**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\*** | 45 minutes | | **Expected numbers** |  |
| **Copy of information sent to participants seen?** |  | **Break allocated** |  | | **Actual numbers** |  |
| **Title of training session** | Using section handbooks and badge/record books | | | | | |
| **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 section handbooks and badge/record books and consider how girls can use these to record their progress in the Girlguiding programme. |
| **Objectives** | By the end of the session participants will have:   1. Understood the importance of, and the use of, section handbooks and badge and record books. 2. Understood the reasons why it is important for girls to record their progress in the Girlguiding programme. 3. Discovered the tools available to girls for them to record their progress in the Girlguiding programme and how these should be used. |

**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 | Section handbooks  Badge and record books | Handouts | Handout | 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  (6 mins)  Slide 4 | **What are section handbooks?**  Explain what section handbooks, are ensuring you’ve covered the learning points. Pass a section handbook around for participants to look at.  Facilitate a conversation with participants on:   * When it would be helpful for girls starting in their unit to receive a section handbook. The answer will be different for each unit – some might suggest girls get one after their trial, others might include it in a welcome bag, etc. * Who will pay for the section handbook? Will it be the unit, parents, a joining fee, fundraised from elsewhere? Again, the answer will be different for each unit. | Directive – presentationand non-directive - discussion | PowerPoint, projector, computer  Section handbooks | 1 | Section handbooks help girls to learn about their Girlguiding journey and about the opportunities available for their next Girlguiding steps.  In section handbooks girls, will learn about where they fit into Girlguiding, the Promise and Guide Law, what their section is about, other opportunities with Girlguiding and WAGGGs. |
| 00:09  (2 mins)  Slide 5 | **Benefits of section handbooks**  Explain that each girl should have her own section handbook. Girls have the opportunity to make it their own by drawing and writing notes and dates in them.  Facilitate a discussion on the benefits of section handbooks and of each girl having her own. Ensure participants have considered the learning points. | Directive – presentation  &  Non-directive – discussion | PowerPoint, projector, computer | 1 | Benefits of section handbooks:   * A girl can take it home and help her parents to understand more about what she’s part of. * It gives girls a full understanding of what they’re part of and the opportunities available to them. This in turn gives girls the chance to take more ownership over their guiding experience. * It provides every girl with the same understanding of their section and Girlguiding, promoting consistency and quality. |
| 00:11  (2 mins)  Slide 6 | **What is a badge/record book?**  Explain to participants that in addition to a section handbook, girls should have their own badge or record book to record their achievements and understand their progress through the programme. Rainbows, Brownies and Guides have a badge book. Rangers have a record book. | Directive – presentation | PowerPoint, projector, computer | 1 |  |
| 00:13  (2 mins)  Slide 7 | **What’s inside a badge or record book?**  Explain that badge/record books contain:   * Information for the girls on the badges and awards available for their section. Explain how the Rangers record book differs and why. * Space for girls to record their achievements as they progress through the programme.   Ensure you’ve covered the learning points. | Directive - presentation | PowerPoint, projector, computer | 1, 2 | Badge books contain an overview of the badges and awards available to Rainbows, Brownies and Guides and the individual challenges they need to complete to achieve them.  The record book for Rangers also contains an overview of the badges and awards available to them, but it doesn’t contain the detail of the challenges. This information is held on the Girlguiding website. Following consultation, Rangers indicated they would like this information available online, it gives them independent access to it and also reduces the cost of the record book (as many Rangers pay for their own resources).  The scope of this training is limited to the recording that girls will carry out in their badge/record books. Leaders are able to record the girls’ progress through GO and there is a GO help file if they need further support with this. |
| 00:15  (5 mins)  Slides 8–11 | **What can girls record?**  These slides show images from the different section badge and record books, so participants can see exactly what needs to be recorded by girls and where. If you have copies of the different badge and record books, you could show them to participants. | Directive - presentation | PowerPoint, projector, computer,  badge/record books | 2, 3 | Participants should understand that the recording for girls in their badge /record books is very similar across all sections and that only minimal information is required. |
| 00:20  (10 mins)  Slide 12 | **Discussion**  Facilitate discussion among participants on the following:   * What are the benefits of girls having their own badge/record books? * Why it’s helpful for girls to record their progress themselves? * What creative ways can you think of to encourage girls to use their badge/record books?   Ensure you’ve covered the learning points. | Non-directive – facilitated discussion | PowerPoint, projector, computer | 2, 3 | Leaders could use the badge/record books to help girls choose the activities they want to do that term. Link to the Five Essentials.  Girls need their own copy of the badge/record books, but the unit needs a copy too, in order to know the interest badges available to girls, and to support and encourage them.  Girls should be taking their books home so they can complete interest badges at home, so don’t collect them in and keep them in the unit. Empower girls to be trusted.  The badge/record books will act as record of a girl’s activities even if she moves units or sections. While unit leaders should be keeping a record of this information on GO, if they haven’t done this, the badge/record book can help the leader of her next unit. |
| 00:30  (10 mins)  Slide 13 | **Overcoming challenges**  Ask the participants to consider the top three challenges they think they will face in relation to getting girls to use their badge or record books. Help the participants to creatively come up with ideas to overcome these challenges. Ensure the learning points are covered. | Non-directive -discussion | PowerPoint, projector, computer, paper, pens | 2,3 | Possible challenges include being concerned about girls loosing or forgetting their badge or record book, girls not being interested in their badge or record books, or for younger girls, or those with SEN who struggle to write the date or read their book.  These might be overcome by exploring what’s in the badge or record book together in a unit meeting, making a special bag together as a unit to keep the book in, encouraging it’s use at different points during the term, helping girls to read/write in it, etc. |
| 00:40  (2 min)  Slide 14 | **Leader recording**  Explain that leaders can track and record unit meeting activities, skills builders and interest badges on GO. If they need additional support to do this, there is a GO help file to support them.  Ask participants to consider the benefits of recording the girls’ progress on GO. Ensure they’ve covered the learning points. | Directive - presentation | PowerPoint, projector, computer | 2, 3 | Recording the girls’ progress on GO is a simple way to keep track of their progress towards awards and badges.  It will help leaders plan the activities they offer, so they don’t repeat what girls have already done  Leaders will have an overview across all the girls in their unit and what they’ve done.  It will help with transition, as leaders of the next section will have a full understanding of what a girl has done in the section before.  It ensures girls are properly rewarded for what they’ve done in a unit by keeping track of activities and confirming if they’ve done enough to achieve an award. |
| 00:42  (2 min)  Slide 15 | **Moment of reflection**  Invite participants to reflect on what they’ve heard, discussed and learnt today. Ideas to help participants to do this can be found in the trainer PowerPoint notes in the slides. | Non-directive – discussion | PowerPoint, projector, computer | n/a |  |
| 00:44  (1 mins)  Slide 16 | **Other resources**  This slide shows the ways that participants can continue to learn about and implement the Girlguiding programme in their units. This includes webinars, e-learnings, meetings, the Girlguiding website, guidance notes for leaders and in-person training sessions. Add to this list, if you wish.  In this part of the session, you can introduce local training opportunities (in whatever format) to the attendees. | Directive – presentation | PowerPoint, projector, computer | N/A | Participants should understand where they can access further help on the new programme. |

**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.