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| **Week commencing** | **Activities planned** | **Timings**  **(mins)** | **Resource level** | **Themes covered** | **Total hours completed** |
| **Week 1**  14/09 | **Welcome to the unit**  Welcome back returning brownies and introduce newcomers. Pair up brownie buddies. Explain the meeting rules and run through toilets and fire exits. | 10 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Get into a circle and ask everyone to say their name and one thing they love that starts with the first letter of their name. e.g. My names Sarah and I love singing. Then ask girls to throw a ball around the circle, whoever they pass to they need to say their name. if they get the wrong name or don’t know it, they take a step back. | 10 | Low |
| **Main activity**  Buddy bingo – UMA, Pack 5, Know myself | 20 | Low |
| **Wrap up**  Take some time to explain the themes and share ideas for which activities girls could do this term. Ask girls to vote on their favourites. | 15 | None |
| **Week 2**  21/09 | **Welcome**  Welcome everyone back. Remind girls of the meeting rules. Ask girls if there are any rules they would like to add. | 5 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Choose and play a [5 minute filler](https://girlguiding.viewer.foleon.com/guiding-magazine/guiding-winter-2022/5-minute-fillers). Zombies is good for learning names and getting to know each other. | 10 | None/low |
| **Main activity**  Can you solve it? – UMA, Pack 9, Skills for my future | 45 | Medium |
| **Wrap up**  Tidy up and tell girls about how they can do interest badges at home using their badge books as a guide. | 5 | None |
| **Week 3**  28/09 | **Welcome**  Welcome everyone and remind girls of meeting rules. Ask everyone what their favourite thing about last week was. | 5 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Play your unit's favourite game and teach ask the returning Brownies to lead the game and teach the new girls. | 5 | None/low |
| **Main activity**  Take a vote to give Brownies the option between 2 UMAs.  You’ve got mail – UMA, Pack 10, Have adventures  OR  Macrame master – UMA, Pack 3, Express myself | 45  45 | Medium  Low |
| **Wrap up**  Say your goodbyes, tidy up | 5 | None |
| **Week 4**  5/10 | **Welcome**  Welcome everyone and remind girls of the meeting rules. Ask Sixers to get ready to run your units favourite game. | 5 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Sixers run the game for your unit. | 5 | None |
| **Main activity**  All for one! – Skills builder, stage 2, Know myself  Can you help me? – Skills builder, stage 2, Be well | 20  20 | Medium  Medium |
| **Wrap up**  Ask girls what programme theme they want to try next week. | 5 | None |
| **Week 5**  12/10 | **Welcome**  Welcome girls back and go over meeting rules. Hold a discussion about badges. What badges are girls working towards? | 5 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Ask girls if they know any games they’d like to share. With your support, let them lead it. | 5 | None |
| **Main activity**  [Window wonder](https://www.girlguidingshop.co.uk/products/brownies/resources/uma-brownies-express-myself-window-wonder--0003ll/) – magazine UMA, Express myself | 45 | Medium |
| **Wrap up**  Hold a promise Q&A. Get girls into pairs and ask them to think about things they want to know about the Brownie promise and law. Encourage them to ask questions for you to answer. Are there any new girls that are ready to take their Promise? Ask girls to think how they want to do their take Promise. Girls can use the [Brownie Promise challenge](https://www.girlguiding.org.uk/what-we-do/adventures-at-home/for-ages-7-10/monthly-challenge-and-activities/). | 10 | Low |
| **Week 6**  19/10 | **Welcome**  Welcome everyone and go over meeting rules. Ask Brownies if there’s anything anyone would like to share with the group. | 5 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Ask Brownies to choose and play a [5 minute filler](https://girlguiding.viewer.foleon.com/guiding-magazine/guiding-winter-2022/5-minute-fillers). Choose one six or ask for volunteers to run the icebreaker. Each week you can rotate which six chooses and runs the icebreaker for the rest of the unit. | 5 | None |
| **Main activity**  Get packing – Skills builder, stage 2, Have adventures  All pitch in – Skills builder, stage 3, Have adventures | 20  30 | Low  Low |
| **Wrap up**  Let the girls know all about the next Brownie camping trip. Explain how the skills builders will help them when they go on camp. Hold a vote on which skills girls would find most useful and use that to choose which skills builders you do. | 5 |  |
| **Week 7**  26/10 | **Welcome**  Welcome everyone and go over the meeting rules. Ask girls what things they’d like to do for the promise celebration. | 5 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Hot, hot, hot – UMA, pack 10, Know myself | 15 | Low |
| **Main activity**  Think on your feet – UMA, pack 11, Skills for my future | 30 | Low |
| **Wrap up**  Ask girls to vote on what game they’d like to play. Get Sixers to run the game. | 5 | None/low |
| **Week 8**  02/11 | **Welcome**  Welcome girls and remind them of the meeting rules. Ask girls what their favourite thing about last week was. | 5 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Milk masterpiece – UMA, pack 10, Skills for my future | 15 | Medium |
| **Main activity**  Sea shanty sing song – UMA, pack 11, Express myself | 30 | Low |
| **Wrap up**  Play a quick game and ask girls what they’d like to do for next weeks meeting (give them some options to choose from). | 10 | None |
| **Week 9**  09/11 | **Welcome**  Welcome girls and remind them of the meeting rules. Introduce the peer educator and explain how [peer education](https://www.girlguiding.org.uk/information-for-volunteers/programme-and-activities/peer-education/what-is-peer-education/) works. | 10 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Play your unit's favourite game | 5 | None |
| **Main activity**  Peer education session – invite a peer educator to deliver a taster session. E.g.  [What can I control?](https://www.girlguidingshop.co.uk/products/brownies/resources/peer-education-brownies-be-well-what-can-i-control--0004b/) – Peer education, Be well  Mindful music – UMA, pack 11, Be well | 20  15 | Low |
| **Wrap up**  Ask girls to reflect on the peer education session. See if girls would like to do more in the future. | 5 | None |
| **Week 10**  16/11 | **Welcome**  Welcome girls and remind them of the meeting rules. Introduce UK parliament week and talk about decision making. | 5 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Quick 5-minute game | 5 | None |
| **Main activity**  Run UMA for UK Parliament week  [Listen up](https://www.girlguidingshop.co.uk/products/brownies/resources/uma-brownies-take-action-parliament-and-me-listen-up--0004w/) – UMA, Take action | 60 | Medium |
| **Wrap up**  As a unit reflect on ways Brownies make decisions within the unit. Tidy up and say goodbyes. | 5 | None |
| **Week 11**  23/11 | **Welcome**  Welcome everyone and remind them of the meeting rules. Ask girls to tell you the favourite thing they’ve done this term. | 5 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Ask girls ‘who is ready to do their promise?’. Tell them they’ll have an opportunity to do it at next week’s meeting. | 5 | None |
| **Main activity**  Animal matchmakers – UMA, pack 11, Take action | 45 | Low |
| **Wrap up**  Discuss with girls what they’d like to do for their end of term winter party. Ask Sixes to plan different parts. Gather ideas. Have a vote. | 5 | None |
| **Week 12**  30/11 | **Welcome**  Welcome girls and remind them of their meeting rules. | 5 | None | Know myself □    Express  myself □    Be well □    Have  adventures □    Take action □    Skills for my future □    (Tick themes as appropriate) | UMA:    Skills builder: |
| **Icebreaker**  Play your unit's favourite game. Ask sixers to lead it. | 5 | None |
| **Main activity**  Seasonal crafts, winter party. Present badges that have been earned this term. Give girls the opportunity to do their promise. | 40 | Medium/high |
| **Wrap up**  Tidy up and ask girls one thing they’d like to do next term. Is there a particular theme they’d like to explore? What kinds of skills builders would they like to try?  Take a moment to have a ‘You said, we did’ reflection: Look back on decisions girls have made this term and explain how you, as leaders, have actioned their choices. This will help them see how they have had an impact on the unit and use their voice. You can do this each term to encourage their participation in the unit decision making. | 5  5 | None |