



Because of the Girl Tips for New Guiders

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Girl Guides of Canada-Guides du Canada enables girls to be
confident, resourceful and courageous, and
to make a difference in the world.



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Because of the Girl – Tips for new Guiders

Introduction

In the words of our Mission, Girl Guides of Canada helps girls to be **confident, resourceful and courageous and to make a difference in the world**. As an organization, through our programs we challenge them and help them learn essential life skills. The great programming you offer in your Unit will make a positive difference in the lives of girls in your community.

Orientation to the role of Unit Guider

Because of the Girl – Tips for new Guiders provides an orientation for new Guiders to their role in a Unit. It covers:

- What girls gain from Guiding
- How to create a caring and supportive environment
- Being part of a Guider leadership team
- Bringing out the leader in girls through girl engagement
- Planning and best practices for programming meetings
- Your duty with regards to reporting child abuse
- Basic Unit administration requirements
- Training available through Guiding



What girls gain from Guiding

You as a Guider have an opportunity for creating a rich and rewarding experience, both for yourself and girls in putting the Mission into action. You can do this by:

Building confidence through:

- Creating physical, intellectual, and teamwork challenges
- Involving girls in problem-solving and leadership
- Engaging girls in planning and presenting Unit activities
- Recognizing and valuing their contributions through praise and constructive feedback

Building critical thinking skills by:

- Encouraging observation and reflection
- Asking questions such as “Why?” and “How?” to prompt more thinking
- Encouraging discussions where there is more than one “right” answer

Being a role model - leading by example and helping girls develop self esteem by:

- Demonstrating good listening skills
- Practicing clear, complete and precise communication
- Demonstrating good techniques for conflict resolution



- Being patient and positive
- Living a healthy lifestyle
- Showing positive self-esteem

Over the course of a year as you work with girls on their program, there will be opportunities for each girl to feel successful as a contributing member of the Unit.

Opportunities for creative play

Opportunities for play are essential. Imaginative play contributes to the cognitive, physical, social, and emotional well-being of children and youth. In Guiding we promote fun with a purpose, meaning delivering a program using interactive games to enhance learning and build skills.

The Unit as a safe space

Girl Guides provides the unique opportunity for girls to be together in a safe space where they feel:

- respected
- cherished
- included
- free to be themselves, without judgement



An important part of a Unit's activities early in the year is to discuss the Promise and Law and how the values they express apply in Guiding. As well, GGC has a Code of Conduct for all Members and parents/guardians. The GGC [Member Zone](#) website has branch-specific activities that introduce the Code's concepts.

Girls together set out group behaviour expectations to create an environment that is open and safe based on these values. Through your caring and support you are helping them create this space.

Diversity

Girl Guides of Canada-Guides du Canada (GGC) recognizes and values the richness of human diversity in its many forms, and therefore strives to ensure environments where girls and women from all walks of life, identities, and lived experiences feel a sense of belonging and can participate fully. This commitment to inclusion means GGC's culture, programming and practices encourage self-awareness and awareness of others; room for difference; and environments where girls and women feel safe, respected, supported and inspired to reach their potential.



Diversity comes in many forms, some of which are visible and many of which are not. As a Guider, be sensitive to the ways that looks, ability, age, faith/belief, race, culture, money, sexual orientation and family background, etc. can make someone feel different and alone. These identities make us who we are and are important in trying to create a space where girls from all walks of life feel comfortable.

In your programs and actions, be aware of your own biases and consider how to expand your understanding of diversity to help girls accept and celebrate each other for who they are

Leadership

Knowing your personal leadership style may help you:

- work more effectively in a team with others whose leadership style is different from yours
- be a more effective leader

Though you have a preferred leadership style, being aware of your style means you have the option to try a different style to suit changing situations.

Leadership Styles Quiz

What kind of a leader are you? This activity is a bit of fun pop-psychology that will help you to think about the different leadership styles.

It is a self-scoring quiz based on the results to the questions. Answer what is most like you, rather than what you think you should be or want to be.

1. Do you enjoy being in charge? Yes No
2. Do you think it is best to explain your reasons for a decision before carrying it out, even if it takes extra time and effort? Yes No
3. Do you prefer planning and paperwork to working directly with people? Yes No
4. When you meet someone new, do you ask for her/his name rather than introducing yourself first? Yes No
5. Do you share new developments affecting those you work with as a matter of course? Yes No
6. When you are assigning tasks, do you outline your expectations in detail? Yes No
7. Do you think a leader should be distant from those under her charge? Yes No
8. When you are setting a date for a meeting, do you chose the one most suitable to you rather than putting it to a vote? Yes No
9. As a leader, do you prefer to make decisions made after consulting others? Yes No
10. Would you find it fairly easy to fire someone who is incompetent? Yes No



11. Do you think the friendlier you are with people, the better you are able to lead them? Yes No
12. You have presented your solution to a difficult problem to a colleague who immediately finds fault with it. Are you dissatisfied that the problem still exists and angry with your critic? Yes No
13. Do you think that it is a good idea to have clear consequences for violation of rules? Yes No
14. Do you try to persuade people to accept your decisions? Yes No
15. Do you leave it to others to look after day-to-day matters and let you know? Yes No
16. Do you think everyone in your group owes you personal loyalty? Yes No
17. Do you step in and settle problems yourself rather than try some other method? Yes No
18. Do you think differences of opinion in a group are healthy? Yes No

Scoring

Count your number of “Yes” answers for the questions grouped below:

Group A –questions 1,4,7,10,13,16

Group B –questions 2,5,9,11,14,17

Group C –questions 3,6,8,12,15,18

- If you had the most “yes” answers in Group A, your preferred leadership style is the directing style.
- If you had the most “yes” answers in Group B, your preferred leadership style is a democratic - selling/participating style.
- If you had the most “yes” answers in Group C, your preferred leadership style is a delegating style.

This quiz illustrates one of the many, many theories on leadership. Each person tends to have a preferred style.

Leaders are most effective when they can select the leadership style most appropriate to the situation.



Situational leadership

Good leaders are tuned into what's going on around them as well as their own needs and wants. This is called situational awareness and involves:

- awareness of the environment – paying attention to what's going on around you and being ready to adapt to changing conditions.
- awareness of the group – knowing the goals and ability level of both the group and the individuals
- awareness of self – one of the most challenging leadership skills; recognizing whether you are reacting appropriately; knowing how stress affects your moods; what your self-care needs are; your fears, strengths/weaknesses; how you are influencing the group.

Directing style – Getting the job done

This style is used when something needs to be done quickly. It provides clear expectations on who, what, when and how something should be done. There is also a clear division between the leader and the followers. When using the directing style, leaders make decisions independently with little or no input from the rest of the group. This will be the primary leadership style in situations where girls need a lot of direction or where safety is a concern.

Selling style – It's a good plan, don't you think?

This style is used when leaders need to encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative.

Participating style – So what will it be?

Here leaders offer guidance to group members, participating as part of the group and facilitating input from other group members. Here, the leader plays more of a teaching role and engages girls by encouraging contributions.

Delegating style – It's the journey, not the destination.

Leaders in this situation offer little or no guidance to group members and leave decision-making up to group members. It is typically used in situations where group members are highly qualified in an area of expertise or where the process is more important than the outcome. Though it may lead to poorly defined roles and a lack of motivation, it can also lead to creative results and can be empowering for the group members such as Pathfinders and Rangers.

Shared responsibilities – the Guider team

Sharing the responsibility of managing a Unit is key to running a successful program. While girls can take on Unit management tasks, leaders take primary responsibility for tasks such as banking, supervision and facilitating girls in running their program. Sharing leadership responsibilities begins with creating a strong Guider team.

- **Consulting and communicating** with each other to create a strong supportive team.
- Working together to **determine each others strengths and interests** and using them to advantage.
- **Job sharing** to lighten the load when life gets busy or stressful by:
 - Arranging with your co-leaders to attend alternate meetings.
 - Rotating responsibilities on a quarterly basis so that no one gets burned out.



- Ensuring everyone knows and can lead the ceremonies for starting and ending a meeting.
- **Dividing tasks** within a Unit meeting so that everyone has a chance to lead and a chance to relax.
- **Including families** in the Unit's activities. Make an overall plan for the year and early in the year ask parents to commit to providing assistance for outings and overnights.
- Ensure **everyone has an opportunity to participate fully** in the team's leadership, decision-making and problem-solving
- **Respect all** members, including their feelings and ideas. Differences of opinion and diverse perspectives can be beneficial for the team
- **Facilitate discussions** so that everyone feels free to express her thoughts and where there is general agreement on decisions
- Have a basic understanding that all **team members work interdependently**; tasks are complimentary; one person's work completes the work of someone else and together they create a whole
- **Encourage new ideas**, innovation, change, creativity and risk-taking
- Ensure there is some **structure to Guider team meetings**. For example, someone can be a facilitator; someone else keep things moving by watching the time; another can keep notes to track decisions and who is doing follow-up. Exchange roles at each meeting so the same person doesn't always play the same role.
- Find a **balance between socializing and the business**

Family involvement

Providing opportunities for family participation (e.g., volunteering, attending ceremonies) brings more fun, friendship and excitement to programming. While including family can help you bring different skills and expertise to the Unit, including them also builds a sense of community support. Make sure you build in regular communication with families by starting the year off with a parents' meeting and then having regular newsletters, phone calls and/or e-mails throughout the year.

Girl development: Ages and stages by branch

Understanding the developmental abilities of the girls in your branch will give you an understanding of what to expect from them. It will help you:

- select appropriate activities
- avoid tasks or situations that frustrate them
- coach them and facilitate their participation in the Unit.





Sparks (5 & 6 years old)

<p>Developmental/physical characteristics</p> <ul style="list-style-type: none"> - Short attention span (20 minutes or less!) - Learn by doing - Difficulty with hand-eye co-ordination - Can bounce and throw a large ball - Can kick a soccer ball - Cuts with some assistance 	<p>Social/emotional characteristics</p> <ul style="list-style-type: none"> - Possible fear of separation from parents - Learning to reason and understand their environment - Self-centred, may act out if they don't receive attention - Like belonging to a group
<p>Intellectual/cognitive characteristics</p> <ul style="list-style-type: none"> - Becoming more social, less egocentric - Difficulty telling the difference between reality and make believe - Difficulty to understand abstract concepts - They enjoy interacting with concrete things that they can experience through their senses. 	<p>Support them by...</p> <ul style="list-style-type: none"> - Introduce them to new things - Give them time to play and remember their attention span - Reinforce sharing, listening, and cooperating skills. - Make it hands on

Brownies (7 & 8 years old)

<p>Developmental/physical characteristics</p> <ul style="list-style-type: none"> - They have more physical coordination - On their own they can do up buttons and zippers - Ride a bike - Run, skip, throw 	<p>Social/emotional characteristics</p> <ul style="list-style-type: none"> - Becoming more of an individual, exploring likes and dislikes, expressing particular personality traits - Question rules and structures - Looking for role models outside of the family - They depend on adults for acceptance, are eager to please and sometimes will blame things on other people to avoid blame - They begin to develop social cliques - They set high standard for themselves and want to be like their friends - They are sensitive to criticism
<p>Intellectual/cognitive characteristics</p> <ul style="list-style-type: none"> - Demonstrates more organized, logical thought - The girl is capable of concrete problem-solving 	<p>Support them by...</p> <ul style="list-style-type: none"> - Use a lot of co-operative games where girls can work as a team - Being empathetic - Give them a lot of praise and encouragement - Set clear expectations for appropriate behaviour - Help them to be accepting of themselves - Provide a balance of routine and experimentation, a variety of activities, and give lots of praise



Guides (9 to 11 years old)

<p>Developmental/physical characteristics</p> <ul style="list-style-type: none"> - Increased dexterity - Girls may begin to menstruate (average age is 12 years) - Becoming more conscious of physical appearance (may start dieting) - A marked decrease in self-esteem at this age 	<p>Social/emotional characteristics</p> <ul style="list-style-type: none"> - Torn between childhood and adolescence: sometimes rushing to be grown up, other times yearning to remain a kid - Friendships and peers gain greater importance
<p>Intellectual/cognitive characteristics</p> <ul style="list-style-type: none"> - Evidence for organized, logical thought - Capable of concrete problem-solving - Begins to understand metaphors and abstract concepts 	<p>Support them by...</p> <ul style="list-style-type: none"> - Encourage them to set achievable goals - Put them in situations where they can be successful - Have tangibles outcomes - Encourage them to take pride in their accomplishments - Give them leadership opportunities and trust, etc. - When planning events or activities, encourage creative solutions and ideas

Pathfinders (12 to 14 years old)

<p>Developmental/physical characteristics</p> <ul style="list-style-type: none"> - May have rapid spurts of growth that affects coordination - Fluctuations in metabolism and hormones will affect their emotions 	<p>Social/emotional characteristics</p> <ul style="list-style-type: none"> - A concerted push for independence and autonomy - Seeking out roles, including leadership ones - Dealing with intense peer relationships and pressures. - Have many questions about their emerging sexuality
<p>Intellectual/cognitive characteristics</p> <ul style="list-style-type: none"> - Thought becomes more abstract, incorporating the principles of formal logic. - Thinking less tied to concrete reality - Becomes concerned with the hypothetical, the future, and ideological problems 	<p>Support them by...</p> <ul style="list-style-type: none"> - Be there to listen and talk - Encourage them to solve their own problems. This will enhance their leadership skills - Allow increased opportunity for leadership - Allow chances to express their individuality - Provide opportunities to bond with their peer group - Give opportunities for cooperative work, individual challenges and open-ended problems to solve



Rangers (15 to 17+ years old)

<p>Developmental/physical characteristics</p> <ul style="list-style-type: none"> - Between 15-17 years, the body attains full maturity - May experience some form of depression 	<p>Social/emotional characteristics</p> <ul style="list-style-type: none"> - Gaining greater independence - Figuring out who is looking back at them in the mirror - Challenging and exciting experiences to test their limits
<p>Intellectual/cognitive characteristics</p> <ul style="list-style-type: none"> - Adolescents generally speak in an adult manner, gaining language maturity throughout high school 	<p>Support them by...</p> <ul style="list-style-type: none"> - Give them control over their Unit - Highlight their accomplishments - Help them advocate for themselves - Ask for their opinions, help and advice - Give opportunities to connect to the community

Girl engagement and girl-centred programming

A key ingredient in Guiding is a successful girl/Guider partnership.

As Guiders, our role is to create a program where girls are actively involved in all aspects including planning, decision-making and leadership of activities. By valuing and encouraging girls' contributions, they develop confidence, self-esteem and decision-making skills and stay committed to their program and Guiding. As the girls mature, their share of the responsibility increases.



Girl leadership development

Many girls define a leader not only by the qualities and skills she has, but also by how she uses those skills to make a difference in the world. Each experience a girl has allows her to develop or gain skills that can help her to be a strong leader. Guiders can support girls' efforts to lead by mentoring them in the process.

There are many ways that you can encourage and facilitate leadership skills for any age:

- **Sparks** demonstrate leadership when they suggest activities; list the items they will need for an activity; help their peers; work well with other Sparks; or when they ask lots of questions and make observations about the world around them.
- **Brownies** demonstrate leadership when they suggest activities; lead simple activities and Unit functions; assist with Brownie circle and Unit activities as Circle Leaders; listen to each others' opinions when making decisions; or describe ways to make group projects more fun.



- **Guides** demonstrate leadership when they suggest, initiate planning and lead activities; lead Unit functions; assist with patrol and Unit activities as Patrol Leaders; apply strategies for promoting cooperation within the Unit; or identify concrete steps needed to effect desired changes.
- **Pathfinders** demonstrate leadership when they suggest, plan and lead activities; lead Unit functions; act as role models for younger girls; use good communication and relationship-building skills; or begin to address deeper causes of issues in their communities.
- **Rangers** demonstrate leadership when they are better able to independently suggest, plan and lead activities and Unit functions; act as role models for younger girls; act consistently with a considered and self-determined set of values; set challenging goals for the future; or are able to promote cooperation and effective team building.

Program evaluation

Being able to give feedback, evaluate program activities and have their voice heard is an essential part of leadership development. Girls in all branches should regularly be given the opportunity to evaluate the activities done in the Unit.

- **Sparks** and **Brownies** can easily give feedback using the Two Stars and a Wish format. (You can find a description of this technique in *Sparkling Ideas: Program Ideas for Spark Guiders* and in *Let's Share Ideas: Program Ideas for Brownie Guiders*.)
- **Guides** should be introduced to reviewing activities as a learning experience, expressing their likes and dislikes, debriefing what happened and keeping ideas for the future.
- **Pathfinders, Rangers** and **Extra Ops** regularly evaluate activities as part of their activity planning cycle, assessing whether objectives were met, if things were forgotten or miscalculated and celebrating success.

The Guider's role

Your role in helping girls develop their leadership skills includes:

- Taking the time to **discover each girl's strengths and skills** and providing opportunities for these to develop will help the girl to increase her self-esteem and prepare her to take a leadership role. Recognizing girls for their contributions (whether it is recognition during a meeting or activity or at the end of a longer session) can really help to boost self-esteem.
- **Demonstrating leadership** and providing a role model to girls as they develop their own skills.
- Using **appropriate communication** (verbal and non-verbal) during meetings reinforces positive role modeling for our girls.
- **Team building** activities in the Unit can really help in developing strong teams and identifying leadership styles among the girls. Use team building activities throughout the year.



Programming for the Mission, Values, Promise and Law

Girl Guides of Canada is a Movement based on the shared values expressed in our Promise and Law. Through Unit activities girls are given the opportunity to form their own beliefs and values, learn about ethical action and be committed to making the world a better place. Guiders and girls integrate the values of the Promise and Law into their regular meetings and special events through:

- meeting openings and closings
- songs and ceremonies
- World Thinking Day (February 22nd)
- Unit meetings
- camps



As you plan your year ensure that the values of Girl Guides of Canada are incorporated into the badges, challenges and other activities in the girls' program. These are not “extras” that must be added on top of everything else, but an integral part of the programming. Our values should come out through everything we do.

A checklist for keeping girls coming back for more

What girls <i>want</i>	What girls <i>gain</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Fun interesting activities <input type="checkbox"/> Chance to try new things <input type="checkbox"/> To make new friends <input type="checkbox"/> Go camping or have sleepovers <input type="checkbox"/> Go on field trips <input type="checkbox"/> Have parties and events <input type="checkbox"/> Games and crafts 	<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities to develop skills: intellectual, social, and physical <input type="checkbox"/> Activities which are fun and achievable, but still challenging <input type="checkbox"/> Chances to learn about the wider community <input type="checkbox"/> Experience making decisions, being helpful, and building friendships <input type="checkbox"/> Good female role models <input type="checkbox"/> A safe and supportive place to express themselves



Best practices for girl programming

The secret of great programming is Guiders and girls working together to plan opportunities that allow girls to discover, explore and be adventurous.

The long range plan

Start with the big picture, the overview of the year for your long range plan so that you can take advantage of seasonal activities and special District/Community events.

- Divide the year into three or four segments.
- Place seasonal activities and special community events in the segments.
- Units usually have a camp or sleepover once a year – determine where it goes in your plan.
- Cookie sales happen in the spring and fall so include a Unit neighbourhood cookie blitz or mall sales. The exact dates change so you will need to check with your Commissioner/Community Leader

Guiding Year at a Glance – Annual Plan

Month	Date	Theme or Activity	Who is running it?	Planning Notes
BLOCK 1 Planning				
September				
		First meeting Plan with the Girls – what do they want to do?		Include parents Brainstorming
October		Planning camp/sleepover?		Ask for parent volunteers Invited parents
		Enrollment		
		Halloween		
November		Residential camp/sleepover?		Collect cookie money
December				
		Celebrations around the world		Multi-cultural – theme
BLOCK 2 Planning				
January				
		Winter theme meeting?		Baking at the rink?
February		Valentine's Day World Thinking Day		Valentines for who? With other units
March		Swimming?		Book municipal pool at January
BLOCK 3 Planning				
March		SCHOOL BREAK WEEK		
Continued				
April				
		Earth Day		
		Planning for camp/sleepover		Brainstorming
May				
		Reminder about pre-registration		Collect cookie money
June				
		Advancement Camp/Sleepover		As a bridging event

Once you have the overview and big picture mapped out, start to work on the filling in the details for two or three months ahead. This is important in ensuring that you have time to:

- organize supplies, equipment or resources
- notify families and prepare girls
- ask parent/guardian about skills or interests they can bring to the Unit
- find additional people to facilitate an activity, if needed

Weekly planning

The **5W planning** process works well for the details of the weekly meetings:

- What are you going to do?
- Who is going to do it?
- When are you going to do it?



- Where are you going to do it?
- Why – what does it fit in the program?

The **‘what’** can be decided by the girls with you as their mentor. They can:

- brainstorm and prioritize activities
- choose activities and set goals for their Unit
- create an overall plan for their Unit
- plan their specific activities

Once you and the girls have an idea of what they would like to do, go through their ideas with them to assess them in terms of money, time and safety. As appropriate to the age of the girls, together you can determine the feasibility of each idea and narrow your list further.

Weekly planning

DATE:	Activity description	Who is leading it?	Program to be covered	Materials needed?	Time needed
	Gathering				
	Opening				
	Activity 1				
	Activity 2				
	Activity 3				
	Closing				

Continue with your planning to determine the **‘who, when and where’**. The **‘why’** is an opportunity to make a positive difference in the life of the girls so she can contribute responsibly to her communities.

While you are planning keep in mind the amount of time required to do all the activities and how many cases of cookies you need to sell or if additional fundraising activities will be required.

Things to consider

- Use a variety of games and activities, including active games, quiet games, arts, crafts, stories songs and outdoor activities.
- Vary the core activities that you do week to week, but develop some regular rituals for opening and closing.
- Alternate quiet activities with energetic games.
- Main activity: usually 20-30 minutes
- Song/story: usually about 10 minutes.
- Girls like some predictability in their activities.
- Don't rush. It's better to really enjoy a few activities than to cram in too much.
- Take part in the activities with the girls.

These ideas may not be appropriate for all age groups, but provide an idea for getting started with structuring a meeting plan.

Lead the girls, not the plan!

Be flexible and adapt your plans to suit the circumstances. If it's cold in your meeting room, consider an active game to keep warm. If the girls are tired, try changing your plan to include a quiet game or story. Remember, the most important thing is that they have fun.



Programming weekly meetings

Girl Guides is about active learning where girls are involved in the 'doing' of learning with a mix of:

- Discussion
- Games
- Physical activity
- Arts and crafts

Discussion and games

The program is brought to life and enriched through active participation. Discussion can set the background and provide knowledge. Games enhance and illustrate the discussion. They can involve the arts and physical activity. An easy way to facilitate discussion is by asking leading questions. These are questions that require more than a yes or no answer. Starting a question with one of the 5Ws (who, what, when, where, why) as well as 'how' is an easy technique for leading a discussion.

Physical activity

Promoting health and fitness is core to the Girl Guide program. Going outside, eating right and exercising should be core components to each meeting, activity and event.

- As part of your weekly planning, have some sort of physical game or activity.
- Try to set aside at least 10 minutes per week to concentrate on health and well being.
- This can be in the form of an active game, going for a walk in the neighbourhood, or having someone come into the Unit and talk about nutrition.

The arts

The arts are both an integral part of the girls' program and a way to enrich it. Through the arts, girls explore and express their own creativity, enjoy all their senses, cooperate with others, practice new skills, teach and help each other.

- **Music** – singing in circles or around the campfire is universal in Guiding. Many songs can be enhanced with movement. Music is a great way to learn about different cultures.
- **Dance** – improves girls' fitness, listening skills, coordination and cooperation.
- **Drama** – is a creative and fun way to cover parts of the program. It can often be used to demonstrate girls' understanding of abstract concepts (for example, show feelings in different situations such as reaction when a best friend won't play with them) or illustrate technical skills (for example, how to safely light a candle with a match). There are a number of different ways that drama can be done:
 - **Role playing** – involves either acting out a scene as someone else or acting as yourself in an unfamiliar situation.
 - **Puppets** – are a fun way to tell stories, focus participants and teach without participants knowing that they are learning!
 - **Mime** – is a form of acting or storytelling.
 - **Improvisation** – is any unscripted work in drama.
- **Crafts** – are an excellent way to reinforce the program components. Find crafts that are within the girl's capability to do with as little adult help as possible. Try to have the girls



create something that can be kept and reused (like a tote bag) or perhaps something that is made from recyclables. Try to be as environmentally friendly as possible when choosing a craft. GGC features Crafty Tuesdays on its Facebook page, and also at <http://www.girlguides.ca/crafty-tuesdays>

Finding support to facilitate meetings

Look locally, either within Guiding (both to leaders and girls) or your parent group or friends for people to help facilitate the program especially if girls want to do something that is beyond your expertise. For example:

- the local bakery shop, dance studio, or veterinarian may have someone who would like to get involved and help with a meeting or two.
- A parent may be a music or drama teacher who can facilitate a session.
- High school or university students may be looking for ways to contribute to their community or enhance their experience and have a skill to contribute.
- There may be a girl within your Unit or an older Pathfinder/Ranger who would like to teach a camping session.
- Other Guiders who have a special talent or interest.

If you can't find a person to come in, look on the GGC website and Member Zone, search the Internet for information or check out your local library. All of these great resources can help you provide the programming girls want.

Typical Girl Guide programming

All great Guiding programs include activities related to:

- Community service – girls learn how to make a difference in their world
- Environmental awareness – increases girls' understanding of environmental issues and opportunities to make changes
- Camping and the outdoors – girls learn outdoors skills and about nature
- Worldwide Guiding – girls have an understanding of their connection to Guiding around the world
- Bridging – girls from other branches and Units meeting together to share the sisterhood of Guiding

Community Service

Community service is one of the keys of the Girl Guide Mission – to make a difference in the world. Some ideas for service are:

- Have the girls come up with ideas on how they can become better global citizens through service. It may be as simple as donating to a local food bank, singing for seniors, or donating used books.
- Girls can do a litter chase, plant a garden at your meeting place, or create a bird feeder.
- Girls can get involved by supporting a local charity; for example, by providing snacks, run a coat check or onsite babysitting.



Community service is an excellent way to build skills and abilities in girls and give them the opportunity to speak out, take action and provide service. Engage the girls in determining what community service project the Unit will participate in.

Environmental awareness

Environmental stewardship is a big part of the Guiding tradition. These activities can offer the opportunity to learn something new, to provide environmental service or, for older girls, to teach others.

Engage the girls in determining what environmental awareness activity you will participate in.

Camping and the outdoors

Camping (residential or in tents) is a great way to get together with your Unit. Camping provides girls with the opportunity to work together in a new environment, take on leadership roles, learn new skills and gather an appreciation for the outdoors. It's also part of what makes Guiding unique as an extra-curricular activity.



Each branch's program offers many opportunities for camping and the outdoors. As a Unit, or as part of a multi-branch camp, girls should be given the opportunity to participate in:

- **All branches** - two outdoor meetings that enhance an understanding of the natural environment
- **Sparks** – at least one overnight activity (sleepover, residential or tent camp)
- **Brownies** – at least two overnight camping activities lasting one or two nights each (residential or in tents)
- **Guides** – at least two camping activities lasting at least two consecutive nights each; at least one should be in tents
- **Pathfinders and Rangers** – at least three overnight camping activities, two of which are a minimum of two consecutive nights in a tent or other similar shelter

If you are not confident in your ability to take your Unit camping, ask around – there will often be a number of other Guiders who are willing to help you learn those skills or include you and your Unit in these activities. Girl Guides offers the Outdoor Activity Leadership training to train Guiders on camp planning and leadership.

STEM – Science, Technology, Engineering and Math

Doing STEM activities gives girls confidence in areas that have traditionally been considered only for boys. Women have made tremendous contributions in these areas and GGC can play a role in encouraging girls in this direction.

A number of science museums offer science and technology sleepovers. As well some universities offer programs in which students will come to your Unit and provide programming, for example “Let’s Talk Science”



Worldwide Guiding

Girl Guides of Canada is part of the World Association of Girl Guides and Girl Scouts (WAGGGS). Canadian Members have 10 million Guiding friends and sisters in 145 countries around the world. This provides opportunities for our Members to build an understanding and respect for people living in other countries and cultures around the world. A great way to explore this theme is by focusing on WAGGGS Member countries. By learning about girls and women around the world, girls can take action in their own communities and grow into engaged global citizens.



Girl Guides and Girl Scouts around the world celebrate the shared birthdays of our founders Lord and Lady Baden-Powell on February 22 each year. This special day is called World Thinking Day and is a time for WAGGGS members to reflect upon their Guiding sisters in other countries and a common theme designated each year by WAGGGS.

Units are encouraged to participate in World Thinking Day and Guide-Scout Week celebrations by holding special activities and focusing meeting time on other countries. At the same time, Members are encouraged to raise and donate money to the Canadian World Friendship Fund to support Girl Guiding and Girl Scouting around the world.

Bridging: getting together with other branches

Bridging is the term to describe different branches and Units getting together for meetings, camps or special events. Bridging benefits girls by:

- giving younger girls the joy of being with and learning from older girls
- giving older girls the opportunity to practice their leadership skills with younger girls
- giving girls the opportunity to learn about and look forward to the next branch of Guiding

Guiders and girls should work together to create different opportunities during the Guiding year to share in the sisterhood of Guiding.

Girl protection

As someone who works with children, you may become aware of a child in need of protection from abuse. When this happens **you have a legal obligation to report to child protection authorities**. See appendices: *What to do if you suspect a girl Member is being abused* and *Protecting yourself from allegations of abuse*

What is child abuse?

Child abuse can be defined in many forms such as physical, sexual or emotional ill-treatment and/or neglect, which result in harm to a child's health, development or dignity. Abuse most commonly appears against children and youth as a misuse of power and/or breach of trust.

What are the forms of child abuse?

In general, there are four major types of child abuse, outlined as follows.



Neglect:

Neglect is the chronic inattention to the basic emotional and physical needs of a child, such as clothing, shelter, nutrition, education, hygiene, and/or medical care. Although this form appears to be less urgent than other forms of abuse, neglect should not be ignored as it can have long-term psychological effects.

Emotional

Emotional abuse is the chronic attack on a child's self-esteem, which can lead to the destruction of the child's self image. Name calling, threatening, ridiculing, berating, intimidating, isolating or ignoring the child's needs are examples of emotional abuse. Setting an unreasonably high performance goal in athletics or academics, and belittling a girl when she does not achieve this level may also be considered emotional abuse.

Physical

Physical abuse is the use of physical force, resulting in non-accidental injury. This includes beating, slapping, hitting, pushing, shaking and burning. Among the results of physical abuse are bruises, burns, welts, fractures dislocations and black eyes. Physical abuse is a misuse of power and a loss of control by the adult.

Sexual

Sexual abuse is the misuse of power by someone who is in authority over the child, for the purposes of exploiting the child for sexual gratification. It includes sexual touching, exposing a child to sexual materials, intercourse, incest and exploiting a child for pornography or prostitution. Sexual activity between children may constitute sexual abuse if the difference in ages between them allows the older and more powerful child to take sexual advantage of the younger.

When you joined Girl Guides of Canada you were provided with our Girl Protection procedures. They are also available on the [Guider Resources](#) section of the GGC website.

Guider training

Guiders are dedicated to helping girls and young women develop their potential, and Girl Guides of Canada is dedicated to helping you develop your skills and competencies.

Because training teaches you new skills, energizes you for the year ahead and gives you the support you need for your volunteer position, Girl Guides of Canada also offers its own subject-specific training and recognizes training from outside organizations. It is also recommended that Guiders take current first aid training and at least one Guider Stream or Outdoor Activity leadership training from Girl Guides of Canada.



Appendices

Best practices for girl programming

A handy checklist to keep track of your Guiding year!

As you partner with the girls and Guiders to plan your year and complete fun, engaging and safe activities, this checklist can be used to help you keep track of some of the best practices for girl programming.



Unit program planning

- Plan a wide variety of activities that have a clear purpose and are girl-centered, creative, fun and age-appropriate – and that girls want to do.
- Use the Guider handbook and/or the girl program book to help you plan your weekly meetings.
- Use Safe Guide as a planning tool to help you plan program and other activities that are safe, fun and adventurous.
- Make short term and long term plans to help you with meetings and outings happening in the current month and those happening over the course of the year.
- Build in opportunities to recognize girls' achievements through ceremonies and badge presentations.
- Find creative ways to build physical activity into every meeting.
- Connect with community members so that you can use external resource people to build excitement and expertise into programming.
- Ensure all meetings and events respect cultural, spiritual, physical or ethnic diversity.

Girl leadership development

- Ensure the meeting space is a safe space for all girls to learn, grow and try new things.
- Provide girls with the opportunity to be involved in decision-making and planning as much as possible.

Mission, Vision, Values, Promise and Law

- Ensure that weekly meetings reflect the Values of Girl Guides of Canada.
- Ensure that the Promise and Law are integral parts of regular meetings.
- Build traditional opening and closing songs and ceremonies into events and meetings.
- Celebrate Thinking Day during the week of February 22, community or cultural celebrations, birthdays and seasonal events.

Community service

- Participate in at least two community service projects during the Guiding year.



Environmental awareness

- Participate in at least one environmental awareness activity during the Guiding year.

Camping and the outdoors

- Participate in two outdoor meetings that enhance an understanding of the natural environment.
- Participate in camping activities relevant to the branch.

Worldwide Guiding

- Provide opportunities to learn about WAGGGS, our Guiding and Scouting sister organizations and the World Centres.
- Build international program challenges from WAGGGS and GGC into regular programming.
- Provide Pathfinders, Rangers and Extra Ops with information regarding international and national travel opportunities.

Bridging: getting together with other branches

- Participate in at least one activity with other branches.
- Participate in one activity with girls in the next branch of Guiding (i.e., Guides with Pathfinders)

Guiding in the community

- Provide at least one activity that involves the girls connecting with their community.
- Participate in both annual cookie campaigns.

Membership and retention

- Provide at least one activity to increase membership (e.g., participating in the One More Girl Wonderful challenge).
- Ensure all girls feel accepted in the Unit and in Girl Guides of Canada.

Administration

- Maintain girls' progress records.
- Keep your personal and Unit iMIS profiles up-to-date.

Family involvement

- Provide opportunities for family involvement.
- Ensure regular communication with family.

Guider training

- Take training including Orientation to Guiding and Safe Guide in first six months (mandatory), current first aid training, and at least one Guider Stream or Outdoor Activity Leadership.
- Make positive use of resource people when a topic is beyond your expertise or the training available from Girl Guides of Canada.
- Make positive use of resource materials (books, manuals, videos, GGC website).



What to do if you suspect a girl Member is being abused

Legal responsibility:

You have a legal responsibility to notify your local child protection agency or the police when you suspect that a child is in need of protection.

Girl protection adviser:

Your provincial girl protection adviser can provide advice on how to proceed or to discuss your concerns. Her name and contact information is available from your provincial office. Contact information for the provincial offices is found on www.girlguides.ca under 'Join Us' and in the Appendices of Safe Guide.

If a girl comes to you with information:

- ***Believe the girl***

It is unusual for a child to imagine/make up stories of abuse.

Your relationship has allowed for this girl to open up to you – believe her.

- ***Listen openly and calmly***

Do not judge, voice opinions or show emotion other than trust and support.

Talk to the girl in an area that allows for private conversation but is within view of another Guider.

- ***Reassure the girl***

Let her know that you believe and trust her.

Do not promise that you will 'keep her secret'.

Assure her that you will try to get her the right kind of help.

- ***Write down the facts***

Write your notes as soon as possible, using the girl's own words.

Make your notes as detailed as possible.

Do not ask questions or try to clarify the details.

- ***Report to your local child protection agency or the police***

Reporting is to be done within 24 hours.

Confidentiality is essential. Do not discuss the situation with anyone else. Provide your fellow Guiders with only the information they require to understand the situation and support the girl in the Unit.

Complete and submit the GP.01 Form.

- ***Support***

Reporting abuse is never easy, even when you know it is necessary.

Remember that your girl protection adviser is available to provide support for you and other Guiders as requested.

From the Adult Member Support Procedures, Module 4: Girl Protection and Self-Harm. Contact your provincial girl protection adviser or membership@girlguides.ca for more information.

March 2011



Protecting Yourself from Allegations of Abuse

It is essential that your relationship with the girls and women you spend time with is based on mutual trust and respect. Your behaviour must demonstrate good personal judgment through both your actions and your words. You have a responsibility to help each girl you interact with feel good about her relationship with you and to express your good feelings about her in positive ways.

Touching:

- 'Good touching' is extremely important to our girls and should be encouraged. Being touched in positive and appropriate ways means "I like you" and "You belong here".
- Touching should be done only on areas of the body that are considered 'safe' or 'neutral'. These include shoulders, back and head (i.e. tousling of hair).
- Comfort a girl by extending your arm around her shoulder and giving a 'side-ways hug'.
- Always respect the personal space of the girl. Some girls are uncomfortable with any touch. Be alert to her verbal and non-verbal cues.

Showing acceptance:

- Show acceptance of all your girls through verbal encouragement and praise.
- Comment on their human qualities, rather than their clothing, appearance or possessions.
- Allow all your girls full opportunities to participate in all activities to the best of their abilities.

Being alone with a girl:

- Avoid any situation (including driving or travelling) where you are alone with one girl.
- When an ill or injured girl needs to be examined, maintain her privacy but examine her with another Guider present.
- Do not remove clothing from an injured girl unless essential for her well-being. This should be done by a health professional if at all possible.
- When a girl wishes to speak to you privately move away from others but stay within view of another adult.

Role modeling:

- Remember that you are a role model for the girls you work with and your behaviour is seen as the acceptable standard for adult behaviour.
- It is more important to be respected as an adult than to try to appear 'cool'.
- Do not appear inappropriately clothed around the girls. If you are changing at camp or at activities such as swimming, use proper discretion in your behaviour.
- In general, be cautious in any conversation with the girls around the topic of sex. Although these conversations may be appropriate in the right situation (e.g. program activities), avoid joking/teasing discussions about sexual behaviour. It is never appropriate to discuss your own sexual history or experiences.
- Language must be appropriate and 'clean'. Swearing or using sexual terms is not acceptable.

Always behave in a manner that someone watching from a distance would view as appropriate. Listen to your inner voice.

(Adapted from CCCY: Put the Child First Training Manual)

For more information, please see the *Adult Member Support Procedures, Module 4: Girl Protection and Self-Harm*, or contact your Provincial Girl protection adviser or email membership@girlguides.ca

March 2011



All About Planning

Guiding Year – Annual plan

Month	Date	Theme or Activity	Who is running it?	Planning Notes
BLOCK 1 Planning				
September				
		First meeting		Include parents
		Plan with the Girls – what do they want to do?		Brainstorming
October -Mint cookies sales begin		Planning camp/sleepover?		Ask for parent volunteers
		Enrolment		Invited parents
		Halloween		
November		Residential camp/sleepover?		
				Collect cookie money
December		Celebrations around the world		Multi-cultural - theme
BLOCK 2 Planning				
January				
		Winter theme meeting?		Skating at the rink?
February		Valentine's Day		Valentines for vets?
		World Thinking Day		With other Units
March		Swimming?		Book municipal pool in January
BLOCK 3 Planning				
March Continued		SCHOOL BREAK WEEK		
April -Spring cookies sales begin		Earth Day		
		Planning for camp/sleepover		Brainstorming
May Reminder about pre-registration				Collect cookie money
		Advancement		As a bridging event
June		Camp/Sleepover		



Weekly plan

Things to consider

- Use a variety of games and activities, including active games, quiet games, arts, crafts, stories songs and outdoor activities.
- Vary the core activities that you do week to week, but develop some regular rituals for opening and closing.
- Alternate quiet activities with energetic games.
- Main activity: usually 20-30 minutes
- Song/story: usually about 10 minutes.
- Girls like some predictability in their activities.
- Don't rush. It's better to really enjoy a few activities than to cram in too much.
- Remember to take part in the activity yourself.

Lead the girls, not the plan!

- Be flexible and adapt your plans to suit the circumstances. If it's cold in your meeting room, consider an active game to keep warm. If the girls are tired, try changing your plan to include a quiet game or story. Remember, the most important thing is that they have fun.

Weekly planning

DATE:

	Activity description	Who is leading it?	Program to be covered	Materials needed?	Time needed
Gathering					
Opening					
Activity 1					
Activity 2					
Activity 3					
Closing					