**Training briefs and training plans**

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

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

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| --- | --- | --- | --- | --- | --- | --- |
| **County** |  | **Date** |  | | **Section** | Cross-sectional |
| **Can members of Rangers, such as young leaders, attend?** |  | **Estimated time\*** | 1 hour 40 minutes | | **Expected numbers** |  |
| **Copy of information sent to participants seen?** |  | **Break allocated** |  | | **Actual numbers** |  |
| **Title of training session** | Interest and anniversary badges | | | | | |
| **Facilities available** |  | | | | | |
| **Additional needs** |  | | | | | |
| **Key person to liaise with** |  | | **Phone number** |  | | |
| **Things that training organiser has asked to be covered** |  | | | | | |
| **Do I need to evaluate session? Or is there a form?** |  | | | | | |
| **Budget for session** |  | | | | | |

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

**Aim and objectives**

|  |  |
| --- | --- |
| **Aim** | To introduce interest and anniversary badges to Girlguiding leaders as part of the programme and to explain how they are gained and awarded. |
| **Objectives** | By the end of the session participants will have:   1. Explored the anniversary badges available as part of the Girlguiding programme and when to award them. 2. Discovered the interest badges that are part of the Girlguiding programme, what is available in the different sections and how they form part of other awards. 3. Understood how interest badges can be gained and awarded within the Girlguiding programme. 4. Discussed how to support young members in gaining interest badges outside unit meetings. |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Training box |  | Mobile phone |  | Bin bags |  |
| Flip chart |  | Flip chart stand |  | Drink |  |
| Section resource box |  | Music/Speaker |  | Food |  |
| First aid kit |  | Extension lead |  | Poster displays |  |
| Laptop and projector |  | USB stick, etc |  | Leadership qualification |  |
| Programme specific resources | Badge/record books | Handouts | Handout Resources A and B | Other |  |

**Specific plan**

| **Time** | **Activity** | **Training method** | **Resources needed** | **Objective number** | **Learning points** |
| --- | --- | --- | --- | --- | --- |
| 00:00  (3 mins)  Slides 1–3 | **Aim and objectives**   * Introduce aim and objectives of training session. * Housekeeping, etc, as required. | Directive – presentation | PowerPoint, projector, computer | All |  |
| 00:03  (5 mins)  Slide 4 | **Anniversary badges**  Ask people to stand up if they have achieved a long service award – celebrate those who are newer to the organisation!  Explain that anniversary badges are for girls to celebrate how long they have been members of Girlguiding.  Explain how these work, using the slide and learning points. | Interactive – presentation | PowerPoint, projector, computer | 1 | These badges are for young members to receive on the anniversary of their start date, for example a girl who joined Girlguiding in Guides will receive her one-year anniversary badge one year after she started. A Rainbow will receive the same one-year badge a year after she joins, even though the two girls are different ages. They are NOT birthday badges, they are related to the anniversary of when the girl came into the Girlguiding family.  There are 15 badges available to enable girls who start Rainbows, aged four, in Girlguiding Ulster to have one for every year. Girls in the rest of the UK will gain a maximum of 14. |
| 00:08  (10 mins)  Slide 5 | **Activity**  This activity aims to help participants to familiarise themselves with the look and feel of badges and to understand that they are linked to the six themes.  You can find the materials for the activity in Resource A. You might want to make it a timed activity to prevent it taking too long. The badge images are black and white to prevent the activity being too simple as badges are the same colour as their themes.  Pass around the badges cut-out from Resource A and provide the themes cut-out. Explain the badges are from every section and every theme. Ask participants to match the badges to the themes. Which themes do they best fit? Have participants put them with the correct theme? Is there some overlap? Can they work out which section the different shaped badges belong to?  Please note the answers to this activity can be found at the end of Resource A. | Interactive – game | Cut-out badges and themes from Resource A, answer page for trainer | 2 | That there are interest badges for each section across each theme.  That interest badges for each section have their own distinctive design. |
| 00:18  (5 mins)  Slide 6 | **What interest badges are available?**  Explain that there are lots of exciting interest badges. Each section has its own selection and design. Rainbows is a ring, Brownies is a diamond, Guides is a square, Rangers is a circle. Pass around badge and record books for participants to look at.   * Rainbows: 12 badges – two per theme. * Brownies: 18 badges - three per theme. * Guides: 24 badges – four per theme. * Rangers: 18 badges – three per theme.   Explain the learning points. | Directive – presentation | PowerPoint, projector, computer, badge and record books. | 2 | Girlguiding regularly reviews interest badges and continues to make sure they are relevant to today’s girl. Some badges have been built in partnership with subject matter experts, for example the Brownie’s aviation badge in partnership with Easy Jet and the Rangers digital design badge has been supported by Google.  Leaders and girls can find information about all badges available in the badge and record books. |
| 00:23  (6 mins)  Slide 7 | **What are interest badges?**  Explain what interest badges are using the slide provided and the learning points.  Facilitate discussion on why they form an important part of the programme. | Interactive – presentation and facilitated discussion | PowerPoint, projector, computer. | 2, 3 | All girls are different and the independent element of interest badges means that girls can complete these badges in their own way and at their own pace. This difference should be celebrated. |
| 00:29  (3 mins)  Slide 8 | **Three challenges per badge**  Explain that girls will need to complete three challenges to achieve an interest badge.  Each badge is section specific and is tailored to the girls of that age group.  Ensure you cover the learning points. | Directive - presentation | PowerPoint, projector, computer. | 2, 3 | Girls will complete interest badges themselves, away from their unit to empower and motivate them to shape their own journey through their membership.  Some girls may take more time to complete an interest badge. They may just want to spend longer on it, or it could be because of their own abilities and needs and that’s OK! Some badges need the activities completing in a certain order, others can have the activities done in any order.  Explain to participants that girls will need to earn interest badges to gain Theme and section Gold awards. |
| 00:32  (5 mins)  Slide 9 | **In her own way**  Facilitate discussion among participants about practical aspects of interest badges:  Can they think about the different ways girls could present the completion of each challenge? Can they think of a different method starting with each letter of the alphabet? Each idea is as valid as the next. There is no idea better or worse than another.  Who might be an appropriate person or people for the girls to share the completion of each challenge with?  If not already covered by the discussion, ask participants to consider how their answers differ for different sections.  The next slides will look at some of the badge syllabi for each section. Depending on your participants, decide whether you wish to use one, some or all of them. | Non-directive – facilitated discussion | PowerPoint, projector, computer | 2, 3 | Girls may choose their own way of presenting what they have achieved. Leaders should encourage girls to express themselves in a way to suit them. There is a page of age appropriate suggestions in every badge book (see also handout for this training). |
| 00:37  (5 mins)  Slide 10 | **Rainbows example**  This is one example of a Rainbow’s interest badge. Use this example to explain the general structure. If you have a Rainbows badge book, pass this around for participants to look at.  Facilitate discussion among participants: How can leaders help girls to choose the interest badges they want to complete? How can they make this a fun and exciting activity for them? Ideas include asking girls to bring their badge books at the start of the term, so you can look at them together.  Please ensure that all participants are clear that leaders sign off badges. However, girls can be encouraged to share and celebrate with anyone. | Non-directive –– facilitated discussion | PowerPoint, projector, computer, Rainbow badge book | 2, 3 | The information for Rainbows in their badge books on interest badges has been written in language suitable and accessible for their age and the badges are designed to enable Rainbows to complete them as independently as possible. However, as they’re young, it is likely that they will need some help and supervision from home. During the testing of interest badges, parents said they were ideal school holiday activities and that they’d enjoyed seeing their girls completing them. |
| 00:42  (2 minutes)  Slide 11 | **Rainbows interest badge feedback**  This slide shows feedback received when interest badges were being tested. | Directive – PowerPoint presentation | PowerPoint, projector, computer | 2, 3 |  |
| 00:44  (5 mins)  Slide 12 | **Brownies example**  This is one example of a Brownies interest badge. Use this example to explain the general structure. If you have a Brownies badge book pass this around for participants to look at, too.  Facilitate discussion among participants: How can leaders help girls to choose the interest badges they want to complete? How can they make this a fun and exciting activity for them? Ideas include asking girls to bring their badge books at the start of the term, so you can look at them together.  Please ensure that all participants are clear that leaders sign off badges. However, girls can be encouraged to share and celebrate with anyone. | Non-directive – facilitated discussion | PowerPoint, projector, computer, Brownie badge book | 2, 3 |  |
| 00:49  (2 mins)  Slide 13 | **Brownies interest badge feedback**  This slide shows feedback received when interest badges were being tested. | Directive –– PowerPoint presentation | PowerPoint, projector, computer | 2, 3 |  |
| 00:51  (5 mins)  Slide 14 | **Guides example**  This is one example of a Guides interest badge. Use this example to explain the general structure. If you have a Guides badge book pass this around for participants to look at, too.  Facilitate discussion among participants: How can leaders help girls to choose the interest badges they want to complete? How can they make this a fun and exciting activity for them? Ideas include asking girls to bring their badge books at the start of the term, so you can look at them together.  Please ensure that all participants are clear that leaders sign off badges. However, girls can be encouraged to share and celebrate with anyone. | Non-directive – facilitated discussion | PowerPoint, projector, computer, Guide badge book | 2, 3 |  |
| 00:56  (2 mins)  Slide 15 | **Guides interest badge feedback**  This slide shows feedback received when interest badges were being tested. | Directive – PowerPoint presentation | PowerPoint, projector, computer | 2, 3 |  |
| 00:58  (5 mins)  Slide 16 | **Rangers example**  This is one example of a Rangers interest badge. Use this example to explain the general structure. If you have a Rangers record book pass this around for participants to look at, too.  Facilitate discussion among participants: How can leaders help girls to choose the interest badges they want to complete? How can they make this a fun and exciting activity for them? Ideas include asking girls to bring their record books at the start of the term, so you can look at them together.  Please ensure that all participants are clear that leaders sign off badges. However, girls can be encouraged to share and celebrate with anyone.  Cover the learning points. | Non-directive – facilitated discussion | PowerPoint, projector, computer, Ranger record book | 2, 3 | While Rangers can see all the badges available to them in their record book, full details on the three challenges that Rangers will need to complete for each interest badge can be found online.  A key piece of research conducted towards the start of the programme renewal process demonstrated that from the ages of 14+, girls spend a great deal of their time online, and digital programme content would be more accessible to them. As interest badges are now meant to be completed by girls independently, away from the unit space, it made sense to put this content online. |
| 01:03  (2 mins)  Slide 17 | **Rangers interest badge feedback**  This slide shows feedback received when interest badges were being tested. | Directive – PowerPoint presentation | PowerPoint, projector, computer, Rangers record book | 2, 3 |  |
| 01:05  (5 mins)  Slide 18 | **Activity – steps to achieving an interest badge**  The aim of this activity is to help participants consider the steps needed for a girl to achieve an interest badge.  Put participants into small groups. Hand out the cut-out flow diagram pieces from Resource B. Ask participants to put it together to reveal the simple steps to achieving an interest badge. The answers are on slide 19. | Interactive – activity | PowerPoint, projector, computer, Resource B | 2, 3 |  |
| 01:10  (6 mins)  Slide 19 | **Activity – answers**  Discuss the flow diagram which shows how a girl achieves an interest badge. Were there any steps that the participants weren’t expecting?  Ensure you’ve covered the learning points during the discussion. | Non-directive – discussion | PowerPoint, projector, computer, resource B | 2, 3 | A girl will select a badge of her choice, which are all listed in her badge or record book. Rainbow, Brownie and Guide badge books contain all the badge challenges. Rangers will need to look up the badge challenges online. For more information on this, participants can attend training on section handbooks and badge/record books.  Away from the meeting place, a girl will complete the three challenges. She should ensure that she challenges herself to try new things. Interest badges are about doing your best and trying your hardest. Being able to organise themselves is a great sign of independence.  Girls may wish to get together outside the unit meeting to complete an interest badge as a group. This is absolutely fine, but they each must ensure they meet the requirements of the three challenges.  Girls may choose their own way of presenting what they have achieved. Leaders should encourage girls to express themselves in a way to suit them. There is a page of suggestions in every badge book (see also handout for this training).  Girls can present what they’re doing as they go along, or they can present once they’ve completed the three challenges – it is up to them! |
|  |  |  |  |  | The leader then signs off the badge to confirm that they have achieved it. Girls may also wish to share with another relevant person (teacher, instructor, leader, other girls, etc).  The leader should update GO to reflect that the girl has achieved an interest badge. This will help the leader know what more a girl needs to do to obtain a Theme award or section Gold award.  Once girls have completed the challenges, they should celebrate with their unit. |
| 01:16  (5 mins)  Slide 20 | **Overcoming barriers**  Facilitate conversations on barriers to girls achieving interest badges:   * What barriers could stop girls from completing interest badges? * How do you beat the barriers to help girls succeed in obtaining interest badges?   The possibilities are endless and leaders will come up with lots of their own ways to do this. The learning points include some suggestions on barriers and ways of overcoming them. Ensure these have been discussed. | Small group creative activity and non-directive discussion | PowerPoint, projector, computer | 4 | Barriers for girls might include:   * Lack of parental support. * Being too busy with other activities and homework. * Poor reading ability. * Not having many resources available (although those required should be minimal).   Answers on how to beat the barriers might include:   * Communicating with parents regularly to encourage them to discuss working towards interest badges, what it means and what they can/should do to help. * Time management suggestions – for example, one challenge a month, doing them during school holidays, taking them to work on when staying with relatives. * Suggesting ways to reduce resources required, such as presentation methods that just require paper/pen, or resources that girls have access to.   Remind participants that interest badges are there for girls to do if they choose to. Their value is in being a choice and an independent pursuit. There should be no pressure for girls to complete these badges. The interest badges should be girl-led. |
| 01:21  (5 mins)  Slide 21 | **Encouraging girls**  Split the participants into groups and give them five minutes to come up with a resource of any description that answers the question: How can you encourage, describe and tell girls about interest badges in a positive and dynamic way? For example, poster, speech, drama, song, rap, etc. | Small group creative activity and non-directive discussion | PowerPoint, projector, computer, paper, pens | 4 | Interest badges contribute to a girl’s Theme awards and section Gold award. Knowing this may encourage girls to complete them. Participants can learn more about awards by attending an awards training. |
| 01:26  (5 mins)  Slide 22 | **Success and celebration**  Girls should be celebrated when they achieve an interest badge. Give leaders a few minutes to come up with an idea to celebrate interest badges. They can work in small groups according to section or area, depending on the participants. | Non-directive – discussion and activity | PowerPoint, projector, computer, paper, pens | 4 | Participants should feel encouraged and know they have tools to help them easily promote interest badges.  Ways of celebrating the achievement of interest badges in the unit might be displaying challenge work, a celebration evening where everyone has their badges for the term/half-term awarded and shows off what they have done. |
| 01:31  (5 mins)  Slide 23 | **Think about your unit**  Ask participants to plan an activity to promote interest badges in their unit.   * How long will it last? * Will you focus on one badge, one theme or several badges? * Will you ask girls to help by sharing what they have done? * Could you invite a guest speaker to inspire the girls on a particular topic?   Leaders could work in section groups for this activity, or unit teams, if appropriate. Ask leaders to share what they have comeup with so they can swap ideas.  Possible ideas for promoting interest badges in the unit can be found in the trainer notes in the PowerPoint. | Small group creative activity and non-directive discussion | PowerPoint, projector, computer. | 4 | Leaders should have practically thought about what they will do in their unit to help girls to learn about interest badges. |
| 01:36  (2 mins)  Slide 24 | **Moment of reflection**  Invite participants to reflect on what they’ve heard, discussed and learnt today. Ideas to help participants to do this can be found in the PowerPoint trainer notes in the slides. | Non-directive – discussion | PowerPoint, projector, computer, paper | N/A |  |
| 01:38  (2 mins)  Slide 25 | **Other resources**  This slide shows the ways that participants can continue to learn about, and implement, the Girlguiding programme in their units. This includes webinars, e-learning, meetings, guidance notes for leaders, the Girlguiding website and in-person training sessions. Add to this list, if you wish.  In this part of the session, you can introduce local training opportunities (in whatever format) to the attendees. | Directive – presentation | PowerPoint, projector, computer | N/A |  |

**Ideas to extend this training**

Time for participants to design activities to support girls with special educational needs to access the badge or record books and what barriers to doing so they might need to overcome. Also, brainstorm how to use the badge or record books regularly in meetings.