**Training briefs and training plans**

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

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

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| --- | --- | --- | --- | --- | --- |
| **County**  |  | **Date** |  | **Section** | Cross-sectional |
| **Can members of Rangers, such as young leaders, attend?**  |  | **Estimated time\*** | 1 hour  | **Expected numbers**  |  |
| **Copy of information sent to participants seen?** |  | **Break allocated**  |  | **Actual numbers**  |  |
| **Title of training session** | Unit meeting activities and skills builders |
| **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 unit meeting activities and skills builders to Girlguiding leaders as part of the programme. |
| **Objectives** | By the end of the session participants will have:1. Understood what unit meeting activities are and how they fit into the Girlguiding programme.
2. Understood the structure of skills builders and how they fit in to the six themes.
3. Discussed how to support young members, in the different sections, in gaining skills builder badges as part of the programme.
4. Discussed how to support girls in selecting the right stage for them and how to support girls on different stages in the same unit.
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**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 | Unit meeting activity packsSkills builder packs | Handouts | HandoutResource A | Other |  |

**Specific plan**

| **Time** | **Activity** | **Training method** | **Resources needed** | **Objective number**  | **Learning point** |
| --- | --- | --- | --- | --- | --- |
| 00:00(3 mins)Slides 1-3 | **Aim and objectives** * Introduce aim and objectives of training session.
* Housekeeping, etc, as required.
 | Directive - presentation | PowerPoint, projector, computer | All |  |
| 00:03(5 mins)Slide 4 | **Unit meeting activities**Invite participants to share how they have used unit meeting activity cards before. If so, how did they choose which ones to use and what positive impact did they have on the unit meeting?Use the presentation to share the key elements of unit meeting activities. Ensure you’ve covered the learning points.  | Non-directive – facilitated discussionDirective -presentation | Projector, screen/wall, laptop, presentation, unit meeting activity cards | 1 | Designed to be ‘pick-up-and-go’ with lots of games, experiments, role plays and more.Activities are specific to each section and are directed at girls to encourage them to lead. They vary in timings, challenge levels and themes.They are designed for whole units and small groups, and can be mixed and matched depending on the time available and what girls choose.Should decrease the time leaders need to spend preparing their unit meetings. Girlguiding will continue to regularly release new unit meeting activities, bringing in exciting new topics to maintain the interest of volunteers and girls.  |
| 00:08(5 mins)Slide 5 | Facilitate discussion among participants:* What does ‘pick-up-and-go’ mean to you? Remind participants that they will need to bring the resources in the ‘What you’ll need section’.
* How might the unit meeting activity cards help facilitate girl-led guiding? What do older sections do that younger sections could adopt?
* How can unit meeting activities help ensure a balanced and varied programme for the girls?
* What do unit meeting activities look like when they meet the Five Essentials?

Maintain positivity with lots of sharing, tips and ideas. For participants to learn more about how unit meeting activities contribute to awards, they should attend an awards training session. Ideas for selecting unit meeting activities that are girl-led can be found on the handout for participants to take away with them.  | Non-directive – facilitated discussion | Projector, screen/wall, laptop, presentation, unit meeting activity cards | 1 | Participants should have considered how to help girls to choose their own unit meeting activities, and that doing a variety of unit meeting activities from different themes will help to create a balanced and varied programme. They should have understood that many of the unit meeting activities will need resources.  |
| 00:13(6 mins)Slides 6 | **Skills builders activity**The purpose of this activity is to introduce leaders to each of the 12 skills builders.Explain that each theme has two skills builders. Remember that participants will have had different exposure to the programme – it may be important to provide an overview of the themes before you do this activity.Card match activity: Before the training print out a few copies of resource A and cut out the different parts. Ask participants to work in groups to match the theme, the skills builder name and the skills builder description. The answers are on the next slide. | Non-directive, interactive | Projector, screen/wall, laptop, presentation, Resource A | 2 | Participantsunderstand that each theme has two skills builders and what they are. |
| 00:19(5 mins)Slide 7 | **Twelve skills builders**Find out if the participants matched the correct skills builders to the correct theme.Spend time discussing the different skills builders and their descriptions -did anything surprise the participants? Is there anything they’re particularly excited about? What do they already know about skills builders?Make sure you’ve discussed the learning points with the participants. | Non-directive, facilitated discussion | Powerpoint, projector, Resource A | 2 | Skills builders will enable girls to build key skills within each theme throughout their membership, building on each skill throughout their Girlguiding journey across sections. Designed to stretch and challenge girls of all abilities. The skills builders have breadth as well as depth so that they are accessible to all girls, no matter their ability.There are two skills builders per theme to provide girls with choice. They are designed to be completed in small groups, in the unit. Like unit meeting activities, they vary in timings, approach and structure.  |
| 00:24(5 mins)Slide 8 | **Six stages**Explain that each of the 12 skills builders has six progressive stages and that each stage has five activities for a girl to complete. When all five activities have been completed, she will earn a badge for that stage (the images on the PowerPoint are all examples of skills builder badges).Explain the learning points to the participants. | Directive – presentation | PowerPoint, projector | 2 | The skills builders have six progressive stages, each providing more of a challenge than the last one. The badges reflect this, the segments of the hexagon fill up for each stage. One completed skills builder stage will contribute to a Theme award for the section the girls are in. For more information on this, participants should attend an awards training session. |
| 00:29(5 mins)Slide 9 | **Which stages for which sections?**Explain to leaders that the slide shows the recommended skills builder stages for each section. Explore the learning points with the participants, ensuring you’ve discussed the upper cap, and facilitate discussion on how leaders will decide which stage or stages are suitable for their units.  | Directive – presentationNon-directive, facilitated discussion | Projector, screen/wall, laptop, presentation | 3, 4 | There is an upper cap for the skill stage that can be completed by each section, and these are:* Rainbows: Stage 2
* Brownies: Stage 3
* Guides: Stage 5
* Rangers: Stage 6

There is no lower cap, but the girls’ badge or record books will only include the stages that are usually relevant to that section, which are listed above. Leaders can use their judgment and take individual girl’s circumstances into consideration when considering which stage a girl should work towards.For example, a girl in Guides who has never camped before may need to start at a lower camp skills builder stage. As always, leaders should take each individual girl’s experience and ability into consideration when helping her to consider which stage is most appropriate for her.  |
| 00:34(5 mins)Slide 10 | **Five activities per stage**Pass around some skills builder cards. Explain that the five activities that a girl will need to complete for a stage are available in a skills builder pack, which are available from volunteer shops or Trading Services, together with an overview card of that skills builder. Give the group a couple of minutes to look at the cards. Ask participants what they are drawn to about skills builders and if they are particularly drawn to any of the new activities.Talk through a skills builder card and its structure (key details, headings, icons, timings, adaptability points: Try it this way, take it further, top tips).Cover the learning points. | Non-directive – discussionDirective – presentation | Projector, screen/wall, laptop, presentation, skills builder activity cards | 3, 4 | Explain that activities will be done in small groups within the unit. To meet the needs of each individual girl, leaders can run different skills builders and skills builder stages at the same time. Girls should be involved in choosing the skills builders they do and the cards have been written and designed so the girls can lead the activities themselves. Participants can attend the unit programme planning training for additional support with this.Participants should consider the preparation they will need to do to run skills builders at their units. All the information is provided on the cards, but leaders need to gather resources before the unit meeting for many of the activities.  |
| 00:39(16 mins)Slide 11 | **Activity**Ask participants to write on a blank piece of paper any challenge relating to skills builders in their unit. Ask them to fold it into a paper aeroplane and throw it to another person. Encourage them to open the plane received and problem solve together.If participants are struggling to come up with their own challenges, there are some suggested scenarios in the trainer PowerPoint notes. As part of the discussion, ensure participants have considered the learning points about a) managing choice, and b) considering the appropriate stage for the girl. | Non-directive activity | Paper and pens, a method for capturing the ideas suggested by the participants – for example, flip chart paper, sticky notes, bunting, electronic programs, paper | 3, 4 | **Managing choice:**Support needed from leaders: You should highlight that leaders are free to make the right choice for their unit. Leaders may feel they could manage their girls completing different skills builders at the same time. For example, Guide leaders may feel they could manage two groups working on two different skills builders, as the girls could complete this fairly independently with limited support from their leaders. Rainbow leaders might feel their girls need more support and, therefore, wouldn’t have enough leader support for two groups to complete a different skills builder. In all cases, the girls should be working in small groups. It’s OK for those small groups to be working on the same skills builder and stage. You could run two stages at your unit – one for younger girls and one for older girls. Again, the choice of stages is at leaders’ discretion and they need to consider the practicalities of having girls completing different stages of the skills builders.  |
|  |  |  |  |  | Consensus: It’s important that all girls have an equal voice in the decision-making process. But, ultimately, the programme will be a compromise or consensus. There are a variety of factors that could influence this, including majority view, variety, leader capacity, finances, the prior experience of girls, etc, normally based on the majority view. Remind participants that the interest badges available for all sections support every girl to individually engage with the things she personally is most interested in. Leaders could talk to the girls about the concept of democracy and explain that this is how decisions about the country are made, for example, a referendum. Compromise: Leaders could explore other options for the girls to complete the skills builder they want. Are there any regional camps or activity days they could attend to allow them to complete this skills builder theme? |
|  |  |  |  |  | **Considering the appropriate stage for the girl**Experience and the abilities of the girl: Depending on the section, most girls should be able to start mid-way through the skills builder stages. Based on the girl’s age and general ability to work independently, you may want to start her at the entry level your unit is working on. For girls with special educational needs, consider starting them on an earlier stage. Girls don’t have to start at Level 1.Buddy: If a girl is lacking experience, you could partner her up with another girl in her Six to provide her with more support and to take part in the same stage as others in her unit.Participants should consider how to gauge whether the stage they select is suitable for the girls and think about how they will know if they have chosen correctly. Participants should consider how girls engage with the activities, whether they are interested in them and able to participate. Girls who are struggling may choose not to engage, or they may ask a lot of questions. Girls who are working at a stage below their capability can show signs of being bored and distracted. |
| 00:55(3 mins)Slide 12 | **Moment of reflection**Invite participants to reflect on what they’ve heard, discussed and learnt today. Ideas to help participants to do this can be found in the trainer PowerPoint notes in the slides. | Non-directive – discussion | PowerPoint, projector, computer, paper | N/A |  |
| 00:58(2 mins)Slide 13 | **Other resources**This slide shows the ways that participants can continue to learn about, and implement, the Girlguiding programme in their units. This includes webinars, e-learning, meetings, the Girlguiding website, guidance 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 |  |

**Ideas to extend this training**

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