



Trainers' Resource

What is it for?

The aim of this session is to:

- equip Leaders with the skills and knowledge to plan to take groups of girls and young woman abroad.

The objectives of this session are to enable participants to:

- learn about required forms and qualifications
- consider budgeting for your trip
- consider the logistics of getting your group to and from the destination
- discuss insurance requirements
- manage your finances while in a foreign country.

Who is it for?

This session is for Leaders who want to learn what is involved in coordinating a residential event travelling overseas.

How long does it take?

This session takes two hours to run. The other two Travelling Abroad... Made Easy sessions and the Further Afield session also take two hours each. If you wish to run this session and any of the others together you may need to remove some activities, eg icebreakers and introductions and add in some breaks.

What resources do I need?

You will need the resources below to run this session:

- this Trainers' Resource
- handout sheets provided later in this document or available to download from the Girlguiding website. You will need to print or photocopy additional copies of the worksheets where required. Please note that all the handout sheets can be printed as A3 if required
- PowerPoint slides
- projector and screen
- flipchart, marker pens and stand
- laptop.

It would also be useful to have the following resources from Trading Service available:

- *Going Away With Scheme* (order code 6478)
- *Going Away With Guiding* (order code 6045)
- *Health Matters* (order code 6454).

Icon glossary

The following icons are used in this guide.

	Group discussion		Distribute handouts to participants
	Flipchart required		Icebreaker activity
	Group activity		PowerPoint slide to be shown

Session overview

Topic title	Duration in mins (approx)	Resources	Aims and objectives
1. Introduction	10	PowerPoint Bingo sheets	Informing participants of the session objectives Introducing yourself and participants to each other
2. First steps	5	Flipchart Pens PowerPoint	Discovering how can you be a good Leader and build a strong team Discussing how to plan an international trip
3. Forms and guidance	15	Girlguiding Information and Consent forms (see session plan)	Learning about the forms and processes which need to be followed
4. Activities	10	PowerPoint	Understanding the procedures when deciding if you are able to do an activity within Girlguiding regulations
5. Budgeting	15	Flipchart and pens	Learning to budget for a trip
6. Insurance	5	Optional: Info pack available to download from Unity Insurance	Discovering where can you find out about insurance
7. Administration	10		Considering what administration is involved in planning an international trip
8. Logistics	10	Scenario cards	Thinking about the planning and logistics for an international trip
9. Team-building and leading your group	10		Considering what roles are needed in a team
10. Health	15	Scenarios from Forms and guidance section Optional: <i>Health Matters</i>	Learning about health considerations when planning an international trip
11. Finance abroad	5		Thinking about managing finances and access to money when you are away
12. Summary	10	Information about further Travelling Abroad... Made Easy sessions and, if available, the dates of next sessions PowerPoint	Identifying what can you do next and evaluating the session

Session plan

1. Introduction (Duration: 10 mins)		Activities/ resources
SAY:	Welcome participants to the Planning and Preparing session of the Travelling Abroad programme.	Slide 1 
EXPLAIN:	Tell the participants who you are, where you are from, and what you do. Say something about yourself, and have them do likewise.	
EXPLAIN:	The aim and objectives of the session and how it fits into the Travelling Abroad training programme.	Slides 2, 3 and 4 
GIVE:	Hand out copies of the international bingo grid of different destinations (Activity 1, page 9) to participants and ask them to complete their bingo grid by finding out where other participants have been to and writing their name next to the corresponding country or destination. <i>Trainer's note: The bingo grid could be given to participants as they arrive to promote conversation before the session begins. It will enable the group to get to know each other and also give you an idea of their experience of travelling abroad.</i>	Activity 1: International Bingo Grid   

2. First steps (Duration: 5 mins)

<p>SAY:</p>	<p>EXPLAIN: Anyone wishing to complete the Travelling Abroad module of the Going Away With Scheme must have completed the following as a minimum:</p> <ul style="list-style-type: none"> ● gained the Going Away With Licence (modules 1-4) ● led a Girlguiding residential event lasting two nights or more ● completed the programme module of the Going Away With Scheme (module 6) for the section being taken away on the international trip. <p>Tell participants that in order to ensure a successful trip, nothing should be a surprise and the more thorough the preparation, the more successful the trip will be.</p> <p>The first steps should be:</p> <ul style="list-style-type: none"> ● talk to your Commissioner ● ask the girls where they would like to go ● talk to your International Adviser at Division/County/Region level as appropriate ● seek advice from Leaders who have been on a similar trip ● ask a group who have enjoyed a similar trip to give a presentation ● hold your own presentation for your group and involve parents ● hold meetings for parents to get an idea of how popular the trip might be ● discuss what qualifications are required. 	<p>Slide 5 </p>
<p>GIVE:</p>	<p>If you feel it may be useful for the participants, Handout 1 (page 11) is a timeline which can be used to assist the Leaders in planning their trip abroad. The participants may wish to add notes to this during the training or afterwards to enable them to think about the order in which they should do things in when planning a trip abroad.</p>	<p>Handout 1 </p>

3. Forms and guidance (Duration: 15 mins)

<p>SAY:</p>	<p>When you wish to take a group of Girlguiding members under the age of 18 overseas, there are a number of processes which must be followed to ensure you have the necessary approval and support at every stage.</p>	
<p>EXPLAIN:</p>	<p>Explain the process in the Residential Event Notification Process flowchart to show the importance of forms. Search www.girlguiding.org.uk for 'Forms'.</p>	<p>Residential Event Notification Process Flowchart </p>
<p>GIVE:</p>	<p>Hand out the following forms and the guidance notes. The latest version of each can be downloaded from www.girlguiding.org.uk</p> <p>These should include:</p> <ul style="list-style-type: none"> ● Information and Consent for Event/Activity Form ● Health Information for International Travel Form ● Residential Event Notification Form. <p><i>Trainer's note: Discuss when and how to complete the forms and who they should be given to. Leaders should consider how they would like to be updated on any health conditions after the health form has been submitted.</i></p>	<p>Forms as listed </p>

<p>EXPLAIN:</p>	<p><i>For an international event Leaders should send their Residential Event Notification forms to their Commissioners as early as 12 to 18 months before the trip. When completing the Residential Event Notification form, you should fill in as much of the information as you can. Some elements may not have been finalised when you first submit this form. However, through continued communication with a Commissioner and Adviser you will be able to complete it in full as your planning progresses. This also enables Commissioners to give their approval prior to the event.</i></p> <p>Using the forms already given, split the participants into four groups. Give them one of the scenarios below and ask them to fill in their forms, discussing what qualifications may be required and how many Leaders would be needed for the trip.</p> <p>Scenarios:</p> <ol style="list-style-type: none"> 1. 20 Brownies to an activity centre in France, staying indoors. 2. 14 Guides to an international camp in Holland. 3. 8 members of The Senior Section to a jamboree, followed by youth hostel stay in Finland. 4. 39 Guides and members of The Senior Section to Our Chalet in Switzerland. <p><i>Trainer's note: You can use the scenarios above or, if participants have a particular trip in mind, you could use that as an example.</i></p> <p><i>It is useful to know the recommended ratios for residential events, as specified in the online Guiding Manual, so you can help participants to fill this information if necessary.</i></p>	
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4. Activities (Duration: 10 mins)

<p>EXPLAIN:</p>	<p>Tell participants that you will call out an activity which may be included as part of their itinerary and ask the group to stand up/sit down if they think the activity is/is not permissible under Girlguiding guidance. The activities are:</p> <ul style="list-style-type: none"> ● scuba diving - Yes ● bungee jumping - No (prohibited) ● snorkelling - Yes ● abseiling - Yes ● white-water rafting - Yes (age restriction) ● elephant and camel riding - Yes ● quad biking on public roads - No (prohibited) ● laser tag - No (prohibited) ● rifle shooting - Yes (but not with a human- or animal-shaped target) ● gymnastics - Yes ● martial arts - Yes ● hang-gliding - No (prohibited) ● paintball - No (prohibited). <p>Tell participants that permission is needed from parents in order for the girls to take part in any Girlguiding activity in case an opportunity arises during your trip to take part in an activity which was not booked ahead. If permission is obtained only for certain activities on the Information and Consent for Event/Activity form, then the girls and young women can take part only in the activities specified.</p>	<p>Slide 6</p>  
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SHOW:	<p><i>Trainer's note: All activities are permissible under Girlguiding regulations providing they are not listed as prohibited activities - see the online Guiding Manual for a list. The A to Z of Activities provides further guidance on certain activities which require more information but is not a comprehensive list of all permissible activities. Activities such as gymnastics, elephant riding and martial arts are not listed in the A to Z of Activities but as long as the Leader follows the best practice guidelines (found in the A to Z of Activities), they are permissible. Everyone participating in a Girlguiding event or activity is covered by Girlguiding insurance.</i></p> <p>Show the PowerPoint slides with screen shots of the <i>Guiding Manual</i>.</p>	Slides 7 to 8 
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5. Budgeting (Duration: 15 mins)

EXPLAIN:	<p>Using the flipchart or blank pieces of paper ask the participants to get into groups and write down what details they think they would need to include in their budget for an international trip. When they are finished, make a note of their answers on the flipchart and highlights any points missed. The group should include:</p> <ul style="list-style-type: none"> ● travel to and from UK departure point ● insurance ● travel to country and onward travel ● visas and tourist taxes ● emergency contingency fund ● tips ● accommodation and food ● activities and excursions ● administration (including postage) ● first aid kit ● gifts and 'thank you' cards for those you will be meeting on the trip ● group tour kit with logo, such as shirts, hoodies and fleeces. 	 
DISCUSS:	<p>Discuss what happens if a girl can no longer go on the trip, and why is it important to have non-refundable deposits and have a payment agreement for parents with specific terms and conditions. For example: 'I (name) understand the need to raise (amount) to cover the costs of transport to (country), insurance, living expenses while in the country, briefing weekends, equipment, resources and group clothing. I agree to pay the instalments before or on the date they are due, and to speak to the Trip Leader if I feel there will be a problem in meeting these deadlines. I agree that my deposit of (amount) is non-refundable.'</p>	
SAY:	<p>Leaders should set deadlines for payments from those travelling before they need to make any payments relating to the trip; for example, money to cover accommodation which is to be paid before the trip. The deadlines should allow Leaders sufficient time to chase for payments.</p> <p>If participants are going on a County/Country/Region trip, check the financial and accounting arrangements as they may be done differently. The website www.moneysavingexpert.com offers free, independent advice on travel money.</p>	
EXPLAIN:	<p>In groups, ask participants to create a phased payment plan (instalments) to give to girls and parents, based on the cost of £800 per girl.</p>	

6. Insurance (Duration: 5 mins)		
SAY:	<p><i>Trainer's note: You can download an information pack from Unity Insurance at www.guidinginsurance.co.uk.</i></p> <p><i>There is also further information about insurance in Health Matters.</i></p> <p>All those going on a trip must have travel and health insurance whether they use Unity or their own provider. Any policy must cover all Girlguiding standard activities and any proposed trip activities.</p> <p>Any pre-existing health condition needs to be disclosed to the insurance company, as failure to disclose renders any cover void.</p> <p>If travelling in Europe, each person must have a European Health Insurance Card (EHIC). This allows you to access state-provided healthcare in all European Economic Area (EEA) countries and Switzerland at a reduced cost or sometimes free of charge. It is important to check what the EHIC covers in relation to the country being visited. Apply online at www.ehic.org.uk.</p> <p>Some associations will ask for specific insurance waivers to be signed. If a Leader receives one she should speak to her Country/Region International Adviser.</p>	
7. Administration (Duration: 10 mins)		
GIVE:	The 'Passport and visa information' handout (Handout 2, page 12) to participants and go through this with them, answering any questions.	Handout 2: Passport and visa information 
DISCUSS:	Talk about the advantages and disadvantages of applying for a visa individually or as a group.	
8. Logistics (Duration: 10 mins)		
GIVE:	Split the participants into four groups and hand out the logistics scenarios cards from Activity 2, page 10.	Activity 2: Logistics scenario cards 
EXPLAIN:	Ask the groups to think about the scenarios they have been given and then come back together and share their comments.	
9. Team-building and leading your group (Duration: 10 mins)		
EXPLAIN:	Using the trips discussed in the Logistics section and reflecting on what was discussed in the Forms section, ask the groups to discuss and write down what roles they would need Leaders to fulfil and why they are important.	
DISCUSS:	<p><i>Trainers' note: If participants have a particular trip in mind, they can use that.</i></p> <p>Talk about problems that could arise such as:</p> <ul style="list-style-type: none"> ● if they have more Leaders than girls ● if Leaders wish to bring their partners or children ● if they have a member with a disability ● how would they choose their team. 	

	<p>See the ideas below for possible roles within the group.</p> <ul style="list-style-type: none"> Event Coordinator Assistant Leader (dependent on group size) Caterer and Assistants First Aider and Assistants Photographer Lifeguard Interpreter Treasurer or Accountant Secretary Entertainer or Craft Supervisor Licence Holder. <p>There are also some unofficial roles that you may have to fill during the trip:</p> <ul style="list-style-type: none"> Role Model Team Player Peace Maker Wardrobe Mistress Emotional Pillar Tour Operator. <p>Optional activity: If time permits, ask the group to have an discussion on what makes a good Leader and how they would cope with the following situations.</p> <ol style="list-style-type: none"> 1. Your Young Leader has a crush on the tour guide. 2. One Leader is undoing the decisions agreed with the girls prior to the trip. 3. A Leader and her partner are arguing in front of the group. 4. Small items are going missing from some of the group's personal kit. 5. You overhear one of your girls discussing drugs and alcohol within her room. 6. One of your Leaders isn't coping well and is constantly crying. 7. You discover your Young Leaders have bought alcohol and are drinking in their dorm; some of them are under-age. 8. You have split your group to go off shopping without Leaders. When everyone has arrived back at the rendezvous point you discover one of the girls is missing. 	
DISCUSS:		
SAY:	<p>At end of activity, tell participants that they should agree a group charter with the group before they travel in order to reduce the risk of the above scenarios occurring. This is discussed further in the Travelling Abroad... Made Easy - Participants and Parents session.</p>	

10. Health (Duration: 15 mins)

GIVE:	<p>Give participants the scenarios used in the Logistics section in Activity 2, page 10, and ask them to discuss and write down on the flipchart what they would take in their first aid kit for that particular trip and how they would transport it.</p> <p><i>Trainer's note: Adjust the scenarios if participants have particular trips in mind.</i></p>	<p>Activity 2 - Logistics scenario cards</p>  
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SAY:	Tell participants that Leaders should discuss personal medication, allergies, pre-existing medical conditions and sexual health. Also discuss what should be included on health forms (including everything in the first aid kit), and what the climate, culture and traditions of the country they are visiting might be like.	
	Inform participants of <i>Health Matters</i> , which is available from Trading Service (code 6454).	
DISCUSS:	There is also Girlguiding guidance to support Leaders in talking with the girls about relationships and sexual health, including <i>Let's Talk</i> . Search www.girlguiding.org.uk for 'Let's Talk'. There is also further information in Chapter 4 of <i>Going Away With Guiding</i> .	
SAY:	Those going on the trip should contact their GP for advice on travel vaccinations and pre-travel health advice.	

11. Finance abroad (Duration: 5 mins)

DISCUSS:	Talk with participants about the importance of planning your finances around your trip. Using the flipchart, ask participants to discuss the options of taking money abroad which may include the advantages and disadvantages of using: <ul style="list-style-type: none"> ● pre-loaded currency cards ● credit cards ● debit cards ● foreign currency in cash. 	  
SAY:	Traveller's cheques are no longer recommended as they are becoming increasingly difficult to exchange and often handling fees and commission charges are higher in comparison to other methods of exchange, or withdrawing money abroad. Remember that if the trip includes different countries, ie France/ Germany en route to Switzerland, the travellers will need euros as well as Swiss francs.	

12. Summary (Duration: 10 mins)

SUMMARISE:	Summarise the session and where it sits within the Travelling Abroad training programme. Then help participants identify their next steps.	Slide 9 
SAY:	Emphasise what a fantastic experience going abroad with guiding is.	
ASK:	Ask participants if they have questions and respond to these as appropriate, and encourage them to share their next steps.	
SHOW:	Show the last PowerPoint slide with all the web addresses, for example the Foreign and Commonwealth Office, Girlguiding etc. Inform participants of the dates and times of the next Travelling Abroad training programme sessions, if known.	Slide 10 

Activity 1: International bingo grid

Australia	The Netherlands	India	Our Chalet	Brazil
Russia	South Africa	Italy	Iceland	Japan
Our Cabaña	Kenya	Sri Lanka	France	Spain
Sangam	USA	Switzerland	Poland	Canada
Ireland	Mexico	Cuba	Morocco	Thailand

Activity 2: Logistics scenario cards

Group 1

You are taking a group of 20 Brownies to an activity centre in France, as arranged by a tour operator. The trip is to take 16 hours. The coach holds 52 passengers, so the operator wants you to share with another group and has asked you to meet the coach at a motorway service station 50 miles away. The operator has also given you the option for an extra £30 per person to fly to France from your nearest airport, which is 40 miles away.

Decide as a group which option you would choose, taking into consideration cost, luggage and transportation.

Group 2

You are taking 14 Guides to an international camp in the Netherlands. The camp organisers have advised that you will need to take all your kit, camping equipment and food with you. They can provide a pick-up service from the local train station (5 miles from camp) for an extra cost.

Discuss as a group the luggage, transport and travel options.

Group 3

You are taking a group of eight members of The Senior Section to a camp in Finland. You have been advised that you will be paired with a Scout group which will provide tents and share provisions with you. You will need to take bedding and plates and bags as well as personal kit. The camp organisers have arranged a collection service from a choice of pick-up locations, but from where you will be dropped off you will need to place your luggage in an open container that will be taken to camp separately. You must then walk the 5km to camp.

Discuss as a group what the best options are for travel, luggage and cost issues.

Group 4

You are taking a group of 39 Guides, members of The Senior Section and Leaders to Our Chalet in Switzerland. The tour operator has given you the option to have your own coach throughout the trip - with limited mileage and basic food rations. The two drivers will be staying nearby and you will need to provide them with lunch and dinner. The journey will take 27 hours going via ferry each way. You have some excursions booked but the costs are vague and you have lots of free time.

Discuss as a group the luggage, travel options, hidden costs and the currencies required.

Handout 1: Planning timeline

	Action	Person responsible
Year 1 : May		
June		
July		
August		
September		
October		
November		
December		
January		
February		
March		
April		
Year 2: May		
June		
July		
August	<i>Trip takes place</i>	
September		
October		

Handout 2: Passport and visa information

Passport

Each person travelling within your group requires her own passport and early in the planning process Leaders should check that each passport is valid for travel. Girlguiding does not recommend collective passports for international travel. This is because you can only use a collective passport to travel to certain European countries and they cannot be used to travel outside Europe. Also they are complex to obtain, and should a team member become ill/ miss their flight this creates difficulties for the rest of the group travelling.

Each country has its own restrictions on passport expiration date. You can find this information from the Foreign and Commonwealth Office website.

Visas

Check the requirements for the country being visited by checking the Foreign and Commonwealth office website. If a visa is required, plan in plenty of time for the application process. Check where to send documentation to or which office to visit, as it sometimes depends on where you live.

In case of loss of travel documents

The Leader is advised to hold copies of the each person's passport/visa/EHIC. It is also advisable to leave copies with your home contact.

For further information, please see the Travelling Abroad section of *Going Away With Guiding* or download the Emergency Planning Guidance document from www.girlguiding.org.uk.

Foreign and Commonwealth Office

The FCO offers travel advice for every country and you can also subscribe to updates for specific countries (www.gov.uk > Departments > Foreign and Commonwealth Office > Travel Advice).

Useful web addresses

- *The Guiding Manual*: www.girlguiding.org.uk/guidingmanual
- Girlguiding Insurance: www.guidinginsurance.co.uk
- European Health Insurance Card: www.ehic.org.uk
- Foreign and Commonwealth Office: www.fco.gov.uk