



Girlguiding

Get set weekend

A leadership weekend for Guides

2 July 2025

Contents

1	Introduction	2
1.1	Aim	2
1.2	Outcomes:	2
2	How to use this resource	3
2.1	Before the event	3
2.2	Key messages	4
3	Example weekend long schedule	5
4	Example sessions with activity adaptations	6
4.1	Session 1 – introduction	6
4.2	Session 2 – What is leadership?	9
4.3	Session 3 – the leader I want to be	12
4.4	Session 4 – planning activities	15
4.5	Session 5 – Running activities	17
4.6	Session 6 – Making a difference	20
4.7	Closing session – celebration and forward planning	24
5	Appendix	26
5.1	Event checklist	26
5.2	Mistake scenarios for session 3 – the leader I want to be	27



1 Introduction

This plan is designed to help you deliver a **weekend long event** to explore the **Guide leadership challenge** section of 'ready, set, lead'. The ideas for this weekend came from the Guides who co-developed 'ready, set, lead'. Many of the tips and tricks here come from them, to help everyone feel confident and comfortable at the event.

1.1 Aim

Guides grow their leadership behaviours through fun activities while making new friends.

1.2 Outcomes:

- Explore the 5 leadership areas in the 'ready, set, lead' resource.


- Complete activities from the Guide leadership challenge to earn the Guide challenge badge.
- Do some outdoor activities to build relationships and teamwork.


Top tip: you could run this weekend with your unit, or together with other local Guides.


Did you know? The World Association of Girl Guides and Girl Scouts (WAGGGS) uses a 'mindset' model to help develop leadership. Find out more about the WAGGGS leadership mindsets and outcomes have a look at [Girl Guide and Girl Scout Leadership Model Summary](#) and [Leadership Development Framework](#).


2 How to use this resource

This resource outlines the type of event that would meet the requirements for the Guide leadership challenge of 'Ready, set, lead'. Everything can be adapted or adjusted based on your expertise and the needs of the Guides attending. A few extra things:

 **Timings** – are approximate for sessions. Be flexible, use this as a guide to build your own event. It can be run as a weekend, with additional adventurous activities throughout or as a one-day event. We haven't added specific activity timings as this is down to how you adapt activities.

 **Activities** – are written out in ready, set, lead. If you can meet the goals of these activities without doing them as written, please do adapt and update to work for you and the Guides you're working with.

 **Adaptions** – are suggested so you can alter the activities to fit a focused, event style setting. If this doesn't work for you, please do what works – you're the experts in of the Guides you're working with.

 **Recommended** – these activities are the ones that we think would be great to complete at an event with

leader support. They include topics that Guides have told us are particularly challenging, and this provides a good opportunity for you to explore together.

2.1 Before the event

Encourage all the young people attending to complete creating safer spaces together:

<https://www.girlguiding.org.uk/information-for-volunteers/learning-and-development/safer-guiding/a-safe-space-for-under-18s/>

This will build Guides' confidence in keeping themselves and others safe and is a gentle introduction to safety, wellbeing and safeguarding which will help them as they develop their leadership skills.

You may also wish to identify if anybody requires an adjustment plan.

2.1.1 Policy and regulations

All Guide residentials must follow Girlguiding residential event policy and guidance. The details can be found in our Going on residentials webpages –

<https://www.girlguiding.org.uk/information-for-volunteers/running-your-unit/events-and-going-away/going-on-residentials/>

2.2 Key messages

Share these key messages with your team ahead of the weekend, so you're all on the same page about what the Guides are getting out of ready, set, lead.

In Girlguiding, we often associate leadership with a series of practical roles within the unit setting (**formal leadership**). But outside of guiding, leadership is a phrase used in different settings – school, work, sport, politics and many more. There is no one definition of being a leader – it takes all sorts of skills to be a leader in life.

In ready, set, lead we focus on the behaviours and skills that leaders demonstrate as well as how to practically do leadership in a unit, so Guides can learn skills they transfer into their life outside. These skills can be part of **self-leadership** (defined in ready, set, lead) and **informal leadership** (taking the lead without a role).

There are some key concepts about leadership which can help your Guide explore the idea of leadership:



Leadership needs to be practised – just like you practise

anything you want to get better at. It can be practised whatever your age and role.



Leaders are constantly learning and it's important to share when you don't know something and find extra information to be better leaders.



Guides promise to do their best, but everyone gets it wrong sometimes and makes mistakes. Good leaders are kind to themselves when we make mistakes.



Leaders need to change how they lead to suit the situation they're in and people around us.



Sometimes women and girls in leadership are called 'bossy' or other unkind words – but there is no one way to be a leader. We should celebrate leaders and challenge stereotypes about leadership.

If you want to grow your leadership skills, check out the [leadership development programme](#) or take a look at the [world association of girl guides and girl scouts leadership model](#).

3 Example weekend long schedule

Day	Time	Activity
Friday Tip from Guides: Name tags help when we don't know everyone. Sharing the programme in advance helps us feel more comfortable.	7:00–8:00pm	Introduction to the weekend Housekeeping Plan for the weekend Keeping safe Icebreaker Tracker
	8:00–10:00pm	Team building Games Free time
	10:00pm	Wind down
Saturday	8:30–9:30	Breakfast
	9:30–10:00	Introducing the day
	10:00–11:00	Session 2: What is leadership?
	11:00–11:15	Break (biscuits are essential!)
	11:15–12:45	Session 3: The leader I want to be
	12:45–2:00	Lunchtime
	2:00–3:00	Session 4: Planning activities for Sunday
	3:00–4:30	Outside/adventurous activities
	4:30–7:00	Make dinner / Eat / Wash up
	7:00	Evening activity (Campfire or relaxing)
	10:30pm	Wind down
Sunday	8:30–9:30	Breakfast
	9:30–11:00	Session 5: Running activities
	11:00–11:15	Break
	11:15–1:15	Session 6: Making a difference
	1:15–2:00	Lunch
	2:00–3:00	Overview and next steps – leadership in action
	3:00–3:30	Celebration and goodbye (Guide challenge badges)
	3:40	Home time – take it forward in your unit!

4 Example sessions with activity adaptations

4.1 Session 1 – introduction

Aim: Set up the weekend

Outcomes:

- Set the goals for the weekend
- Introduce what you are doing
- Ensure young people know housekeeping and safety information
- Help young people to get to know one another
- Introduce the topics that you'll be diving into during the weekend

Pick and choose which optional activities you're doing to do. You can add in timings and who is going to run them. We've left timings blank, as how you adapt them will change how long they will take.

If any Guides haven't completed **creating safer spaces together**, ask them to do both safety map and safety tips as a way to complete the 'Keeping Safe' section of the Guide leadership challenge.

Time	Who	Activity	Additional information (key outcomes, adaptations etc)	Resources
		Introduce the weekend	Plan for the weekend Housekeeping Introduction	Weekend plan (ideally should be a copy on the wall)
		Optional - Safety map (Keeping safe area)	This activity is all about considering the safety features in your space and familiarising yourself with them. In small teams, create a safety map of the space you will be using, thinking about the safety features.	Pens Paper

		<p>Optional – Safety tips</p> <p>(Keeping safe area)</p>	<p>This activity is all about thinking about how to be safe while guiding.</p> <p>You could adapt this to include group guidelines for the whole group and have safety tips.</p> <p>Note: If you don't do this, please do include an appropriate group guidelines activity.</p>	<p>Pens</p> <p>Paper</p>
		<p>Icebreaker</p>	<p>Choose your favourite game or activity to help – or ask the girls to come prepared to run an icebreaker/game during the course of the weekend.</p>	
		<p>Tracker / goal setting</p>	<p>Introduce the confidence trackers, which can help the Guides reflect and track achievements</p> <p>Have a large print of the ready set lead tracker and introduce this. Display this and tick off what you have achieved at the end of a session.</p>	<p>Printed copies of:</p> <p>Area tracker (Ready, set, lead page 9)</p> <p>confidence trackers (Ready, set, lead page 10)</p>
		<p>Optional – unique me</p>	<p>This activity is all about thinking about the groups support needs. You can use this to encourage them to think about what they might need to make the training event helpful for them.</p> <p>Please note this should not be a replacement for using the adjustment plans – the aim here is to encourage the Guides to reflect for themselves about their needs. .</p>	<p>Copies of the questions on page 6 of ready, set, lead.</p>

		Round up	Ask the group if they have any questions for the event and set up any activities you have moving forward.	
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4.2 Session 2 – What is leadership?

Aim: to introduce the concept of leadership to the girls.

Outcomes:

- Explore the idea of ‘leadership’
- Put into practice some self-leadership techniques

This session has activities from outside of ready, set, lead and helps to set the scene of leadership, which is why there are activity timings here.

Time	Who	Activity	Additional information (key outcomes, adaptations etc)	Resources
20 mins		Leadership beetle	<p>Explain that the Guides are going to draw a leader – the first leader that pops into their head! When they roll the dice, they can add an extra detail to their leader:</p> <p>1 – How old is the leader? 2 – What gender is the leader? 3 – What job does the leader do? 4 – What does the leader’s family look like? 5 – What kind of education does the leader have? 6 – What does the leader do in their spare time?</p> <p>Points for discussion:</p> <ul style="list-style-type: none"> • What is the same about all of the leaders you described? • What’s different? • Do any of the leaders look like you? 	Dice Paper Pens

			<ul style="list-style-type: none"> Where do we get this perception of who a leader is? <p>Girls should be encouraged to discuss and explore gender and age stereotypes of leadership.</p>	
15 mins		<p>Leadership and me</p> <p>(Get ready section)</p>	<p>This activity gives the Guides a set of statements about leadership that they have to rate themselves against.</p> <p>Either do this individually or as a whole group, with people moving between “who’s this? Not me”, “Kinda, sorta” and “100% me” as the lines are read out.</p> <p>Reflect that everyone is comfortable with different aspects of leadership and this is what makes a great leadership team!</p>	<p>Print out of the chart on page 8 of ready, set, lead.</p>
20 mins		<p>Practising leadership</p>	<p>Hand out pieces of paper and ask everyone to fold a crane (origami style) with the following:</p> <ul style="list-style-type: none"> First time: no instructions. Give the girls some time to try this out and see how it goes. Pull them back together to see how it went! Second time: the Guides can talk and share with each other, but still no instructions. Third time: they can use the UMA card for instructions. <p>Key messages:</p>	<p>Paper</p> <p>Ranger</p> <p>UMA</p> <p>legend of 1000 cranes</p>

			<p>Leadership is just like origami. It's easier with a little help and guidance!</p> <p>Listening to others and collaborating for feedback makes it easier. We only get better by practising and trying things out.</p>	
5 mins		Round-up	<p>Ask for some general feedback from the group</p> <ul style="list-style-type: none"> • Has anything made you think differently about leadership? • Were you surprised by anything you thought in the activities? • Do you think of yourself as a leader? 	

4.3 Session 3 – the leader I want to be

Aim: To explore the qualities that make a good leader.

Outcomes:

- Explore different leadership skills
- Consider which of these skills Guides have themselves
- Consider the fact that nobody is a perfect and that it’s okay to make mistakes.

Pick 4 of the activities within the **‘the leader I want to be’** challenge activities to complete the Guide leadership challenge. The table below gives an idea of how you might adapt the ones in the resource for a group/event setting.

Top tip: One possible activity is currently in ‘final session’ – this activity called praise giver works better as a post-event challenge.

Time	Who	Activity	Additional information (key outcomes, adaptations etc)	Resources
		Optional - Skills quests (the leader I want to be)	This activity is all about thinking about the skills you need in different situations as a leader. You could make these scenarios as immersive as possible – be spies who give them “quests” at different stations in the room. See what skills they think they might need in these situations.	Skills scenarios (ready, set, lead pages 12-13)
		Optional - I’m the leader it’s me	This activity designed to help Guides explore different leadership skills they might need and reflect on how confident they feel in each one. You can run this as written, or you could adapt it to make it more physically active or use fewer resources:	As written: Paper Pens Straw per Guide

		(the leader I want to be)	<ul style="list-style-type: none"> In smaller groups, ask the Guides to race to you, writing as many leadership skills as they can on a piece of paper. When you have enough, get everyone to sit on the ground and close their eyes. Call out the skill, and if they're confident, they should stand up. If they're improving, crouch down and if it's new to them, stay on the ground. You could ask the guides to open their eyes during one skill, to see everyone is in different stages of confidence, and that's okay! 	Adaptions will vary resources needed
		Optional – not the end of the world (the leader I want to be)	<p>This activity is all about practicing responding to that feeling of doing something wrong. Make some mistakes (e.g. giving incorrect instructions to an activity). Once you've made some mistakes, ask the group to discuss their feelings when they make mistakes, and explore how that feeling fades.</p> <p>Top tip: there are mistake scenarios you can use in the appendix.</p>	Optional – mistake scenarios
		Optional – unawesome leader	This activity is all about considering what good leadership looks like by considering what poor or 'unawesome' leadership looks like first. You can do this as outlined in the resource.	Pens Large paper
		Optional – role models	This activity is about thinking about the different people the Guides look up to and why. You can do this in smaller groups, or as a whole group activity.	Sticky notes Pens

5 mins		Round up	As a group discuss: What sort of leader do you want to be? What behaviours and characteristics would the Guides like to develop more?	
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4.4 Session 4 – planning activities

Aim: Guides are able to identify the steps of planning activities.

Outcomes:

- Guides explore a way of collecting girl voice
- Guides consider how a unit meeting plan comes together
- Guides are informed that plans can go wrong and change and explore how to react.
- Guides practice adapting an activity



Mix and match 2 of these activities to explore how you start planning activities in your unit

Time	Who	Activity	Additional information (key outcomes, adaptations etc)	Resources
		Optional – snowball fight (planning activities)	This is a fun way to generate activity ideas.	Scrap paper and pens
		Optional – planning meeting bingo (planning activities)	This activity is about practicing contributing to planning meetings. As leaders, pretend to be planning a Rainbow, Brownie or Guide meeting and give out the bingo cards. Ask the group to listen out for the different words on the bingo cards.	Bingo cards (ready, set, lead page 24)

		Optional- advice letter (planning activities)	This activity is about how to deal with situations where the planning has gone wrong. In small groups, ask the Guides to respond to one of the scenarios in the letters in the activities.	
		Recommended – adaption is key (planning activities)	This activity introduces the RECIPES adaption recommendations from the Girlguiding website . You could turn this into a relay race, where small groups have to roll each of the numbers and think of an adaption they might make based on those characteristics.	Some UMAs Dice
5 mins		Round up	As a group discuss: What steps do you need to take planning an activity? Do you think you could plan an activity?	

4.5 Session 5 – Running activities

Aim: To consider how to run activities for other girls

Outcomes:

- Guides discuss the different ways activities can be run
- Guides practice giving effective instructions
- Guides practice reacting to challenging behaviour
- Guides adapt something based on feedback

Mix and match 2 of these activities to explore how you run activities in your unit

Time	Who	Activity	Additional information (key outcomes, adaptations etc)	Resources
		Optional – leader lookout (running activities)	This is all about considering the different ways we run activities. Run a few activities for the group (e.g. a moving UMA such as Lava! (know myself – UMA pack 9) or a calm activity such as tai one, two chi (be well UMA pack 9). Once you have run the activities for a little while (you don't have to finish them!), ask them to work in small groups to outline the differences in the way they were run, using the questions outlined in the resource.	UMAs you choose Pens and paper

			Try it this way: if you have space, split the group into 2 and swap activities.	
		Optional – master of instruction (running activities)	This activity is all about considering how to give clear instructions. This can be run as outlined in the resource.	Instruction disruption – skills for my future. UMA pack 8.
		Optional – tricky behaviour (running activities)	This activity is all about responding to challenging behaviour during an activity. This can be run as outlined in the resource in small groups.	
		Optional – it's listening time (running activities)	This activity is all about thinking about receiving feedback well. Give the group some activities or games to run – from the programme or beyond. In small groups, ask them to pick something nobody in their group has done before and run it together. One of the Guides should lead the activity. Then they need to practise giving feedback about what they liked about the activity, and what they didn't. They can choose to use one of the tools in the resource.	Some UMAs or non-guiding activities that don't require lots of resources. Examples include: Black hole breakout, have adventures pack 7 Hello my fab friend Head, shoulders, knees and cone

5 mins		Round up	As a group discuss: How you would approach different activities. How to give clear instructions. What they could do if behaviour gets tricky. How they can use feedback to improve.	
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4.6 Session 6 – Making a difference

Aim: Guides get the chance to consider how they can make a difference as a leader

Outcomes:

- Guides explore how to support new people in their unit
- Guides think about how to create spaces that are positive for wellbeing
- Guides consider how to meet the needs of others in their group
- Guides are able to share about a topic they are passionate about.

Mix and match 2 of these activities to explore how Guides can make a difference in the unit and beyond.

Time	Who	Activity	Additional information (key outcomes, adaptations etc)	Resources
		Optional – newbie (making a difference)	This is about helping to imagine the needs of someone new to the unit. Let the group know that you have an alien joining their unit. They know nothing about Girlguiding and how things work. Help them to settle in. Split into groups and one person will be the alien. As a group, you talk through how unit meetings normally work. Every time the ‘alien’ is confused, they have to make an alien sound, and the group should think about how to explain it. Make sure they cover things like:	

			<ul style="list-style-type: none"> • Arriving • Taking the register • Marching into a horseshoe (if relevant) • Giving out badges • Games • Activities • Craft • Songs • Drinks/snacks • Finishing up <p>At the end, get the aliens to feedback what was helpful and why? Including if they understand:</p> <ul style="list-style-type: none"> • How something works • Why we do it that way • When/how often we do it? <p>Try it this way: if you have lots of Guides from different units, pair them up and get them to discuss things that are different in their units? Encourage them to explain these to one another.</p>	
		Optional – check my feelings	<p>This activity is about helping the Guides to think about other people’s feelings and supporting their emotional wellbeing.</p> <p>In small groups, run one of the activities in the resource list to see how everyone is feeling.</p>	<p>Copies of relevant activities, including:</p> <ul style="list-style-type: none"> • Rainbows’ colour my mood, first aid stage 1

		(making a difference)	<p>After the check in, discuss how you might choose to change your plans and run activities based on how everyone is feeling. such as:</p> <ul style="list-style-type: none"> • Energetic – move your body to get energy out. • Sad – ask them what things we could do that might cheer them up. • Tired – maybe an energiser, or maybe lean into a cozy activity. • Explore how being a leader means taking the needs of the people you're with into consideration. 	<ul style="list-style-type: none"> • Brownies' happy thoughts, feel good stage 3 • Guides' stress full, feel good stage 4 or 'checking in', be well UMA.
		<p>Optional – Unique everyone</p> <p>(making a difference)</p>	<p>This activity is about thinking about how you can make a difference by adjusting to other people's needs. It's a reflection of 'unique me' you may have done in session 1.</p> <p>Get the group to discuss and identify different things they do in their group settings to support people. Pick out some ideas of different things people do for themselves or other people – and how could you do these in your unit?</p>	
		Optional – passion projects	This is about helping the Guides to talk about a topic they are passionate about.	

		(making a difference)	Ask the group to plan a 90 second presentation on something they're passionate about – and make it fun. Puppets, song – dances, role play. Individually, or in small groups, they should run their 90 second presentation for each other – and then discuss what skills are being developed and why sharing their passions is important and fun as a leader.	
5 mins		Round up	<p>As a group discuss:</p> <ul style="list-style-type: none"> • How you can make a difference to people in and around your unit. • How you can make a positive change to an issue or topic you're passionate about. 	


4.7 Closing session – celebration and forward planning

Aim: to encourage the Guides to reflect on what they've achieved and plan to move forward

Outcomes:

- Reflect on how their confidence has changed
- Give feedback (to themselves, others or the leaders)
- Understand the steps they can take moving forward
- Celebrate all they have achieved.

Time	Who	Activity	Additional information (key outcomes, adaptations etc)	Resources
		Optional – praise giver (from the leader I want to be)	<p>This activity is all about giving feedback to others in the form of praise.</p> <p>Use sticky notes and pens, and let them know they should find one other person to give some praise to – focused on:</p> <ul style="list-style-type: none"> • Their actions • Their character • How they approached something • How they made them feel <p>Top tip: avoiding praise based on appearance.</p> <p>They can either stick this on their clothes, or on posters with people's names on them.</p>	<p>Sticky notes</p> <p>Pens</p>

		Confidence trackers	Look back on the confidence trackers from session 1 and identify have any of these changed.	Confidence trackers, sticky pens.
		Leadership in action	<p>Looking back at the resource tracker on the wall. See what they have achieved as a group.</p> <p>Remember: they will have ticked off the requirements for the leadership challenge!</p> <p>Introduce them to the leadership in action activities and ask them to think about which of these they might want to do.</p> <p>Give them some time to look through the tasks and decide which of these they are going to do for each area. Ask them to share these with their leaders.</p>	<p>Printed tracker page (on the wall)</p> <p>Leadership in action planning sheet page 29, ready set lead</p> <p>Leadership in action tasks stuck on the wall.</p>
		Celebration and badges	 Give out the leadership challenge badge!	The leadership challenge badges.

5 Appendix

5.1 Event checklist

Guide Leadership Challenge: Event Checklist

5.1.1 Paperwork & Printouts

- Copies of the event plan (displayed on the wall or printed for leaders)
- Name tags and pens
- Printed tracker (ready, set, lead – page 9)
- Printed confidence tracker (ready, set, lead –page 10) – 1 per Guide
- Leadership in action planning sheets (ready, set, lead – page 29)
- Printed bingo cards (ready, set, lead – page 24)

5.1.2 Activity materials

- Sticky notes and pens
- Pens and paper
- Origami paper
- Large paper for group brainstorming and posters
- Dice
- UMA cards as required
- Optional props (puppets, costumes)
- Optional craft materials

5.1.3 Other

- Campfire supplies (optional)
- Guide leadership challenge badges for participants
- Other supplies as per our [residential event guidelines](#) (e.g. first aid kits; other safety equipment)

5.2 Mistake scenarios for session 3 – the leader I want to be



Emma was teaching her unit how to make the perfect s'more.

"First, grab a marshmallow and put it on your stick," she instructed. "Hold it *above* the flames—don't put it in, or it'll burn too fast."

But as she spoke, she accidentally lowered hers too close. *WHOOSH!* Her marshmallow caught fire, turning into a flaming ball of sugar.

The girls gasped as Emma panicked, then frantically blew it out, leaving behind a charred lump. Silence... then laughter erupted. Emma grinned. "Lesson learned—keep it away from the flames. And if it catches fire, *don't* panic like me!"

Lena was excited to teach her patrol how to tie a reef knot.

"The reef knot is great for tying two pieces of rope together," she explained, demonstrating. "Right over left... then left over right... and pull tight!"

The group followed along, but Mia hesitated. "Uh, Lena... mine looks different."

Lena glanced at her own knot—it was wrong! "Oops! Let me try again." She carefully retied it. "Okay, *this* time—right over left, left over right... there we go!"

The girls compared knots, and this time, they all matched.

"See? Everyone messes up," Lena said with a grin. "What matters is fixing it and trying again!"

Ellie arrived at guides with her blue polo top inside out. The seams stuck out awkwardly, and the tag flapped at the back of her neck. Some of the girls started whispering and giggling, nudging each other as they noticed.

Finally, Sam spoke up. "Um... Ellie? Your polo's inside out." Ellie gasped dramatically. "Oh no! Should I just go home?" The other girls laughed. "Nooo!"

Ellie grinned. "Exactly. Mistakes like this aren't the end of the world! We all mess up sometimes, and it's totally okay." She looked around. "Who's worn something inside out before?" Hands shot up, and all the girls laughed together. The meeting continued, and Ellie only fixed her polo top at the end—because by then, no one really cared.