumes for the unit's Christmas panto. This year she has also taken on the role of unit accountant and has started to help your unit to manage your money better.
- **Ally** stepped in at the last minute to be the District Commissioner and has taken on the role alongside the three units she leads and Adviser role she holds. She has never complained about taking on so much and has been outstanding in her role.
- **Shan** has been the County Adviser on membership growth for two years. She has organised a number of networking events and weekend training events on this area. She has also successfully run three recruitment campaigns and attended a number of university Freshers' Week events.