



# Delivering activities



## What you'll find out:

- About different ways to lead activities.
- How to give instructions clearly so they can be understood by all.
- How you might change your style of leadership for different activities.
- How to adapt activities.

You're about to lead an activity. You've got the activity instructions, you've found all the resources and the girls are waiting to have fun... but what's your next step? The truth is, there are many ways you can run activities to offer fun, learning and adventure. The trick is to know how you like to lead, run different types of activities and think about the needs of the girls you're running the activity for.

## You can lead in lots of different ways

The way you lead is shaped by your experiences, personality and what makes you feel comfortable. There are lots of ways to lead, and all of them are right for different times and places, we can even swap in the middle of activities. Most people prefer to use one or two of them.

Find out more about how you like to lead using our [quiz](#) – and remember, these aren't the only ones out there! There are collaborators, coaches, transformational leaders – almost as many ways to be a leader as there are people to lead. Find out more in our working with others module.

## Leading as you

Look at these examples of different leadership in action. Pick 2 and think about the positives and negatives of that style for your role and unit:

- Plan all the steps in an activity and deliver it exactly as you've planned.
- Split out the activity between the girls and give them each a task to run.
- Get ideas from everyone on how to do the activity before you begin.
- Tell everyone how the activity is going to run without asking for their input.
- Take a step back and let everyone get on with the activity.
- Listen to the girls' ideas and share yours for how to complete the activity.
- Lead by example and get stuck in with everyone else and show them how the activity could go.



## Giving instructions

Clear instructions are the key to making an activity happen. Nobody wants to see a group of confused faces and girls who are unsure what to do. Try this activity to help make your instructions tip-top.



### Practise clear instructions

Let's look at the instructions below.

'You're going to teach the new girl her promise. Hmm, do we have time for that? Maybe just chat about it, or maybe just see if she already knows it? I know it's boring. You've probably got between 5 and 15 minutes. Take her over to that corner, show her your book and then have her practice by repeating back what you say. Right. Off you go!'

They're confusing, unenthusiastic and don't offer any choice.

How would you make these instructions clearer for a girl in your unit?



### Instructions at different ages

Check out this [video](#) for an explanation of what girls are like in the different sections. You'll need to communicate differently with each age group.

Then, take a look at the [#GirlBosses video](#), which shows leaders talking to groups and running activities in different ways.

Look out for the different ways the leaders are explaining things to the girls. How is this different for each section? Why is leaving time for questions important?



### Helping girls take the lead themselves

You don't have to do everything yourself – often, it's better to get girls to run activities for each other.

In the #GirlBosses video the leader is careful about giving instructions. When she explains the skills builder, 'It's not brain surgery', to the patrol leaders so they can then run it with their patrols, she gently guides them in the right direction without giving them all the answers. She says:

**'Think about how you'll reach the far corners from the hole at the top. Maybe the tool will be bent or made from something flexible.'**

Here are some top tips for helping girls to take the lead themselves:



- Give instructions to patrol leaders and sixers to pass on – they can explain them to the other girls.
- Pair up girls who have done the activity before with girls who are less confident and might need more support.
- Ask the girls to repeat the instructions before they do an activity – this will help you make sure they're on track, before letting them get on with it.
- If something isn't working, give them space and time to think about a different way to do it. Don't jump straight in with the answer – it's okay to make mistakes and learn from not getting things right the first time.
- If they get really stuck, ask them questions to get them thinking differently.

## Different types of activities

There are lots of different types of activities you could be asked to run. They can be split into categories like active, discussions, investigations, or creative activities. The way you run an activity depends on what it is. For example, being very energetic may not be right for trying to explain how to meditate. Being very calm and quiet might not help you get the girls excited to play football or put on a dance show!



## Bringing the energy

Look at these activities and think about ways you could run or explain each one:

- A game like tig, tag or it.
- Cooking a pancake.
- Having a visit from the local police dogs.
- A scavenger hunt in the local park.
- Running a mock trial or debate.
- Making a tote bag from a pillowcase.
- Running a quiz.
- Calming activities to help them sleep better at night.



## Adapting activities

Sometimes you need to adapt activities. This could be to make sure that all girls can take part, to make it more fun for the girls in your unit, or even because you don't have an item or the time to complete the activity as originally planned.

You can adapt an activity from the UMA or skills builder cards as long as the aim and objectives stay the same.



### Changing activities to meet your needs

Watch the video: [episode 4, flexing it.](#)

Look out for the different ways the leaders are adapting the activities for their units. What top tips can you learn from them?



Top tips for adapting activities from other young leaders:



- Think about the needs of the girls in your unit, including their physical needs. For example, can all your Rainbows read? Lots of younger ones can't yet.
- Look at the aim of the activity – this is what you want to achieve. Can you change the activity to fit with the time of year?

Take a look at [adjusting activities](#) on the Girlguiding website for more help and tips on adapting activities.



### You did it!

**You've explored all about how to deliver amazing activities and you're ready to show off those skills. Good luck!**