



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

PREPARED TO LEARN, PREPARED TO LEAD



USING THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD
TO CREATE AMAZING LEARNING EXPERIENCES



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CONTENTS

WHAT IS EDUCATIONAL PROGRAMME?.....	7
OUR PURPOSE	9
NON-FORMAL EDUCATION TODAY	13
THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD	17
Skills for the 21st Century.....	27
Seeing leaders, being leaders.....	28
Safe spaces for mistake making and risk taking	29
APPLYING THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD.....	31
Activity Templates	33
Learning to take action	38
WAGGS educational programmes.....	39
Leader workshop in a box.....	40
Before the workshop: “Ask the boy” – ask the girl	40
Workshop activity ideas.....	41

NOTE FOR LEADERS

As we celebrate World Thinking Day 2014, we celebrate the impact that Girl Guiding and Girl Scouting has on the lives of young people around the world. Can you imagine how many youth members have learnt new things in the last 104 years? Or how many volunteer leaders have given their time and energy to help young people develop life skills and confidence? Without the millions of dedicated volunteers who put Girl Guiding and Girl Scouting into practice, our unique and powerful approach would not be making a difference in the world. Thank you!

As World Thinking Day 2014 focuses on the importance of education, it is a great opportunity to think about the contribution the Guide and Scout Movement has made to youth learning outside of the classroom through our unique educational method, created by Baden Powell and strengthened by over 100 years of use around the world. Yet today's world is very different to the world when Scouting was born. We need to be sure that what we offer is relevant and exciting for young people and creates opportunities for them to develop the skills and understanding they need to thrive in a complex and quickly changing world.

Prepared to Learn, Prepared to Lead looks at the fundamentals of the Girl Guiding and Girl Scouting experience; its purpose and educational method. It offers a chance to reflect on how we apply this method to facilitate youth learning, to ensure the Girl Guide and Girl Scout experience is as fun, varied and relevant as possible, and truly puts young people in the lead.



USING THIS RESOURCE

If you care about how Girl Guiding and Girl Scouting contributes to the learning and development of young people, this resource is for you! Our educational method applies to Girl Guiding and Girl Scouting at all levels. Whether you work with a group of Girl Guides or Girl Scouts of any age and want to learn more about using the educational method to enrich their learning experiences, or if you review and develop educational programmes for your National Association, you will find useful ideas in this resource.

Prepared to Learn, Prepared to Lead explores how to facilitate youth learning using the Girl Guide and Girl Scout educational method through four chapters:



Our goal: the purpose of Girl Guiding and Girl Scouting

Before beginning a journey, we need a clear view of where we want to get to. This chapter reaffirms the purpose of Girl Guiding and Girl Scouting as a values based Movement in the 21st century, reflects on the evolution of the ideals that founded the Movement and connects our contribution as volunteers today to this purpose.



Our map: non-formal education today

This chapter briefly examines how the Girl Guide and Girl Scout educational method fits in the wider context of youth learning and development, particularly global perspectives on non-formal education. This helps us to understand how to learn from best practice, communicate our method to external audiences, identify others using related approaches, and increase recognition of our educational impact.



Our compass: the Girl Guide and Girl Scout educational method

Chapter three breaks down the Girl Guide and Girl Scout educational method as it is understood today, exploring the essential elements of impactful Girl Guiding and Girl Scouting. It also explores what a youth member's experience looks like when the method is being used successfully, and what impact to look for on their development journey.



Our journey: applying the Girl Guide and Girl Scout educational method

This chapter offers some steps you can take to strengthen the Girl Guide and Girl Scout experience. You will see examples of how these tools can be applied to your regular Girl Guide and Girl Scout activities, find ideas for how to share these tools with your volunteer team, and get a template for planning your own activities.

ADAPTING THIS RESOURCE

Your National Association may already have tools that explore the educational method used in both Scouting and Guiding. *Prepared to Learn, Prepared to Lead* is a supplementary tool which gives WAGGGS perspective on the Girl Guide and Girl Scout educational method, as a universal statement available for use and adaptation in all WAGGGS Member Organisations.

Look at any national resources you may have alongside *Prepared to Learn, Prepared to Lead*. You should see many parallels between the tools in their aims and key messages, although they may use different language to describe them. Identify the differences and reflect on where these differences come from; is it something that is unique to your national context? Are there ideas in *Prepared to Learn, Prepared to Lead* that could strengthen your approach? Which approaches create the most empowering and relevant learning experience for your group members?



WAGGGS always wants to hear more about the learning experiences offered by Girl Guiding and Girl Scouting around the world. If you would like to share your resources, approach or thoughts on the educational method, please get in touch through the WAGGGS website, www.waggs.org or email education@waggs.org

WHAT IS EDUCATIONAL PROGRAMME?

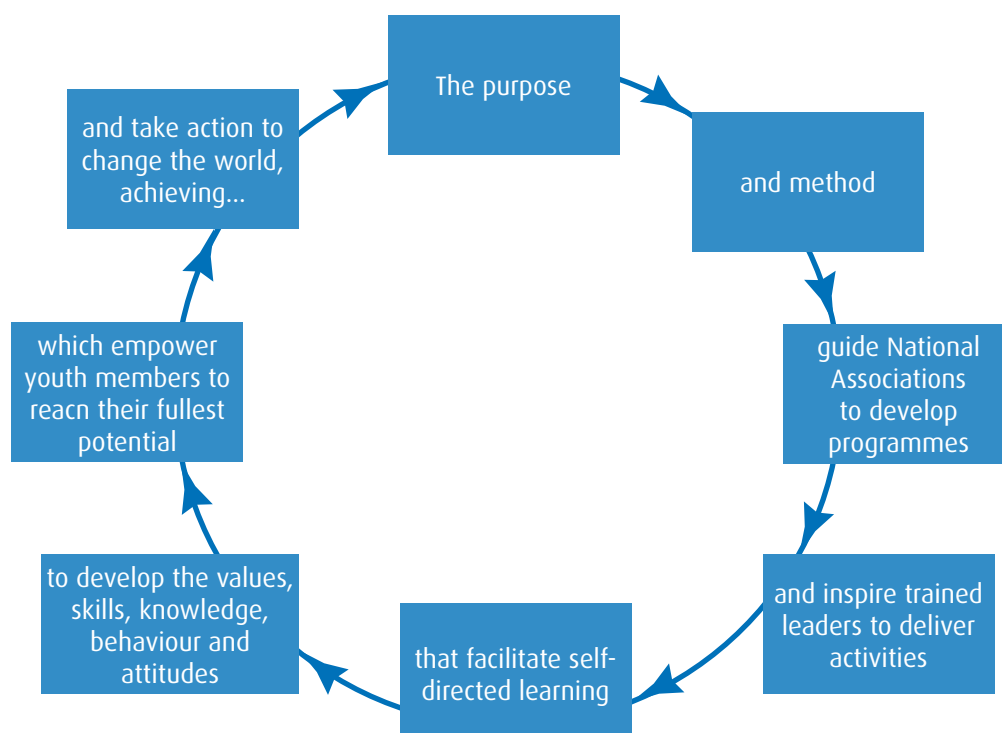
In Girl Guiding and Girl Scouting, educational programme has three aspects:

- What youth members do (the activities)
- How they do it (the Girl Guide and Girl Scout educational method)
- Why they do it (the purpose)

Seen on their own, the activities young people enjoy in Girl Guiding and Girl Scouting are not unique. They could probably have similar experiences with other youth groups or in other parts of their life. So what makes Girl Guiding and Girl Scouting special?

Good Girl Guide and Girl Scout activities create a link to the purpose and method of the Movement; this is what makes our approach unique. Connection to the purpose raises awareness of the wider world and nurtures active citizenship. Connection to the method creates self-directed learning spaces and empowers the small group and the individual. Youth members develop leadership skills and a sense of personal responsibility. It doesn't matter what topic or activity youth members are participating in; if the educational method is being applied effectively, they will be developing these skills and values.

By creating a self-directed, youth owned learning space that inspires young people to develop and act on shared values, Girl Guiding and Girl Scouting doesn't just tell young people they can make a difference - they learn it by experiencing it. Across the world, the shared purpose and educational method of Girl Guiding and Girl Scouting is what creates the shared identity of the Movement.





OUR PURPOSE

“Ours is a circle of friendships united by ideals”
(Juliette Gordon Lowe)

Ask a leader about the characteristics of Girl Guiding and Girl Scouting, and you will get many answers.



OUR PURPOSE

Then ask what the purpose of Girl Guiding and Girl Scouting is. The answer can be shaped in many different ways but will have a simple, shared message at its core - contributing to the development of young people, so they can make a difference in the world.

The characteristics of Girl Guiding and Girl Scouting change as you travel around the world. The purpose, and the method used to fulfil it, look very similar from country to country. They are part of the shared identity of Girl Guiding/Girl Scouting.

For WAGGGS, the purpose is captured in our Vision:

“all girls are valued and take action to change the world”

and Mission:

“to enable girls and young women to develop their fullest potential as responsible citizens of the world”.

WAGGGS’ mission is one of personal development and citizenship education, as Baden Powell intended. In 1922, he said:

*“if we are to bring about the end of the reign of fear and to have peace in the world the remedy will lie...in the education of the on-coming generation to international goodwill”.*¹

By this time, Baden Powell had spent over a decade developing his ideas on how the Movement could create a better world. It was an era of great uncertainty and conflict. He had travelled widely and seen first-hand the need for tolerance, an appreciation of diversity, communication and collaboration. By educating as many young people as possible in these values of citizenship, he imagined a Movement that really could make the world a better place.

¹ *Education in love in place of fear*, 1922, Baden-Powell

Girl Guide and Girl Scout values - helping to build a better world

The development of a young person's value system is fundamental to their personal growth. If they grow up to live by a value system which encourages inclusive and active citizenship, it also offers the best chance of long term, peaceful coexistence for our global community. These shared values, not tied to any one religion, culture or society, are the heart of the Movement's purpose and the foundation of the educational method. With increasing globalisation and in a world still struggling with many different forms of conflict, they are more relevant than ever. It is up to modern Girl Guide and Girl Scout leaders to put them first in every aspect of the youth programme.

WAGGGS' core values were laid down in the original promise and law. Understood today, and in the context of Baden-Powell's educational approach, we can define them as:

INTEGRITY. Living honestly by your value system, with self respect and self worth. Taking responsibility for your development and actions.

CITIZENSHIP. Active and informed members of the community who respect others, appreciate diversity and contribute to making a positive difference in the world.

SPIRITUALITY. Acknowledgement and development of personal beliefs.



How can you bring these values to life in your Girl Guide or Girl Scout programme?



Which activities can you use to give youth members a chance to practice and explore these values?

Baden Powell - education innovator?

Baden Powell designed Scouting as an educational system with a clear purpose; to develop personal resilience and the values of global citizenship. The core of his educational method was self-directed learning:

“The secret of sound education is to get each pupil to learn for himself instead of instructing him by driving knowledge into him in a stereotyped system”².

He also recognised that young people learn best when the learning offered is relevant to their lives:

“Dr Montessori has proved that by encouraging the child in its natural desires, instead of instructing it in what you think it ought to do, you can educate it on a far more solid and far-reaching basis. It is only tradition and custom that ordain that education should be a labour”³.

Scouts learnt new skills, but it was the impact on character development that mattered most to Baden Powell;

“the Scout Movement encourages self-development on the part of the individual from within...the aim of Scouting is to develop...personal character and initiative as a first step”⁴.

These principles can still be seen at the forefront of education theory today. Sugata Mitra from India was awarded the 2013 TED prize for his work in India on self-organized learning environments (SOLE). Whilst SOLE involve technology in a way Baden Powell couldn't have imagined, they are still based on the principle of self-directed learning, with encouragement – not instruction – from adults. Creativity and social and emotional learning are increasingly recognised as key skills for young people; they are skills which Girl Guiding and Girl Scouting develops intuitively by using our educational method.

Baden Powell was a progressive thinker, influenced by the ideas of alternative education innovators of his time such as Maria Montessori. His educational ideas were radically progressive compared to the accepted thinking of his era.

Sometimes, history and heritage can encourage us to cling to traditions and practices that are no longer effective. Baden Powell's approach demonstrates a strong sense of the fundamental purpose itself progressive and inclusive in its world view, and innovation and openness to change, in how that purpose is achieved. Innovation is part of the Movement's heritage.

As modern Girl Guide and Girl Scout leaders, can we challenge ourselves to be educational innovators?

Learn more about SOLE by searching for Sugata Mitra on www.ted.com

Explore different approaches to learning and social change from around the world at www.infed.org

² Headquarters gazette, January 1912

³ Robert Baden-Powell manuscript circa 1913-14 quoted by Jeal 1989: 413

⁴ *The Times*, 14th July 1918

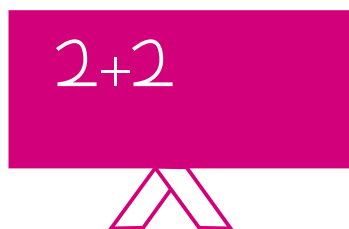


NON-FORMAL EDUCATION TODAY

If asked to describe the WAGGGS educational method to someone who had never heard of the Movement, a good place to start would be to place it in the context of non-formal education (NFE). This well recognised approach to education was once used as an easy way to describe learning that happens outside of the classroom. Today, as new learning approaches, opportunities and spaces open up, it's more helpful to see non-formal education as sitting on a continuous line between extremes of formality and informality:



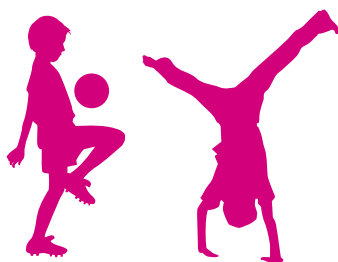
Formal education



schools and academic institutions, standardised progression and testing, teachers delivering knowledge to pupils, aiming for a set level of knowledge/understanding on pre-fixed topics.

Non-formal education

planned learning but participatory methods, trained leaders, uses a range of varied activities, space for individual development towards personal targets



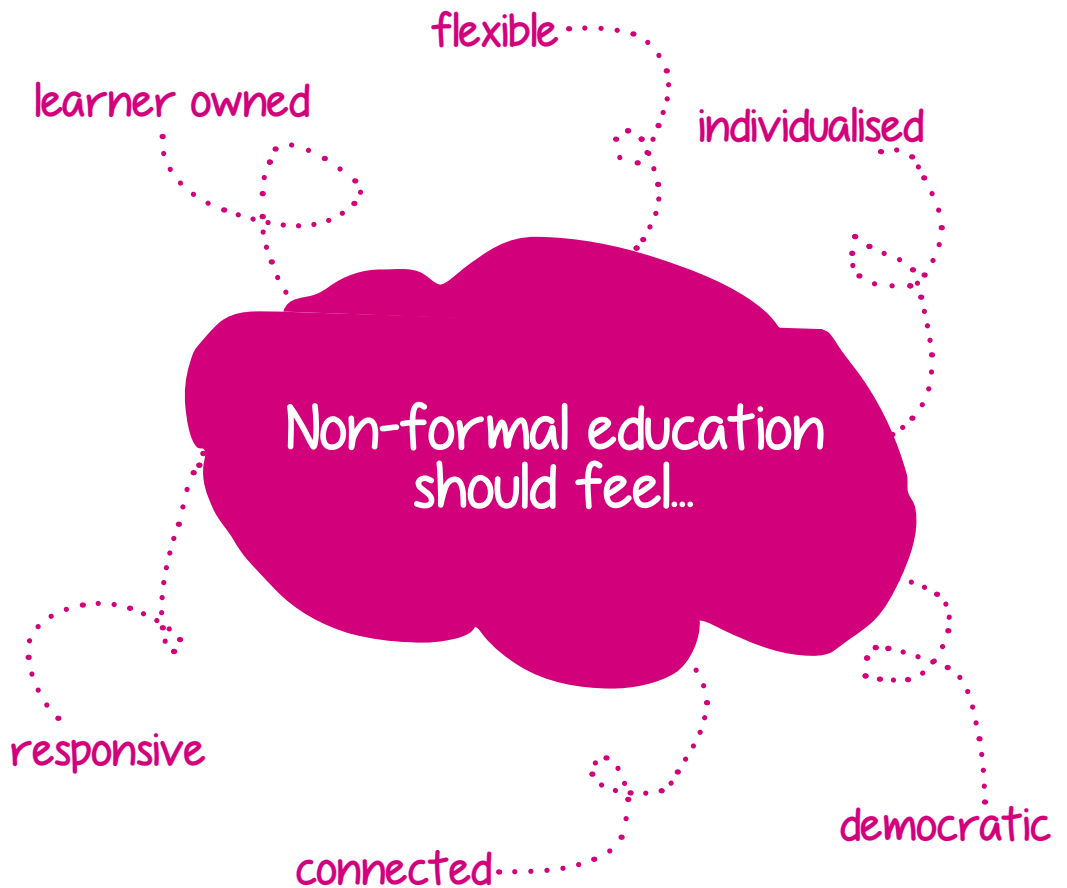
Informal education

learning that happens without planning, as a natural part of life and through interaction with family, peers and role models.

NON-FORMAL EDUCATION TODAY

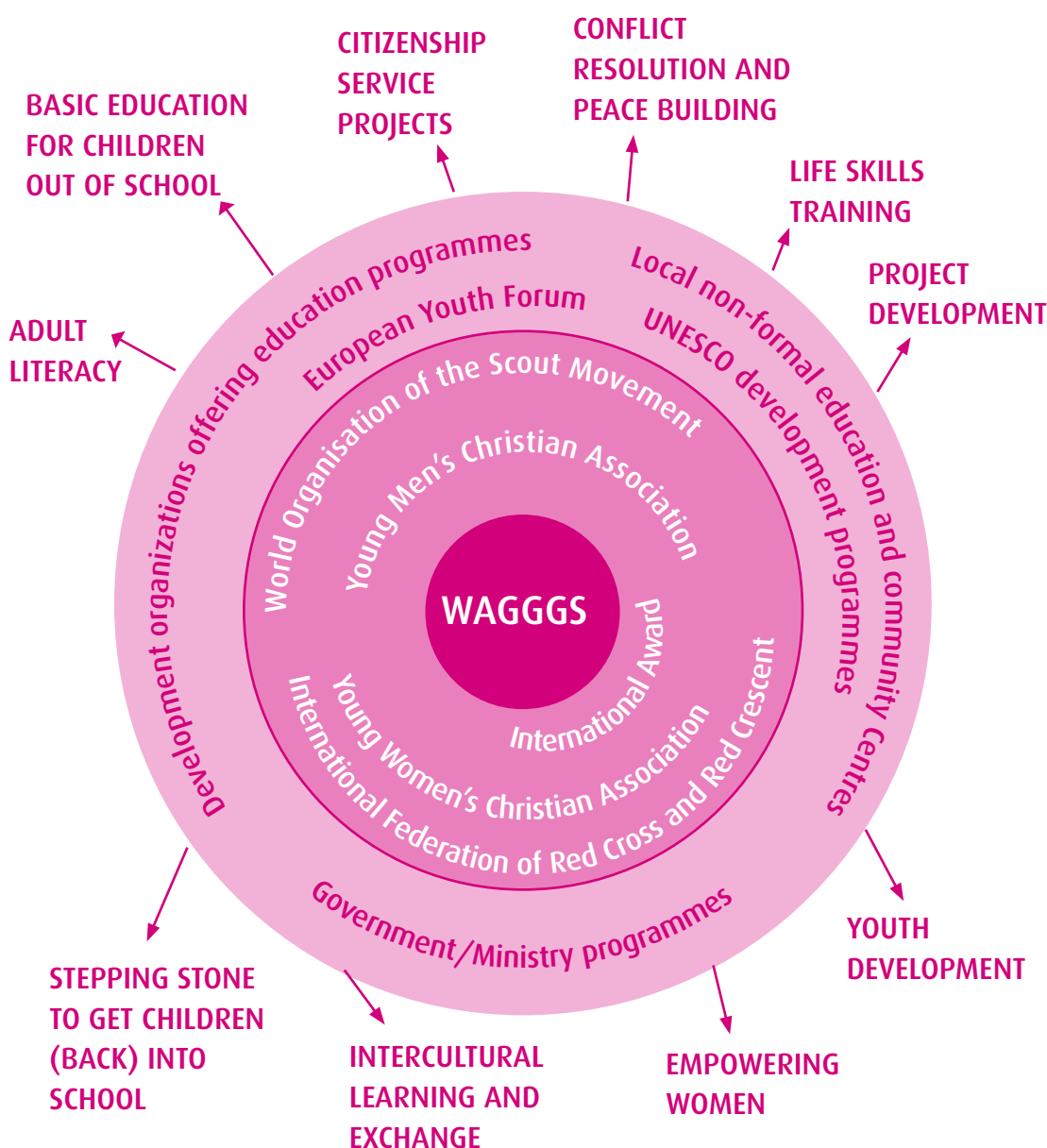
Learning can happen in any space, at any time, and takes place throughout our lives. Non-formal education makes up an important part of lifelong learning opportunities, and it also encourages a culture of lifelong learning by giving the individual ownership over what, and how, they learn. This sense of ownership and responsibility motivates young people to “learn to learn”; a vital skill to empower them to grow and develop in a changing world.

To encourage empowering, self-directed learning, it's essential that non-formal education should take a “bottom up” approach. It's possible to use certain non-formal approaches like games, dialogues or participatory activities, and still deliver a top-down programme where leaders make all the decisions about the content and goals, direct the conversations and control the materials and outcomes. Such a programme might **look** like non-formal education, but it wouldn't **feel** like non-formal education, and wouldn't empower the learner.



Non-formal education around the world – who and why?

Non-formal education can effectively adapt to a huge range of contexts, and the range of organisations and situations where non-formal education is used is equally diverse, from small scale local activities to international charities and institutions. It's a powerful tool when working with young people; WAGGGS is one of the six largest international youth organisations, known as the Big Six, all of which use non-formal educational methods to contribute to positive youth development. Yet it works equally well with adults and is often used to achieve quite specific goals, such as developing literacy skills. Here are some examples of non-formal education providers, and some of the common goals they use non-formal education to achieve:



WAGGGS' definition of non-formal education can be applied in any learning space, from group meetings to leader trainings. It draws on the approach of the United Nations, NGOs and educational institutions, and the research and practices of non-formal education experts and trainers.

WAGGGS DEFINITION OF NON-FORMAL EDUCATION

Non-formal education is a planned programme of personal and social education designed to improve a range of competencies, outside formal educational structures.

Girl Guide and Girl Scout non-formal educational programmes should:

1. Have identified learning objectives
2. Engage the learner through a varied range of activities
3. Be accessible and inclusive
4. Promote voluntary, learner centred, participation
5. Support each individual's learning pathway and learning styles
6. Be implemented by trained leaders
7. Have a process for monitoring and evaluation



Could you use this definition to describe the Girl Guiding and Girl Scouting you offer?

THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

IN THE 2013 INTERNATIONAL DAY OF THE GIRL SURVEY, EDUCATION AND GIRL GUIDING OR GIRL SCOUTING WERE THE MOST SUCCESSFUL INITIATIVES IN SUPPORTING GIRLS AND YOUNG WOMEN TO REALISE THEIR LEADERSHIP POTENTIAL.

WAGGGS uses a unique model of non-formal education to support the development of girls and young women, called the Girl Guide and Girl Scout educational method. Because we work with young people over a broad age spectrum - from five to 25 years old on average - and because the Girl Guiding and Girl Scouting experience works best when young people interact as much as possible with the wider world our educational method is purposefully shaped to work in very different contexts and fit almost any activity or learning need. Its five points stimulate the peer exchange, sense of ownership and connectedness that enrich any learning experience and make it more effective.

As leaders, there is one essential approach we can take to ensure relevant, high quality Girl Guiding and Girl Scouting. **Step forward to facilitate the method and keep it alive in your group. Then step back as much as possible!** The method creates the frame for the programme experiences, and empowers youth members to fill it with activities they find relevant and exciting. If your programme choices are made by leaders instead of youth members, you find your group repeating the same activities many times, or there is a lack of ownership in the group for their experience, it may be that your volunteer team is focusing on planning activities and that the educational method is not being fully used.

The Girl Guide and Girl Scout educational method has FIVE essential elements:



THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD



THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

1) LEARNING IN SMALL GROUPS

Peer groups have a big impact on our values and decisions. Working positively in small groups creates a sense of belonging. We learn to support each other, to negotiate and make democratic decisions, to assert our needs and opinions, and to solve problems. Learning to work effectively with others, and to be empowered in a group situation, helps us to reach our potential.

What it looks like:



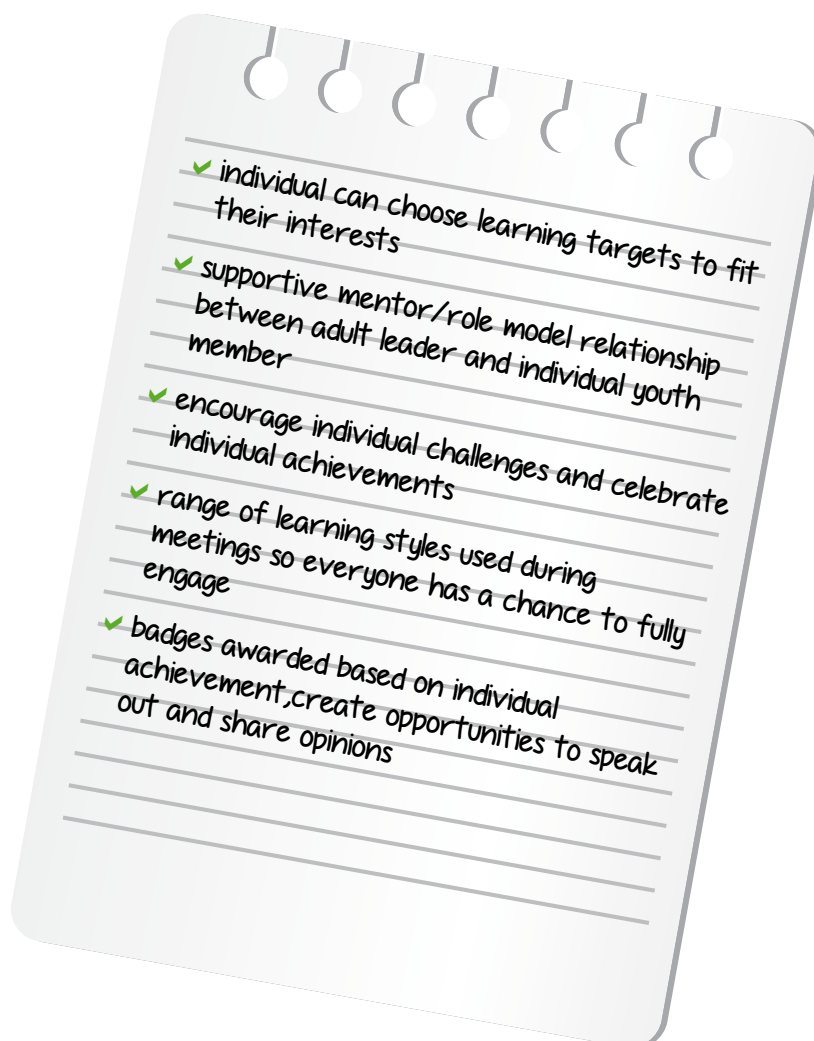


THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

2) MY PATH, MY PACE

We all learn in different ways and find inspiration in different places. Girl Guiding and Girl Scouting values each individual within a group by giving choice around what, and how, they learn. Youth members take the lead in choosing and planning activities, leaders facilitate a wide range of activities to engage different learning styles, and individuals aren't pressured to reach a set standard. Programmes encourage them to celebrate their personal development over time and set their own, age appropriate goals, leaving them free to take risks, make mistakes, and explore their learning journey at their own pace.

What it looks like:





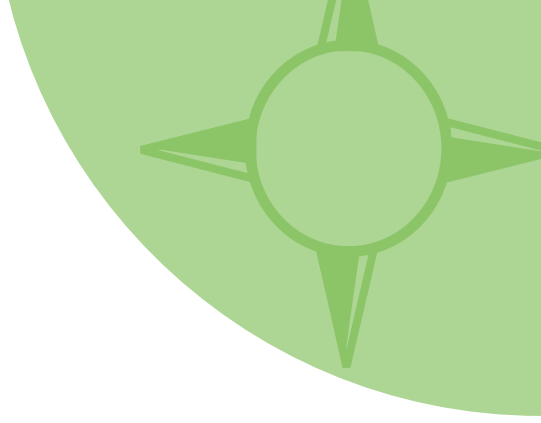
THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

3) LEARNING BY DOING

At the heart of non-formal education is learning through real experiences. Youth members learn in a hands-on way, actively engaging with learning through challenges, experiences, games, projects and experiments. Humans are natural learners when they are motivated. Learning by doing enables youth members to connect their experiences to their own lives, empowering them to self-direct their learning and keep it relevant.

What it looks like:

-
- ✓ youth members experience learning first hand
 - ✓ take part in challenges and problem solving activities
 - ✓ regularly take part in projects
 - ✓ learning goals set for most activities
 - ✓ reflection time and discussion after activities to process the learning
 - ✓ follow-up opportunities to practise learning and share with others
 - ✓ outdoor challenges and confidence building
 - ✓ encourage group members to teach each other new skills



4) CONNECTING WITH OTHERS

Learning doesn't happen in a vacuum. Youth members learn to trust and respect the adult volunteers who support them by role modelling empowering leadership and facilitating their decision making. They are challenged to connect with people of different ages, genders, cultural and social backgrounds as part of their Girl Guiding and Girl Scouting programme.

What it looks like:





THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

5) CONNECTING WITH MY WORLD

We learn most from the world around us, and Girl Guide and Girl Scout programmes take advantage of the diverse learning spaces on offer. Youth members reflect on what it means to be a global citizen by undertaking community projects and speaking out on issues they care about. To understand how to protect their environment, youth members need to form a deep and lasting connection to it, and outdoor adventures are an essential component of all great programmes. Youth members are challenged to adapt their learning so they can thrive in different environments, and to nurture the communities and environments they care about.

What it looks like:

- 
- ✓ group regularly meets in different spaces
 - ✓ trips into natural and urban environments
 - ✓ connect with other charities and youth organisations
 - ✓ learn about different environments and how to survive in them
 - ✓ taking action in the community
 - ✓ environmental survey of meeting place
 - ✓ speaking out on issues they care about
 - ✓ learn about local community
 - ✓ interested in global issues, learning about the wider world
 - ✓ visit a World Centre
 - ✓ international activities and trips
 - ✓ try WAGGGS e-learning courses (<http://GLOW.waggs.org>)

LEARNING GOALS

By using learning goals for your activities, you can keep track of the learning opportunities your programme provides, and evaluate whether your group members are reaching these learning goals. **Setting a learning goal is easy. Complete the sentence: “as a result of this activity, youth members will learn...”** If you can’t identify anything they will learn, or if the learning doesn’t fit well with the purpose of Girl Guiding and Girl Scouting, consider how to adapt or replace the activity. When planning activities, check you understand the learning goal the activity should achieve. Encourage youth members to identify learning goals for themselves when planning an activity, and always make the learning goal clear before ending an activity, to give group members a chance to reflect on whether it has been achieved or not.

HOW CAN YOUTH MEMBERS DEVELOP THEIR FULLEST POTENTIAL?

The WAGGGS educational method goes beyond non-formal education, creating an approach that is flexible enough to work at all ages and stages of a Girl Guiding/Girl Scouting experience, and intuitively creates an environment where youth members can develop their confidence, practice their leadership skills and take ownership of their own learning journey.

Girl Guide and Girl Scout programmes create a safe space for the whole young person to grow. By having the chance to develop in different ways, they will develop **intellectually, physically, socially, emotionally, morally and spiritually** through age appropriate activities. They will be challenged to see themselves as leaders, and develop the **skills, values, knowledge, behaviour and attitudes** to take the lead in the wider world.

LEARNING ACROSS THE AGES...

The WAGGGS educational method works differently depending on the age and experience of a group, but all ages can experience the WAGGGS educational method in a form that is adapted to their needs and capabilities. For example, seven year olds would not be able to take full responsibility for planning a community project. However, they would be able to express opinions on ways they would like to engage with the local community, make choices about the activities they want to do and take responsibility for simple preparations.

As children grow up, they develop and change intellectually, socially, emotionally, morally and spiritually. To create the most supportive and effective learning environment where youth members can feel really connected to each other, Girl Guiding and Girl Scouting divides its programme into age sections. In general, an age range of approximately four years can give a group a creative balance of diversity and common ground in the development and experience of the individuals in the group.



THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

As group leaders, it is important to adapt our activities to reflect how children and young people in the group behave, feel and think. This table gives a brief description of general age characteristics – of course, all children are unique and develop differently! You can use this as a helpful starting point when thinking about the group as a whole, and getting to know the individuals within it.

AGE	SOCIAL & MORAL	EMOTIONAL & SPIRITUAL	INTELLECTUAL	PHYSICAL
5-6	Likes to be first and has need for praise. Enjoys group play when groups tend to be small. Seeks individual relationship with responsible adult.	Restless and may have difficulty in making decisions. Greatly excited by anything new.	Will contribute to guided group planning. Conversation usually concerns own experience and interests. Curiosity is active and memory is strong. Identifies with imaginary characters.	Ties simple knot in string after demonstration. Has good balance and rhythm. Good supply of energy.
7-9	Learning to stand up for own rights. Able to be on her own. Able to be fairly responsible and dependable. Increasing interest in activities involving challenges and adventures.	Wants to be more independent. Can give and take criticism in her own group.	Learning to evaluate the achievements of self and others. Becoming more realistic and less imaginative. Beginning to have a strong sense of right and wrong. Able to make up her own minds and come to decisions.	Needs and enjoys much activity. Can over-exercise. Whole-body movements are under better control. Interested in games requiring coordination of small muscles (like arts and crafts).



THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

AGE	SOCIAL & MORAL	EMOTIONAL & SPIRITUAL	INTELLECTUAL	PHYSICAL
10-12	<p>Friends are becoming even more important.</p> <p>Creates her own moral codes and rules with her close friends.</p> <p>Interest towards the reasons behind each decision and any exceptions of the rules that are not applied to adults.</p> <p>Interested in social problems in a basic way and likes to take part in discussions.</p> <p>Team spirit is very strong.</p> <p>Increasing identification of self with other children of own gender.</p>	<p>Increase in self-direction and in a serious attitude toward work.</p> <p>Beginning to have a fully developed idea of own importance, self-respect and how other encounter her (especially peers).</p>	<p>Can carry on individual intellectual responsibilities.</p> <p>Able to discuss problems and to see different sides of questions.</p> <p>More use of reflective thinking and greater ease of distinction.</p> <p>Begins to understand cause and effect.</p> <p>Learning by doing becomes an important way of preserving knowledge.</p>	<p>Loves outdoor exercise play.</p> <p>Physically active and likes to rush around and be busy.</p> <p>Willing to work hard at acquiring physical skills and wants to excel physically.</p>
13-15	<p>Group achievement is important - willingness to put the team first emerges.</p> <p>Social confidence growing, looking for extremes and may show an overconfident attitude.</p>	<p>Concerned with achievement, experiences, feelings of accomplishment, receiving recognition.</p> <p>Opinions of group become more important than those of adults.</p>	<p>Has continued interest in ideas, ideals, values, social issues.</p> <p>Begins to understand deeper the complex nature of many social issues</p>	<p>Enjoys physical activity.</p> <p>Not that excited to undertake passive roles.</p> <p>Enjoys team games, but also begins to enjoy the most competitive games.</p> <p>Reasonably good coordination and strength; however the explosions in the physical development may limit the ability.</p>



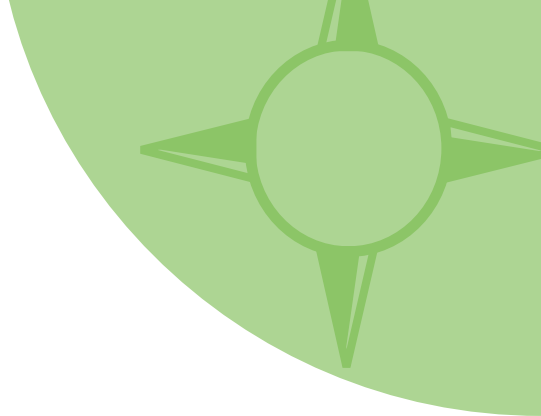
THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD



AGE	SOCIAL & MORAL	EMOTIONAL & SPIRITUAL	INTELLECTUAL	PHYSICAL
16-17	Peer-pressure is still present but begins to fade away. Using skills that can come from a group or independently.	Increasingly concerned and interested in movement towards independence. Becomes more herself, discovering her personality.	Shows well-established abstract thinking. Makes applications to own current and future situations and to broader issues (e.g., social concerns, academic studies). A stronger need of new way to see the world, but starts to develop her own position and reaction	Getting used to changes in body. Feels less and less clumsiness. The hormones begin to balance. Adolescence and sexuality feels less threatening.

For more information:

Wisconsin Child Welfare Training System, *"Effects of Abuse & Neglect: A Focus on Typical Development"*, <http://wcwts.wisc.edu/>
 Robert S. Feldman (1999) *"Development Across the Lifespan"*
 Piaget, J. (1967/1971) *The theories on Cognitive development*



THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

SKILLS FOR THE 21ST CENTURY...

IN THE VISION 2020 2012 EVALUATION REPORT, 88% SAY THAT GIRL GUIDING AND GIRL SCOUTING HAS HELPED THEM A LOT TO WORK IN TEAMS AND 81% FEEL MORE CONFIDENT ABOUT TAKE THE LEAD.

If Girl Guiding and Girl Scouting is to prepare young people for the lives ahead of them, we need a sound understanding of the skills they will need, not just today but in the future. There is a lot of discussion in the wider world on how to describe the most valuable skill set today, but one factor is clear – they must be skills which empower people to take the lead and deal with change. WAGGGS has identified six “C” skills that, together, enable young people to thrive in a rapidly changing world and empower them to live the life they want to lead.

CHARACTER

Self-aware and confident, we take initiative to set and achieve goals, both individually and by leading others.

CREATIVITY

We are creative thinkers and resilient problem solvers. We self-direct our learning to access, evaluate and apply information, and develop innovative solutions.

CITIZENSHIP

We are active in our local communities, and connected to the wider world. We want to take action to make the world a better place.

COMMUNICATION

We express our ideas confidently to different audiences, are good listeners and respond empathically to others.

COMMITMENT

We are committed to our own learning and development, and invest in it throughout our lives.

COLLABORATION

We are true team players, who understand how to work positively with people and care about diversity.



How much focus does your programme place on developing these skills?



THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

SEEING LEADERS, BEING LEADERS

IN THE 2013 INTERNATIONAL DAY OF THE GIRL SURVEY, GIRL GUIDE AND GIRL SCOUT LEADERS WERE IDENTIFIED AS THE SECOND MOST POPULAR ROLE MODEL FOR GIRLS AND YOUNG WOMEN, AFTER MOTHERS.

Developing leadership skills is an essential outcome of Girl Guiding and Girl Scouting. This doesn't mean that all youth members need to become high profile leaders. Leadership skills matter for everyone. They enable us to make decisions and take ownership in our lives, to be empowered and know how to interact with other people.

WAGGS believes that leadership is about empowering others. As volunteer leaders, you are influential role models. You can set a powerful example of empowering leadership. By having confidence in your group members, and having positive expectations that they will rise to the challenge of taking the lead, you will inspire them on their own leadership journeys. By taking a learning by doing approach, youth members will learn leadership skills through experiencing and practising taking the lead.

HOW CAN GROUP MEMBERS TAKE THE LEAD? By applying the educational method effectively, youth members of all ages can practise their leadership skills by making choices, expressing their opinions, cooperating with and supporting others, solving problems and taking responsibility. Try to create maximum opportunities for youth members to take the lead in an development appropriate way. Provide encouragement and support so they feel confident to challenge themselves.

**Why not let youth members take over a group meeting?
Give them time to plan what to do!**



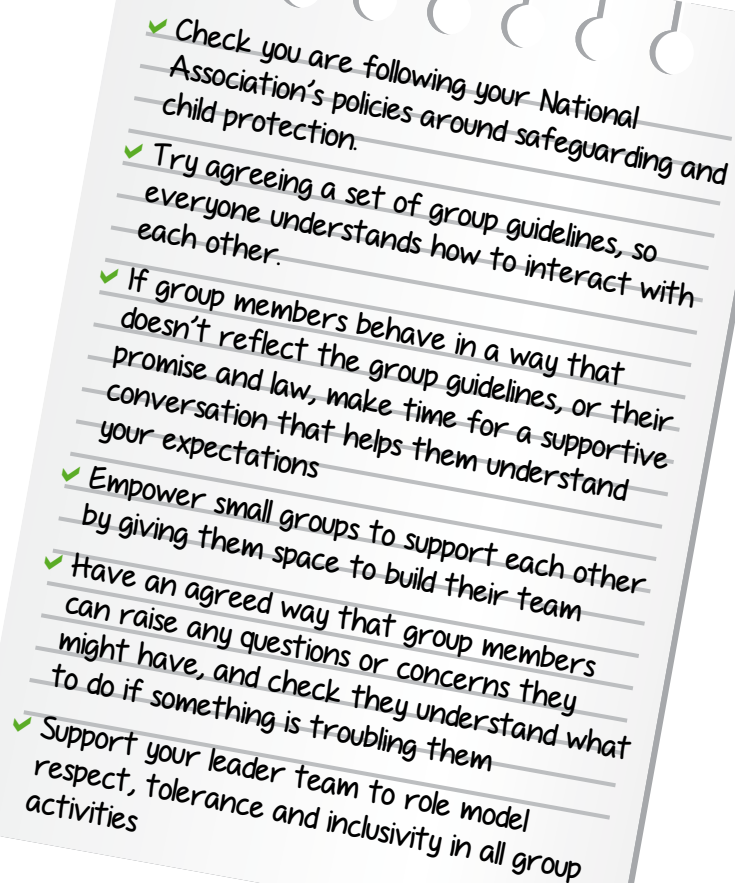
SAFE SPACES FOR MISTAKE MAKING AND RISK TAKING

IN THE VISION 2020 2012 EVALUATION REPORT, NINE IN TEN GIRLS SAY BEING A GIRL GUIDE OR GIRL SCOUT HAS, TO A LARGE OR MODERATE EXTENT, GIVEN THEM THE SKILLS TO TAKE ACTION ON ISSUES THEY CARE ABOUT.

Making mistakes is part of life. Learning not to be afraid of making mistakes, and how to recognise and correct them, is an important life skill. This is also true about taking risks. We learn best when what we are learning is relevant to our immediate needs. Learning is, after all, an essential survival technique. Being able to confidently assess risk, and being prepared to take manageable risks, empowers young people to get the most out of life. With high media coverage of childhood dangers and increase social consciousness on how to minimise risk, it can be difficult for young people to have the chance to test themselves and learn how to deal with risks. Girl Guiding and Girl Scouting can address this, creating the safe space and challenging opportunities to give young people the chance to experience risk.

Giving youth members the chance to make mistakes in a safe and supportive environment is an important part of learning by doing. For Girl Guiding and Girl Scouting, creating a safe space for children and young people to play and learn is critical.

There are lots of way to create a safe space with your group. Here are some ideas:

- 
- ✓ Check you are following your National Association's policies around safeguarding and child protection.
 - ✓ Try agreeing a set of group guidelines, so everyone understands how to interact with each other.
 - ✓ If group members behave in a way that doesn't reflect the group guidelines, or their promise and law, make time for a supportive conversation that helps them understand your expectations
 - ✓ Empower small groups to support each other by giving them space to build their team
 - ✓ Have an agreed way that group members can raise any questions or concerns they might have, and check they understand what to do if something is troubling them
 - ✓ Support your leader team to role model respect, tolerance and inclusivity in all group activities



THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD



How do you create a safe space in your group meetings?

GET ADVENTUROUS

How can you give youth members more chances to challenge themselves and take risks? Try using exciting activities, such as adventurous challenges and exploration of new environments, to stretch your youth members out of their "comfort zone" and into their "learning zone". It's experiences like these that keep young people excited to take part in Girl Guiding and Girl Scouting. Can you involve your youth members with choosing and planning activities like these?



How many of these activities has your group tried?



APPLYING THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

MAKING A DIFFERENCE

IN THE 2013 INTERNATIONAL DAY OF THE GIRL SURVEY, NEARLY 100% SAID THAT GIRL GUIDING AND GIRL SCOUTING HELPED THEM TO DEVELOP LEADERSHIP SKILLS AND 85% SHARED THAT GIRL GUIDING AND GIRL SCOUTING IS WHERE THEY HAVE THE MOST OPPORTUNITIES TO DEMONSTRATE THEIR LEADERSHIP SKILLS.

When the educational method is well used, the Girl Guiding and Girl Scouting experiences will deliver relevant learning that meets the needs of young people in your country today and makes a significant contribution to the vision and mission of WAGGGS.



APPLYING THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

INDIVIDUAL IMPACT

By using the Girl Guide and Girl Scout method, a unique space is created where learning is unlimited. Here are some examples of how the method can impact an individual's development:

by working in small groups
team skills, collaboration,
communication, relationship
building, friendships, supporting
others, decision making...



Learning by doing
confidence in own skills,
applying skills in real life
situations, prepared to make
mistakes and take risks,
adaptability and flexibility,
character, creativity...



My path, my pace
ownership of life
long learning journey,
commitment, how to make
choices, recognition of
personal achievement, own
strengths and challenges,
self-motivation...



Connecting with others
tolerance and inclusivity,
communication and collaboration,
appreciating diversity,
intergenerational working...



Connecting with my world
awareness of global issues,
motivation to take action
and influence issues,
connection with local
community, care for natural
environment, citizenship...



APPLYING THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

WIDER IMPACT

The impact of Girl Guiding and Girl Scouting is not only on the individual. Your national Association, by positively impacting so many young people, can bring about bigger positive changes in society, such as:

- Increased youth opportunities - education, employment, decision making
- Better health and well-being - physical, emotional, mental.
- Increased youth participation in society and decision making
- Gender equality and the empowerment of women
- Protected environments
- Stronger communities
- Social inclusion



What impact has Girl Guiding and Girl Scouting made in your local area?
Tell WAGGGS your story at www.waggs.org



How would you explain to a stranger the contribution Girl Guiding and Girl Scouting makes to our society?





ACTIVITY TEMPLATE

The template on the next page is a great way way to connect what you've learned about the Girl Guiding and Girl Scouting educational method with your own Girl Guides and Girl Scouts activities.

Use this template when planning any activity where you want to be confident it will meet a set learning goal, and check the activity applies the Girl Guide and Girl Scout educational method. To get you started, we've included two examples of how you might complete the template.

Remember, not all activities will use all the elements of the Girl Guide and Girl Scout educational method – that's fine! What matters is that a balance of the method is used across the programme you offer, and the variety of activities you offer create opportunities to develop a wide range of skills and knowledge that your youth members find relevant and interesting.





Example 1

ACTIVITY: COMMUNITY ACTION PROJECT	
 Age group	12 - 16
 Time needed	6 hrs plus running the project
 Learning goal	Group members learn that they can make a difference in their local community, and practice their project management and team skills.
 Instructions	<p>Plan and implement a project that makes a positive difference in your local community.</p> <p>See the change - identify the issue you want to address</p> <p>Plan the change - make your plans to tackle the issue</p> <p>Make the change - implement your plans</p> <p>Share the change - Evaluate your success, and spread the word in your community and to Girl Guiding and Girl Scouting around the world</p>
Which elements of the method are used, and how?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning in small groups - Everyone worked with the same NGO partner, but each small group chose a mini-project to focus on <input checked="" type="checkbox"/> My path, my pace - Each group member was encouraged to get involved with the aspects of the project they found most interesting or which gave them a chance to develop a skill they want in their lives <input checked="" type="checkbox"/> Learning by doing - Everyone learned how to create and run a project by going through the process. <input checked="" type="checkbox"/> Connecting with others - we worked with a local NGO, friends and family members got very involved with the project, we created a display and presented our project to the residents of the local hospice <input checked="" type="checkbox"/> Connecting with my world - The groups learned more about their local community and spent a lot of time engaging with local people. They saw positive change in the community as a result of their actions.
How does the method give youth members a chance to take the lead?	Each small group could identify an issue they cared about for themselves. This meant they were very motivated to act. Everyone was involved in coming up with ideas for the project, planning the actions and carrying them out. Each small group appointed a project leader who took responsibility for keeping the project on track.
How can you connect this activity to the values of Girl Guiding and Girl Scouting?	We discussed how the project could impact other people. By working in teams, group members practiced respect and support for each other, and taking responsibility for their contribution.







Look out for *Be The Change*, the WAGGGS toolkit for planning Community Action Projects! www.waggs.org





Example 2

ACTIVITY: FREE BEING ME ACTIVITY EVENING	
 Age group	7 - 10
 Time needed	1 hour
 Learning goal	Group members learn that there is not just one way to look beautiful, encouraging them to appreciate their bodies for what they can do instead of worrying about their appearance
 Instructions	<p>Complete session one of Free Being Me, WAGGGS' new activity pack on self-esteem and body confidence. Download from www.free-being-me.com. This session includes:</p> <p>Pot of Gold: a fun game where group members identify something special about themselves and share with the group</p> <p>The Princess List: By creating a list of common features used to describe princess characters in the media, group members understand that their society promotes a narrow definition of beauty</p> <p>Beauty around the world: A running game where group members learn surprising facts about how different cultures see beauty</p> <p>Free Being Me Gallery: a creative activity where group members celebrate appearance diversity and what their bodies enable them to do, rather than what they look like.</p>
Which elements of the method are used, and how?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning in small groups - worked in small groups to create list, meant everyone felt confident to speak up. <input checked="" type="checkbox"/> My path, my pace - the pot of gold and gallery activity emphasised that everyone is unique and encouraged group members to celebrate their strengths. <input checked="" type="checkbox"/> Learning by doing - the gallery activity gave group members the chance to practice body confident messages. <input checked="" type="checkbox"/> Connecting with my world - group members learnt about how beauty is seen around the world.
How does the method give youth members a chance to take the lead?	Group members made a shared decision about the Princess List by contributing and discussing their ideas. The whole session encouraged group members to speak up and share their views. We asked older group members to run the two games, and each small group planned how to present their gallery to everyone.
How can you connect this activity to the values of Girl Guiding and Girl Scouting?	We supported the discussions around how important it is for everyone to feel good about themselves, and our role as friends to care for each other.

BLANK TEMPLATE

 Age group	
 Time needed	
 Learning goal	
 Instructions	
Which elements of the method are used, and how?	
How does the method give youth members a chance to take the lead?	
How can you connect this activity to the values of Girl Guiding and Girl Scouting?	

BLANK TEMPLATE

 Age group	
 Time needed	
 Learning goal	
 Instructions	
Which elements of the method are used, and how?	
How does the method give youth members a chance to take the lead?	
How can you connect this activity to the values of Girl Guiding and Girl Scouting?	

APPLYING THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

LEARNING TO TAKE ACTION

IN THE 2011 WAGGGS ENVIRONMENT SURVEY, 85% OF RESPONDENTS SAID THEY HAD PARTICIPATED IN PRACTICAL ENVIRONMENT PROJECTS THROUGH GIRL GUIDING AND GIRL SCOUTING, RATHER THAN AT SCHOOL.

As the Girl Guide and Girl Scout educational method is so well placed to promote values, behaviours and attitudes as well as skills and knowledge, it is a natural fit with the development of active citizenship. WAGGGS uses a take action approach – that is, encouraging young people to get involved with community action projects, speaking out campaigns and education and awareness raising activities. By taking action, youth members learn active citizenship through experience and can use these skills to make a difference on issues that matter to them, throughout their lives.

Taking action also raises the profile of young people in the community and on national and global stages, and the youth members involved become peer role models to other young people, showing that their voices count and giving them the confidence to take action themselves. One of the issues WAGGGS speaks out about is the importance of non-formal education as a pathway to change, challenging governments, NGOs and the UN to give more recognition to non-formal education, and the voice of girls and young women, in their decision making processes.



Has your group ever spoken out on an issue that mattered to them?
What did they learn?

WAGGGS EDUCATIONAL PROGRAMMES

IN THE VISION 2020 2012 EVALUATION REPORT, 81% OF GIRL GUIDES AND GIRL SCOUTS SAID THEIR KNOWLEDGE OF GLOBAL ISSUES COMES, TO A LARGE OR MODERATE EXTENT, FROM GIRL GUIDING AND GIRL SCOUTING.

Working on topics that youth members care about is a great way to keep your educational programme relevant. WAGGGS offers a range of activity packs you can use as part of your programme. These are an interesting and fun way to explore global issues that affect girls and young women.

All WAGGGS activity programmes include a variety of activities and levels of challenge to make them suitable for young people aged from 5-25 years, and flexible approaches so they can be used and adapted to fit a wide range of social and cultural contexts.

DOWNLOAD THEM TODAY!

World Thinking Day activity packs

Each year, WAGGGS creates a new activity pack to celebrate World Thinking Day. Since 2009 these have focused on the Millennium Development Goals, exploring different goals each year:

2014: *“Education opens doors for all boys and girls”*

2013: *“together we can save children’s lives” and “every mother’s life and health is precious”*

2012: *“we can save our planet”*

2011: *“empowering girls will change our world”*

2010: *“together we can end extreme poverty and hunger”*

2009: *“stop the spread of diseases”*

All these activity packs can be downloaded here: www.worldthinkingday.org/en/activities10

Voices Against Violence

This non-formal education curriculum supports young people to:

- identify different forms of violence
- understand their rights
- Develop the confidence and leadership skills to speak out for their rights, and those of others

Learn how to take part in Voices Against Violence here: www.stoptheviolencecampaign.com

Free Being Me

This exciting badge programme aims to improve self-esteem and body confidence. Download the activity pack and leader guide from: www.free-being-me.com

Together we can change our world

This great badge programme contains over 100 exciting activities for young people to explore the Millennium Development Goals. www.waggs.org/en/take_action/activities/gatbadge

Games Go Global

This fun badge pack helps Girl Guides and Girl Scouts learn more about the olympic games. www.waggs.org/en/take_action/activities/gamesgoglobal

LEADER WORKSHOP IN A BOX

IN THE VISION 2020 2012 EVALUATION REPORT, 94% OF GIRL GUIDES AND GIRL SCOUTS THINK OF THEMSELVES AS LEADERS, COMPARED TO 49% OF NON-GIRL GUIDES AND GIRL SCOUTS

This section gives some helpful activities you can use to introduce some of the ideas from *Prepared to Learn, Prepared to Lead* to your leaders and volunteers. This is a great way to:

- Feel a connection between your local work and the global educational mission of the Girl Guiding and Girl Scouting Movement
- Build your team by inspiring them about the difference they can make through Girl Guiding and Girl Scouting
- Come up with new ideas to use with your group
- Develop your own thinking on youth learning

Before the workshop: “Ask the boy” – ask the girl

One of Baden Powell’s favourite answers when asked about good Scouting was “ask the boy”. The most important message leaders can hear is the opinion of their youth members – so gather yours up and use the answers to strengthen your volunteer team. Try questions like these – feel free to add your own - and encourage your group members to be honest with you. Perhaps making it an anonymous survey would help! Try to gather this information before completing the subsequent activities.

- What’s the best thing about Girl Guiding or Girl Scouting?
- What’s the thing you like the least?
- What’s your favourite Girl Guide or Girl Scout activity?
- Which activity do you find boring?
- If you had a magic wand, and could change one thing – anything you like – about Girl Guiding or Girl Scouting, what would it be?
- If you could be the leader of your group for a month, what would you do?
- If you could learn a new skill as a Girl Guide or Girl Scout – any skill at all – what would it be?
- What decisions do you get to make at group meetings?
- How does being a Girl Guide or Girl Scout make you feel?

WORKSHOP ACTIVITY IDEAS

1

GIRL GUIDING/GIRL SCOUTING IS FORBIDDEN

As the first activity for your volunteer team, get everybody thinking about why they care about Girl Guiding/Girl Scouting, and what difference they think it makes in the world.

Announce that your national government have decided to close Girl Guiding and Girl Scouting down in your country. You want to protest, and one of the chances you have to speak out is through Twitter, the social media network where anyone can post messages...as long as they are under 144 characters long. Come up with a single tweet that sums up, for you, the purpose of Girl Guiding and Girl Scouting – why it should be saved.



*Why not share your messages on Twitter for real?
Connect with #WAGGGS*

2

WHAT DO YOU SEE?

This individual reflection is a great way for your volunteer team to translate the WAGGGS educational method into reality. Ask everyone to take a notebook and pen to a separate space in your meeting place. Ask them to close their eyes and imagine they are visiting the perfect Girl Guide and Girl Scout group meeting, where the educational method is being brilliantly used. Ask them to describe on paper what they see and experience at the meeting – they can write a description or story, draw a picture etc. Encourage them to reflect on all five aspects of the educational method and bring them to life in what they describe.

3

LEARNING GOALS

Try listing some of your group's favourite activities.

- What is the learning goal for each activity?
- How will you check the learning goal has been achieved?

If you find some activities don't have learning goals, how can you adapt them so they do?

APPLYING THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

4

BIN IT

This activity challenges your volunteer team to think differently by identifying the absolute core of the Girl Guiding and Girl Scouting experience.

Ask the group to shout out their ideas on the characteristics and features of Girl Guiding and Girl Scouting. Keep going until you have captured all these ideas. The ideas should be those that are real for your group; for example, if you meet once a week, this could be one of the ideas even if other groups have a different meeting pattern.

Now, working in small groups, challenge the volunteers to “throw away” as much as they can from the list, keeping only those things that, if you were to throw them away, would mean Girl Guiding/Girl Scouting didn’t exist anymore.

Now, reflect on how young people in your country perceive what is left on your list, and what you threw away. Is there anything you are holding onto that might be a barrier to young people joining, or staying in, Girl Guiding and Girl Scouting? If so, is there a creative way to keep this element in your programme, without it being a barrier to young people?

For example, one thing on the list might be “uniform”. Some volunteers might say that without uniform, we are no longer Girl Guides and Girl Scouts. Yet in many countries, children take part in Girl Guiding and Girl Scouting activities, and identify as Girl Guides and Girl Scouts, without uniforms – perhaps they just have a neckerchief/scarf. Perhaps it is a sense of shared identity and belonging we can’t throw away – and are there different ways to create this instead of uniform?

5

THE BIG PITCH

Imagine you are on a bus and start talking to the person next to you. You discover this person is the CEO of a very active education NGO in your country. As you talk, you realise she’s also never heard of Girl Guiding/Girl Scouting. What would you say? How would you describe Girl Guiding and Girl Scouting to her in a way that would catch her interest?

Ask a few of your team to act out their “pitch”, with another leader playing the role of the CEO. Bring the pitches together to create a shared best pitch.

Now think about the programme you offer young people. Write down all the ways it lives up to the pitch you made. Now try to think of two things you could change, or add to your programme, that would make it an even better example to share with the CEO.



6

POTENTIAL PICTURE

Draw the outline of a girl in the middle of a flip chart.

1. Try to fill the outline with as many ideas as you can that, added together, define for your team what it means for her to develop her fullest potential. Think about her skills, knowledge, attitudes, behaviours and values.
2. What does she need to reach that potential? Around the outline, write down all your ideas of what learning, opportunities, experiences, and support she needs to reach her potential in all the ways you have described.
3. Highlight, or draw a trefoil next to, all the factors you feel Girl Guiding/Girl Scouting has the potential to offer her.

7

GIRLS IN THE LEAD

Make a list of all the actions that take place both before, during, and after your group meetings. Everything from planning your activities and trips to taking care of your meeting place, promoting your group etc.

Now, imagine an announcement came from your National Association that the girls in your group were to be made responsible for the group for one month, making as many decisions as they can and taking the lead in every way possible.

Discuss each item on your list and write next to it how you think girls could take the lead for each step. Try to come up with as many different ways as possible that they could be involved in each action.

Now, use traffic light colours to identify which of your ideas are more realistic.

Green = girls could definitely take the lead, with leader encouragement

Orange = girls could take the lead to some extent, with leader support

Red = girls can't take the lead for safety, or other important reasons

Encourage your volunteer team to think creatively and keep open minds - and see how many green lights you can agree on. Choose your favourite ideas and come up with how, as leaders, you would facilitate these ideas coming to life.

Next, take your ideas to the group and discuss them. Which ideas are your group the most excited about?

NOTE: This activity is also a great chance to get older girls involved from the beginning. Invite them to your workshop and hear from them how they would like to take the lead more.

APPLYING THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

8

WHAT'S THE DIFFERENCE

In your team, try completing this grid:

There are so many ways to use the Girl Guide and Girl Scout educational method in your programme; see how many you can come up with! You could list specific activity ideas or describe how leaders can facilitate each element of the method. What will this mean for the young people you work with? What will they learn?

Method	How we do this already	New ways we could try	Impact on our group members
Learning in small groups			
My path, my pace			
Learning by doing			
Connecting with others			
Connecting with my world			

APPLYING THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD

Thank you!

We hope you have enjoyed Prepared to Learn, Prepared to Lead, and find it a useful tool for reflecting on how to apply the educational method to your Girl Guide and Girl Scout activities.

If you want to learn more about WAGGGS' work on Girl Guide and Girl Scout Educational Programmes, please get in touch with education@waggs.org



www.waggs.org

APPLYING THE GIRL GUIDE AND
GIRL SCOUT EDUCATIONAL METHOD