



WE DISCOVER, WE GROW

Girlguiding

Recruiting new members and volunteers in primary schools:

A toolkit for volunteers



Looking for new Rainbows, Brownies or Guides?

There's nowhere more obvious than your local primary schools to start recruiting. School staff and parents also make great adult volunteers.

Girlguiding fits in really well with schools' goals, including developing pupils' communication, leadership and teamwork skills. We need to make sure schools know all about the benefits, and encourage them to work with us.

A great way to do this is by speaking at a [school assembly](#). You could also run a Girlguiding taster session, or have a stand at a school event like parents' evening.

But what if you don't have a contact in the school you want to approach? And even if you do, what's the best way to approach them? It can be tricky to get your foot in the door, and then to explain all the benefits of Girlguiding to staff and pupils.

This toolkit is packed with tips to help you approach schools, get them working with Girlguiding, and recruit new members and volunteers.

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Find out more online

In addition to this toolkit, we have lots of helpful information and resources for you to read and download on our website.

You can find these easily by going to [girlguiding.org.uk](https://www.girlguiding.org.uk) and using the search bar in the top right hand corner of the page. 

Step 1: Preparing to approach schools

What do you want to achieve?

The very first thing you should do is think carefully about what you want to achieve by approaching a school.

There are lots of ways you can work with schools:

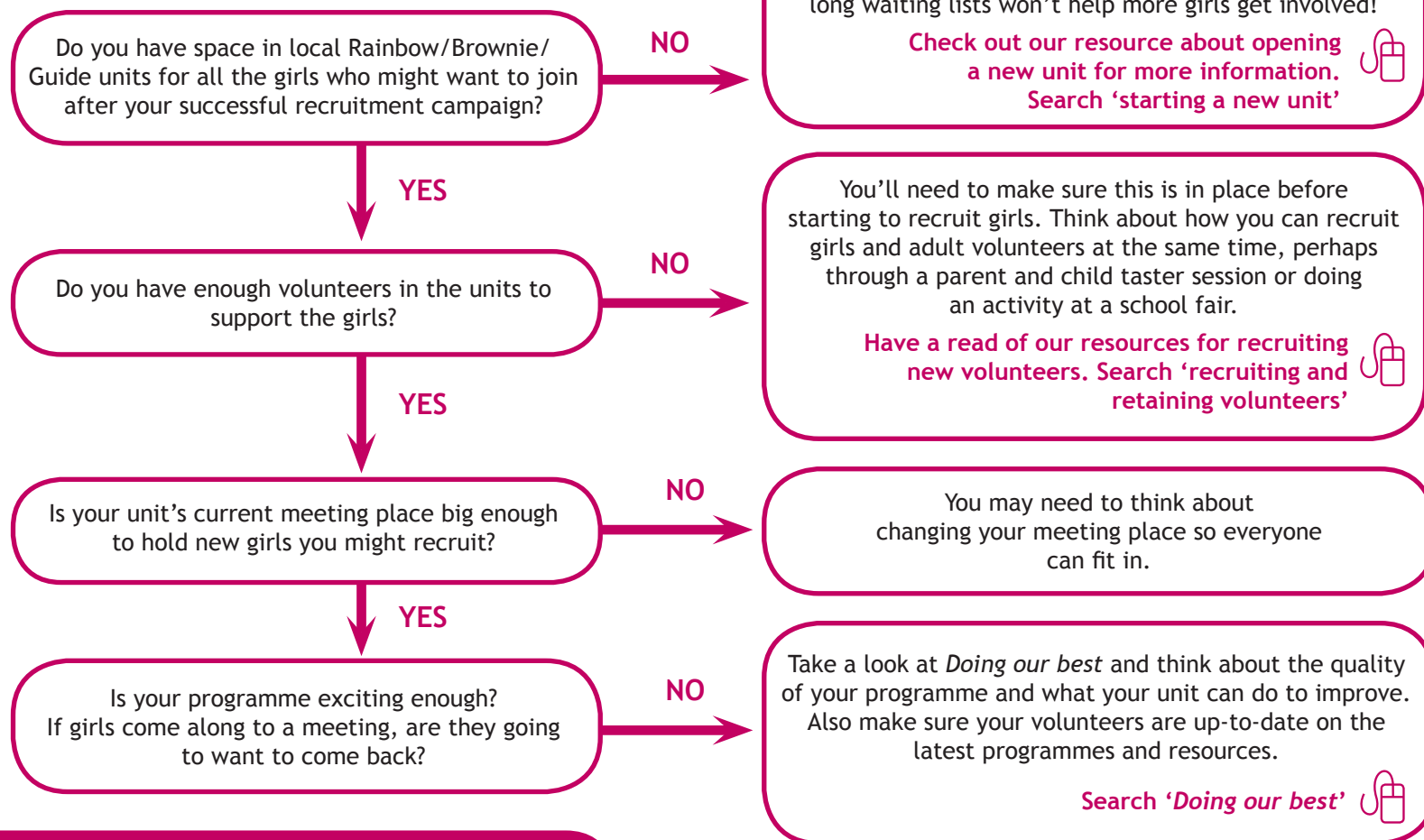
- Opening a new unit based in the school
- Opening a new unit based in the community involving girls and volunteers from the school
- Recruiting girls for units already in the area
- Recruiting adult volunteers to run units

What's your ideal outcome? Having a focus will make your efforts more likely to succeed.

Questions to ask yourself

Run through the following flowchart to make sure you and the unit are prepared before you start approaching schools.

I want to recruit new Rainbows, Brownies or Guides...



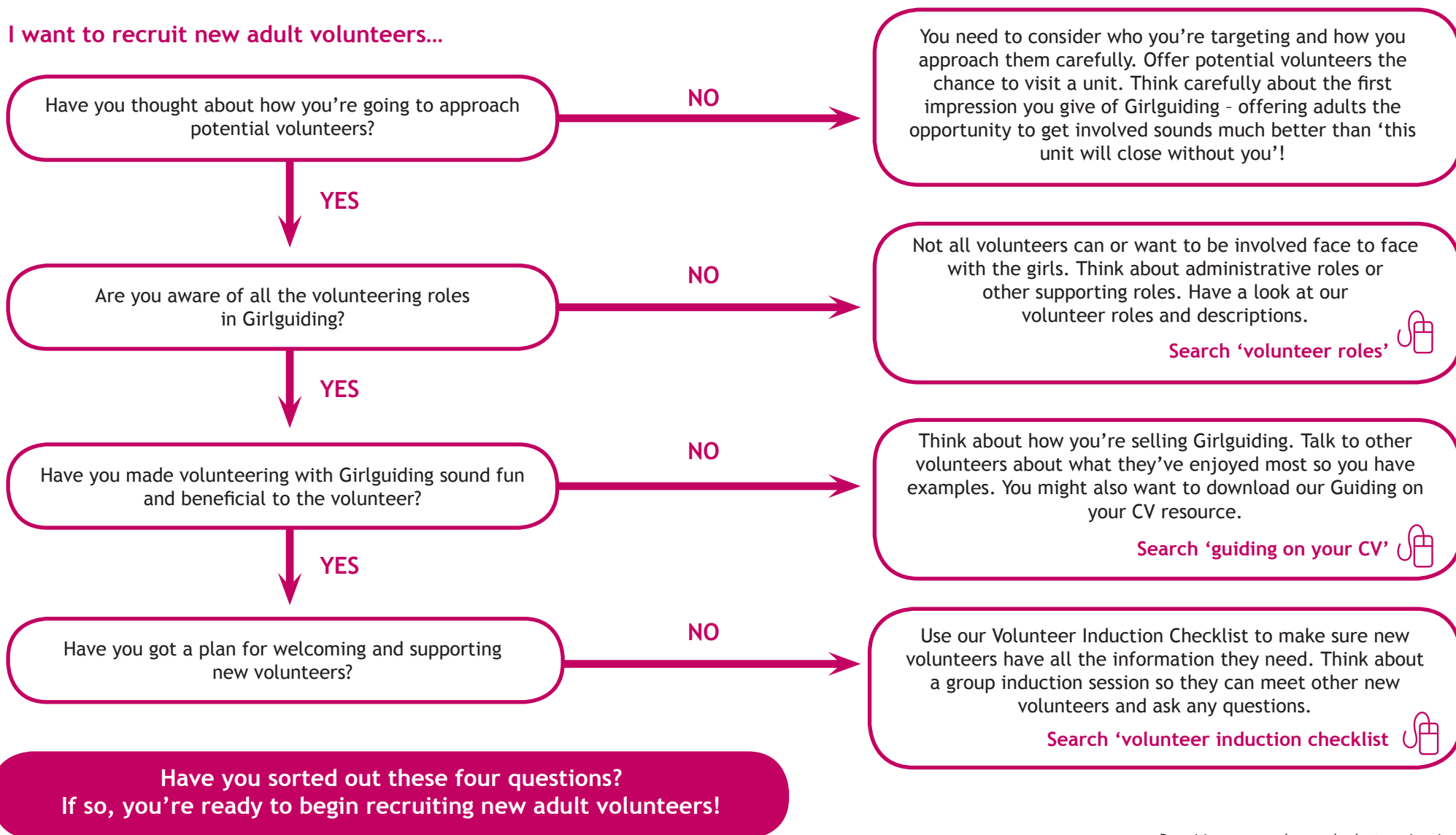
Once you've answered 'yes' to all these questions, you're ready to start recruiting new Rainbows, Brownies and Guides.

Step 1: Preparing to approach schools

Questions to ask yourself

Run through the following flowchart to make sure you and the unit are prepared before you start approaching schools.

I want to recruit new adult volunteers...



Step 1: Preparing to approach schools

What age group are you targeting?

This handy guide to ages within school year groups shows you which years you should be approaching depending on whether you're looking for Rainbows, Brownies or Guides.

England and Wales

Early Years/Foundation Stage/Reception	Ages 2-5	Rainbows
Key Stage 1	Year 1: Ages 5-6 Year 2: Ages 6-7	Rainbows/Brownies
Key Stage 2	Year 3: Ages 7-8 Year 4: Ages 8-9 Year 5: Ages 9-10 Year 6: Ages 10-11	Brownies/Guides

Scotland

Playgroup/Nursery	Ages 2-4	
Primary 1-7	Primary 1: Ages 4-6 Primary 2: Ages 5-7 Primary 3: Ages 6-8 Primary 4: Ages 7-9 Primary 5: Ages 8-10 Primary 6: Ages 9-11 Primary 7: Ages 10-12	Rainbows/Brownies Rainbows/Brownies Rainbows/Brownies Brownies Brownies/Guides Brownies/Guides Guides

Northern Ireland

Key Stage 1	Year 1: Ages 4-5 Year 2: Ages 5-6 Year 3: Ages 6-7 Year 4: Ages 7-8	Rainbows Rainbows Rainbows/Brownies Brownies
Key Stage 2	Year 5: Ages 8-9 Year 6: Ages 9-10 Year 7: Ages 10-11	Brownies Brownies/Guides Guides

Step 2: Making your approach

Some of the best ways to get pupils and staff involved with Girlguiding are speaking at a school assembly, running a taster session showing girls what a typical meeting is like, or having a stand at a school event to recruit girls, as well as parents and staff as volunteers.

But how do you go about proposing this to schools?

Contacting the school

It's always easier to get a foot in the door if you already know someone involved with the school. So have a think:

- Do you personally know any staff, governors or parents from the school?
- Do any staff or governors have links with Girlguiding?
- What schools do the girls in your unit go to - could their parents help you make contact?

If you don't know anyone connected with the school, look at its website and see who might be the best person to contact - perhaps the head, or a member of staff in charge of engaging with the community.

Girlguiding staff and volunteers working to engage with schools tend to recommend you contact the school by phone first, as schools might not read emails and letters out of the blue properly.

You can always follow up that first call with an email or letter with more details (see the template on page 7) then call the school to set a date.

On the phone, try to make a face-to-face appointment with the right person to discuss what you can offer, and give them some promotional materials explaining more about Girlguiding.

You'll also need to find out if the school is happy to have an assembly just for girls - our experience suggests that it's unlikely to be a problem. If you're only able to see a mixed group, take along some information about other youth groups or opportunities so that everyone has something to take away.

Top Tips

'Find the name of the head or another senior member of staff before you call, so you're able to request a meeting with the right person. Have a look on the school website and get a feel for what they offer.'

'Think about what time of day you're calling a school. Avoid times when you know reception is going to be busy (first thing, lunchtime, end of school day). This can be tricky if you're balancing contact during a working day, but it does make it more likely to get the message through!'

'When calling into a school to publicise your units, parcel all of your leaflets into batches of 30 - this makes it easier to give them out to classes rather than the school needing to count them out.'

'I usually send a letter about two weeks before I want to go into a school, letting them know the week I'd like to come in. The week before, I phone the school to make arrangements, asking for numbers so I know how many freebies and leaflets to bring. If they've not read the letter, that's no problem, I just let them know I'll resend it and call back. Occasionally a school will say no to me coming in, and I just thank them for their time and move on.'

'Sometimes you have to work with a mixed group as you're the assembly speaker or that's what works best for the school. In that case, I ask them to listen carefully and see if their sister, their mum, their auntie or any other female child or adult might be interested in getting involved with Girlguiding.'

Step 2: Making your approach

When you first speak to the school, make sure you're well prepared, with all the facts and information you need to convince decision-makers to get involved with Girlguiding.

You might want to:

- **Look up the school's OFSTED report:**
 - **OFSTED report in England** - reports.ofsted.gov.uk
 - **ETI report in Northern Ireland** - etini.gov.uk
 - **Education Scotland in Scotland** - education.gov.scot
 - **ESTYN in Wales** - estyn.gov.wales

See what their 'whole-school priorities' are. Can you link these to what Girlguiding offers and explain it to the school?

- **Can you show how Girlguiding would fill a gap in the school for extracurricular activities?**

Take a look at the school website to see what's on offer at the moment.

- **Think about the girls who attend the school**

Do they have religious, language or cultural needs you'll need to take into account if they join Girlguiding? How will you do this? Our [Including All resources](#) will help you think about this.

If you are a unit leader, don't forget that your local Commissioner can help you research these three points.

Letter/email template

We've adapted the letter/email template opposite from a very successful letter Girlguiding South West England uses to approach schools.

Together with our schools leaflet, you can use it to give the school an idea of exactly what you're hoping to get from them, as well as explaining the benefits of Girlguiding clearly.

Download an editable version. Search 'recruiting in schools'



Dear

Reference: Extra-curricular provision - Girlguiding

I am contacting you to see if your school could work with us to offer Girlguiding to your pupils.

Girlguiding is the leading organisation for girls and young women in the UK, with around 550,000 members. We support girls and young women to develop their potential and make a difference to the world.

Guiding encourages girls to participate in decision-making, to work together in teams and to take part in a variety of activities and experiences that will help them develop into well-rounded adults.

Girlguiding members choose activities from a structured programme, which includes everything from camping and adventure to tackling mental health issues by building resilience skills. Our programmes are girl-led and are designed to be relevant to girls and young women across the UK.

Research by the Education Endowment Foundation shows that taking part in after school programmes improves academic achievement, particularly Girlguiding's key characteristics of collaborative learning and outdoor adventure learning.

Guiding allows girls to further their knowledge, understanding and skills; build their confidence, aspirations and sense of achievement; try out activities and experiences not included in the curriculum; make independent choices and decisions about their participation; become involved in management and leadership of activities through age-appropriate leadership roles; and make new friends.

All Girlguiding units are staffed by trained volunteers and supported by a volunteer team at local, regional and national levels. Girlguiding volunteers are given training and support by an experienced local volunteer team on everything from First Aid to leadership skills, and volunteering opportunities range from running a local group to helping out with accounting or other administrative tasks.

We would like to work with you to offer Girlguiding to the girls in your school. I would be very grateful if you would allow local volunteers to come into school and run an assembly. We would follow this up by sending information home in book bags for parents.

Perhaps we could arrange a meeting, at a time convenient to you, to explore the options. You can contact me using the details above, by email or phone.

Many thanks in advance for your time and support. I look forward to hearing from you.

Yours sincerely

[your name]

Step 2: Making your approach

In your meeting

When you go in to see the school, there are a few things you should think about:

- **Be realistic**

Think carefully about what you can offer the school, but also consider how you want them to support you, and explain this clearly and concisely.

- **Sell the benefits of Girlguiding**

Talk about what Girlguiding offers and give examples of how Girlguiding has helped girls achieve this. From their first night staying away from home to building confidence and leadership skills, all these things help the school see the benefits of working with Girlguiding.

Research has shown that young people who take part in extra-curricular activities achieve more than students who don't - find out more about Girlguiding's impact.

[Search 'impact report'](#) 

- **Take resources**

We've got lots of resources you can leave with the school, showing the benefits of Girlguiding and how the school can get involved (opposite). You could also take some of the resources you use with the girls to give the school an idea of what meetings are like.

- **Think about language**

You might want to send some information home to parents. Check beforehand if there are any families who don't have English as their first language, and see if you are able to get some information in their language. If parents are from another country could you research Guiding or Scouting there to give them a reference point about what Girlguiding is?

- **Take information about what we offer volunteers**

Most people don't realise that we offer training, mentoring and qualifications for Girlguiding adult volunteers. Take some information about opportunities for adults to develop their skills.

What resources can I take with me?

We've got lots of brilliant free resources to support you to approach schools:

- **Schools engagement leaflet**

This leaflet has been really successful in starting conversations with schools (see the case study on page 18).

[Search 'recruiting in schools'](#)



- **Recruitment toolkit**

This free toolkit has everything from postcards, posters and banners to giveaways for girls like stickers and notebooks to encourage them to join Girlguiding. You can even personalise the toolkit for your unit or area!

[Search 'recruitment toolkit'](#)



- **Section recruitment postcards**

These postcards explain a little bit about each section and signpost girls to register to join Girlguiding.

[Go to the Girlguiding Shop website and search 'recruitment postcards'](#)



- **We are Girlguiding**

This leaflet introduces Girlguiding and each of the sections.

[Go to the Girlguiding Shop website and search 'we are Girlguiding'](#)



- **Shout Out About Girlguiding**

This leaflet summarises the key aims of Girlguiding to help you promote the charity to people who've never heard of us before.

[Go to the Girlguiding shop and search 'shout out about Girlguiding'](#)



These resources are free, and you can order them on the Girlguiding online shop (girlguidingshop.co.uk). You'll only need to pay for postage and packing, and you may be able to claim these costs from District, Division or County.

Keep checking the online shop as new resources are released and others are updated all the time.

Step 2: Making your approach

How Girlguiding resources can help

Youth United Development Worker, Laura from Berwick in Northumberland, tells us how the schools engagement leaflet has worked for her.

'My area is rural North Northumberland, so although I've worked with medium-sized schools (around 200 pupils), the majority have been small schools with fewer than 100 pupils. Because of the low population I've been able to take a much more personal approach when it comes to talking to schools.'

'As a general rule, I've been phoning school receptions and asking if I can drop some information into them personally. I've then taken the schools leaflet with me, along with some generic publicity materials such as the Shout out about Girlguiding and We are Girlguiding leaflets, and the relevant section postcards.'

'In the larger schools the leaflet has led to an appointment with teachers with an interest in community engagement. In the smaller schools I have often been able to speak to someone on the spot when delivering the information.'

'The schools leaflet has been particularly helpful in putting our services into 'schools language' so that they can see how our programme fits with their aims. In both cases it has led to 'bag drops', where I've been able to send information home with pupils via letters. This has helped to fill girl places, and also to find volunteers from the parents at school. In one school, it led directly to the opening of two units in a small village. It's a great resource for teaching staff, and having a school 'on side' with Girlguiding makes a huge difference in the community.'

Step 3: Putting your plans into action

Planning a recruitment assembly

If the school has agreed to you doing an assembly, it's time to get planning!

In the assembly you need to give girls a realistic idea of what Girlguiding has to offer in your area. Involving current members in the assembly can be really effective.

Make sure you stick to the timings you've agreed with the school for the assembly so you don't disturb the school's routine. This might mean cutting or extending your session at the last minute, so be prepared for this with an idea of what to cut and a spare activity.

An example 15-20 minute assembly

- **Brief introduction (no more than one minute)**

Give your name (ideally your first name, or if you prefer, a guiding nickname, to create a relaxed atmosphere different to schools). Explain that you're going to talk about an after school opportunity that could take them across the world and will give them some amazing opportunities...

- **Play one of our introduction videos or show printed pictures with a short explanation (3-4 minutes)**

We've got videos that introduce girls to Rainbows, Brownies and Guides. If the school has the technology available, play the relevant one. If you can't play the videos, you could print out some pictures and talk the girls through what Girlguiding offers.

Search 'intro to Rainbows/Brownies/Guides' 

- **Option 1 - Speech box (see opposite) (2-5 minutes)**

If possible and practical, the best way to sell Girlguiding is to have current members talk about how great it is. If the girls are stuck for ideas create a 'speech box' to help them.

- **Option 2 - a game, song or activity (2-5 minutes)**

You could show the girls exactly what's involved in Girlguiding by playing a game. Try some of the activities on our activity cards!

- **Questions and giving out section postcards (3-5 minutes)**

Our section postcards are a great resource to encourage girls to find their nearest unit. If you're looking to recruit to a specific unit, you could use our template invite to invite girls to your next unit meeting.

Speech box

At the assembly, ask current members to come up and choose one item from a box you've made up of things that sum up Girlguiding. You could get girls to help you make the box during a meeting.

For example:

- A tent peg - this could represent the first time she slept in a tent, or planning and running her own Guide Camp as part of her Permit
- A badge that she's enjoyed completing
- Something she's made (food or craft)
- A souvenir from a trip
- A photograph or video from an activity she's done

Girls can then explain the story behind the item to the audience, and how it connects to Guiding. The audience might like to guess what the story is!

You could also get girls to prepare their answers beforehand if you think that might work better. Or they could create something that represents Girlguiding to them and explain it at the assembly if they're feeling particularly inspired.

Top Tips

'Ask questions and get the children involved in the assembly - I always ask them to put their hands up to a series of questions. I try to get current members up to the front and ask them what their favourite thing about Guiding is, and then ask the other children who also likes doing that. I also try to get the staff involved, asking if any of them are volunteers or were ever a Guide or Brownie themselves.'

'Work out where the meeting venue is from the school - girls will want to know exactly where the meetings are. Look for local landmarks such as supermarkets that they'll be familiar with.'

Step 3: Putting your plans into action

Following up your assembly

It's really important that you follow up your assembly as quickly as possible.

You might want to invite potential members to a unit meeting after your assembly. Try handing out invites at the end of the assembly, or leaving them with the school to send home in book bags. You could use our section recruitment postcards or our invite template to create the invites.

Thank the school

Before you leave, call into the main office and thank the secretary, or if possible, the head for the chance to promote Girlguiding.

Then write the school a thank you letter, letting them know how much you value their support and saying you'll let them know the impact of the assembly, and how many girls/volunteers join Girlguiding.

Text message follow up

You may want to ask the school to send a text to parents via their usual system. You could use our sample message:

Today, volunteers from Girlguiding came to talk to our girls about joining the organisation. Girlguiding is for all girls aged 5+ and welcome volunteers from all backgrounds. For more information, please visit www.girlguiding.org.uk/interested*

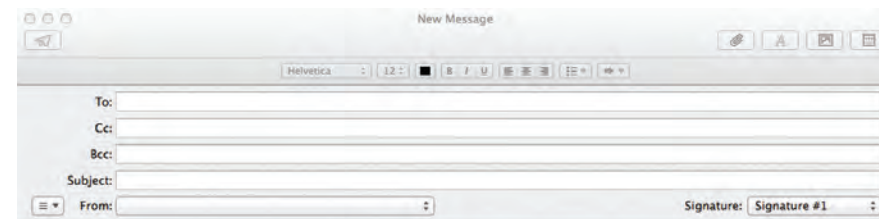
Email follow up

If the school regularly uses email to communicate with parents, they might be able to send a more detailed message home.

You can use our sample messages, opposite.

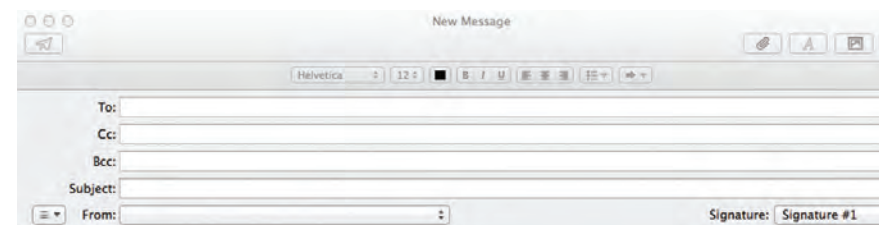
*4yrs in Northern Ireland

If you're recruiting girls...

A screenshot of a 'New Message' email form. It features a toolbar at the top with icons for undo, redo, and text formatting. Below the toolbar are input fields for 'To:', 'Cc:', 'Bcc:', and 'Subject:'. At the bottom, there is a 'From:' dropdown menu and a 'Signature:' field with a button to select a signature.

Today, volunteers from Girlguiding came in and spoke to girls about joining the Rainbow, Brownie or Guide group nearby. Girlguiding offers a number of exciting opportunities for girls, from residential experiences to trying new things. Groups are run by trained volunteers and are open to all girls aged 5+. For more information, please visit www.girlguiding.org.uk/interested or visit our taster session.

If you're recruiting adult volunteers...

A screenshot of a 'New Message' email form, identical to the one above. It includes a toolbar, input fields for 'To:', 'Cc:', 'Bcc:', and 'Subject:', and a 'From:' dropdown menu with a 'Signature:' field.

Local volunteers from Girlguiding have asked us to make you aware of a volunteering opportunity as part of the UK's largest organisation for girls and young women. Girlguiding offers a number of exciting opportunities for girls, from residential experiences to trying new things. Volunteers can do anything from working with girls to advising on a specialist area, such as canoeing or taking on administrative roles. If you're interested in developing new skills, and have some spare time, for more information, please visit www.girlguiding.org.uk/interested.

Step 3:

Putting your plans into action

Running a taster session

You might also want to think about offering a taster session after (or even before, or during) school, where girls come along and see what a meeting would be like. You could do this instead of, or as well as, an assembly.

If this is the route you go down with the school, below are a few things to think about:

- **Advertise**

Try to spread the message about the taster session as much as you can. If you do an assembly, you could send out an invite after. You should ask the school to publicise your taster session too. This might be on the school noticeboard, in a newsletter or on social media.

- **Give all the information**

Make sure you've included clear information on your publicity materials - which classes/age groups can attend? Which unit are you recruiting for? How do they sign up?

- **Get parental consent**

Make sure every child has returned a consent form before the session. Also ensure you know about any faith considerations or disabilities.

- **Set a deadline to sign up**

Make sure you have enough resources by setting a deadline to book a place in the taster session... and then take a few extra for girls who sneak in on the day!

- **Sort your team**

Think carefully about who should attend the taster session - you don't want too many adults overcrowding the children, or too few. Young Leaders or Rangers can be a big draw for younger children, who look up to them. Consider if you want to invite current members of Girlguiding too.

- **Think about safeguarding**

The school may ask you for copies of disclosure certificates, or to complete school DBS checks. Some schools will ask for a member of staff to stay with volunteers at all times. Work with the school to find a solution that satisfies their safeguarding requirements and those of Girlguiding.

Why a taster session?

Alison, a Development Worker from Lanarkshire, Scotland, tells us about her success with taster sessions.

'It was great to see girls from different year groups and classes mixing together and making new friends - in the following weeks we had an incredible 14 new girls join the unit!'

'Since April last year we've run a number of school taster sessions for Rainbow and Guide units in the area and they've been successful every time. The head teacher at one school has suggested we hold another taster session during school lunchtimes rather than after classes have finished. This way even more girls would be able to join us and they wouldn't be restricted by other commitments or transport arrangements.'

'There are lots of other ways to reach out to schools too - giving presentations during school assemblies or attending school fêtes and parents' evenings. In schools I have worked with, I've designed and distributed brightly-coloured flyers to advertise taster sessions to girls, which have been really effective.'

'Above all, it's important to plan, and create an environment where girls feel at ease - having current members attend really helps, as they talk openly about what they enjoy and are very good at encouraging new girls to join.'

'Thanks to our work with local schools, we now have three new and thriving groups in the area with lots of exciting plans for the future.'

Step 3: Putting your plans into action


Having a stall at school events

Another way you can work with schools is by having a stall at a school event like parents' evening, a school fair, or sports day.

This is a great way to speak to lots of parents/carers, staff and children.

If you've agreed with the school to have a stand, some good advice is to make it look professional and attractive. Not only will this attract more people, it will help parents appreciate how much Girlguiding has changed since they were involved!

Have a look on our website for more information on recruitment stands, and contact your county office to see if they have any resources you can borrow.

Search 'recruitment stalls' 

Getting school staff to volunteer

By regularly going along to school events and building a relationship with staff, you may well recruit some new volunteers into Girlguiding.

Be prepared to discuss flexible volunteering options, such as an instructor, residential volunteer or administrator roles, as well as different ways of committing to leadership roles, like attending fortnightly or monthly.

Top Tip

'If you have free pens or other items, leave a selection with the reception on your way out, ensuring that you have one for every adult who works in the school - you never know who might be your next volunteer!'

Benefits of volunteering

Wendy, from South West England, tells us how she combines a busy role as a Head of Year with her Girlguiding volunteering and how it has helped her professionally.

'After university, I did a post grad training course to become a health service manager and, to feel part of the community, decided to start volunteering as a Guide Leader. I loved working with young people and retrained as a teacher. When relocating and trying to find a new job, I know that the experiences I had gained through taking girls on camps and international trips helped me obtain my current post where extra-curricular activities are a major feature.'

'My Guiding experience and its values of treating each person as an individual were also a part in my successful application a few years later to become a Head of Year.'

Wendy currently volunteers with Girlguiding as a District Leader, helping with units and events as and when required, rather than a fixed weekly commitment.

Activity 1

Pass it on!

Try these quick throwing, catching and relay games to fill a spare five minutes and burn off some energy! They are also a great way to develop skills.

Duration:
5 mins

Sections:
All

You will need:
A ball, balloon or beanbag

When to use it:
A small year group or class meeting, as part of a taster session.

As a relay:

In teams stand in lines and pass the ball over head and under legs as a relay - the person at the front who receives the ball last runs to the back and the winners are the team that have the original person back in front first.

Alternatively get the girls to pass the ball using their elbows, knees or feet. Use a water balloon or a plastic cup of water to add a bit of drama!

In a circle

Throw the ball as quickly as possible across the circle, saying the person's name as you throw the ball. Use a number of balls to make this more difficult, or challenge the participants to do an action before they catch the ball, perhaps spin around or kneel down.

Target practice:

Use a container like an empty bin or you could use a skipping rope or hula hoop to make a circle-shaped target on the floor, and set up a line for people to stand behind. Give each girl three turns to throw the ball/beanbag into the target. The challenge is to get all three shots into the target. If it gets too easy, move the target further away or use a smaller container.

Human croquet:

Ask one girl per team to be a croquet hoop. The team's aim is to roll the ball through their team-mate's legs, once each, as quickly as possible in a relay. If a team member misses, they have to go and collect the ball and try again. Once one person has played, it's their turn to be the croquet hoop.

Activity 2

Human Knot

This game is quick, but not so easy and helps the girls to practise working in a team.

Duration: Up to 10 mins

Sections: Brownies, Guides

When to use it: A small year group or class meeting, as part of a taster session, in a large assembly venue.

1

Ask girls to form a circle, all holding hands.

2

Choose a group of six to step outside the circle and close their eyes.

3

Give the rest of the group two minutes to make the biggest human knot that they can by moving around in the circle. They should hold hands all the time.

4

Ask the group of six to open their eyes and try to untangle the human knot by directing the girls in the circle. It often proves difficult!

Activity 3

Me too!

Most getting-to-know-you games focus on what is different about everyone. This game will help your girls to realise that they are alike in many ways.

Duration: Until they get bored or run out of questions!

Sections: Brownies, Guides

You will need: One chair per person

When to use it: A small year group or class meeting, as part of a taster session.

1

Ask each girl to get a chair and arrange them in a circle, facing inwards. One girl should be without a chair and standing in the middle of the circle.

2

The girl in the middle shouts out a statement such as, 'I have two sisters'. If that is true of someone sitting down, they should stand up and shout, 'Me too!'

3

The girls who have stood up and shouted, and the girl who was standing in the middle, must then run around and find a different chair to sit on.

4

The girls are not allowed to sit back on their original chair.

Activity 4

The one-minute game

What can you do in a minute? This game is quick, and will help develop the girls' coordination skills.

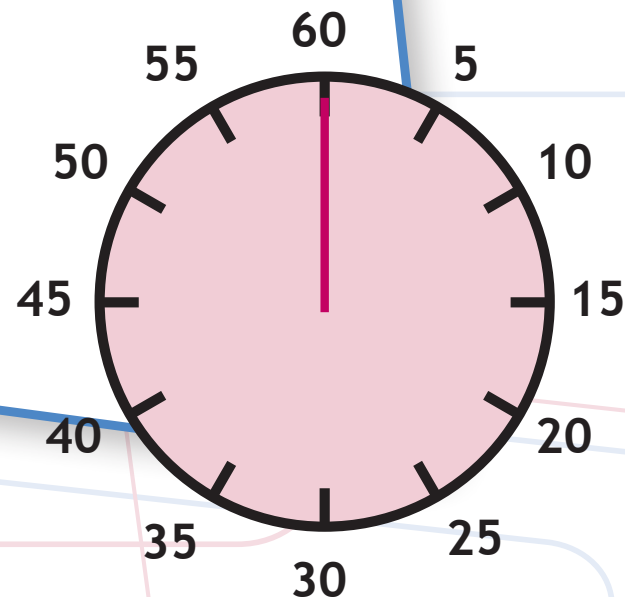
Duration:
As long as you like

Sections:
All

You will need:
Depends on what activity you choose

When to use it:
A small year group or class meeting, as part of a taster session, in an assembly, on a stall.

Ask the girls to think of something that they are able to do for one minute and get them up to the front to demonstrate.



Here are some ideas to help you:

Keep a tennis ball in the air

Do star jumps

Run really fast

Do sit ups

Guess when a minute is up

Make as many sandwiches/drinks as possible without making a mess

Tell everybody in the room something good about themselves

Name as many of one type of thing (animal, object, things beginning with a certain letter etc) as you can.

Score as many baskets as you can

Just a minute - speak for a whole minute without pausing or repeating yourself on one subject

Teach each other a skill

Find an object

Activity 5

That's me!

This game requires girls to be fast and to listen carefully.

Duration: Until they get bored or everyone has joined the line.

Sections: Brownies, Guides

When to use it: A small year group or class meeting, as part of a taster session, in a large assembly venue.

1

Everyone sits on the floor except one person.

2

The girl who is stood up shouts out a statement such as, 'I have two sisters'. If that is true of someone sitting down, they should stand up and shout, 'That's me!'

3

They then have to run and be the first to link arms with the girl who is stood up. There is only one winner.

4

The winner shouts the next statement.

Activity 6

Duvet charades

This game requires a lot of acting skill and attention to detail.

Duration: Until they get bored or run out of ideas.

Sections: Brownies, Guides

You will need: A duvet cover

When to use it: A small year group or class meeting, as part of a taster session, in assembly.

1

Ask two volunteers to work together to act out a charade (you can give them one or they can choose their own).

2

The only catch is they must act out from inside the duvet cover!

3

Once in the duvet, they can't speak. Ask the girls to guess as many as they can in three minutes, then move on to a new team.

Activity 7

You're My Star

(from *Free Being Me*)

Duration: 10 mins

Sections: Brownies, Guides

You will need: Star shaped cards, pens

When to use it: A small year group or class meeting, as part of a taster session, in assembly.

1

Give each participant a star shaped card and help them to write a positive message that they would like to share with others, encouraging them to celebrate who they are.

2

They could add on the back something that they'd like to do once they have joined Girlguiding.

1

Give each girl a triangle of paper or ask them to cut one out themselves.

2

Ask the girls to decorate the borders of the triangles as they wish - leaving the centre empty so that they can be written on.

3

Each girl should write their name on the edge of the triangle, and design/decorate it to reflect their personality. Once everyone has completed their triangle, pierce two small holes at two corners of the triangle. Thread the string through each triangle to make a line of bunting and put them up around the room. Once you have put it up, explain that the girls will use this bunting to record their own achievements.

4

They could add on the back something that they'd like to do once they have joined Girlguiding.

Activity 8

Triumph Bunting

(from *Think Resilient - Take it Forward* (Activities for Leaders))

Duration: 2 mins

Sections: Guides

You will need: Triangles of paper, pens

When to use it: A small year group or class meeting, as part of a taster session, in assembly.

Activity 9

Blindfolded pitch a tent

Duration: 10 mins

Sections: Guides

You will need: Two tents

When to use it: A small year group or class meeting, as part of a taster session, in assembly.

1

Make two small teams (maximum of 3 people) and challenge them to pitch a tent.

2

Blindfold two of the three team members and say that only the blindfolded people are allowed to touch the tent, but only the non-blindfolded one is allowed to speak.

3

Have a tent pitching race!



Activity 10

Jam sandwiches

Duration: 15 mins

Sections: Guides

You will need: Paper, pens, bread, butter, jam, knife, plate

When to use it: A small year group or class meeting, as part of a taster session, in assembly.

1

Split into small groups. Give each group a sheet of A4 paper. Explain that they need to write instructions for making a jam sandwich.

2

Ask for a volunteer group to read their instructions out.

3

Follow the instructions literally - for example, if they don't say to open the jar, then don't do it!



Activity 11

Stand up/sit down quiz

Duration: 5 mins

Sections: Guides, Rangers

When to use it:

A small year group or class meeting, as part of a taster session, in assembly.

Using the 'Facts about Girlguiding' quiz below, ask the girls to stand up if the question is true and stay sat down if it's false. After each question, give a little bit of information to back up the statement.

- Girlguiding is in 100 different countries around the world. (False - it's 146)
- Every year, Girlguiding host a massive pop concert that only Guides can attend. (True)
- Guides can travel abroad with Girlguiding. (True)
- Guides decide their own activities for meetings. (True)
- Guides have to wear dresses for meetings.
(False - they can if they want, but the uniform also includes a long sleeved t-shirt, a hoodie, a polo shirt, a skirt - and whatever trousers they like)
- Guides make a lot of craft items. (Both true and false - the correct answer is only if the Guides want to)
- Guides have to promise to serve God. (False - Guides do not have to make the Promise if they don't want to, the Promise is to develop their beliefs - whatever they may be.)

Activity 12

Maltesers in the air

Duration: 10 mins

Sections: Guides

You will need:

Maltesers, straws

When to use it: A small year group or class meeting, as part of a taster session.

1

Give each member of the group a straw and a Malteser.

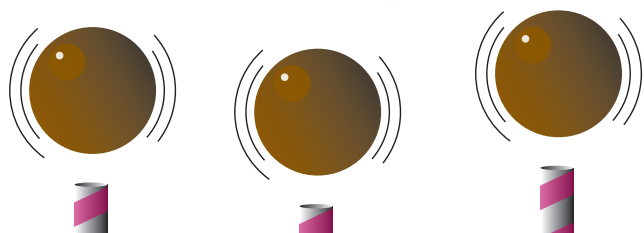
2

Lie down on the floor on your back and try to balance the Malteser on top of the straw. Once it's balanced, blow through the straw and the Malteser will rise into the air. Try to keep it in the air by continuing to blow.

3

When you've mastered this, try it without the straw - be careful not to swallow your Malteser! Is it easier with or without the straw? Who can keep their Malteser in the air the longest?

Remember not to eat your Malteser after it's been on the floor!



Activity 13

Beauty Bubbles

(from *Free Being Me*)

Duration: 5-10 mins

Sections: Guides

You will need:

Pens, paper, video projector

When to use it:

A small year group or class meeting, as part of a taster session, in assembly.

1

Show the participants the video 'Evolution - Dove' from YouTube. Explain this is one of the topics Girlguiding educates girls on.

2

Ask everyone to draw and cut out their own large speech bubble, and write in big letters their message that they want to shout out to other young people around the world, thinking about the video they have just seen.

3

You may want to ask if anyone wants to hold up their speech bubble and read out what it says to the rest of the group.

4

Rangers might want to engage with #FreeBeingMe on social media.



WE DISCOVER, WE GROW

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