

# Young leader qualification workbook

Name:

Membership number:

Unit you are a young leader with:

Unit leader's name:

Local commissioner's name:



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Girlguiding

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# Introduction

## What is the YLQ?

The Young Leader qualification (YLQ) is open to young members aged 14 to 18. It is designed to help you take an active, positive role in running a Rainbow, Brownie or Guide unit, and is a great opportunity to develop your leadership skills.

## What's in it for me?

- You will develop skills in leadership, communication and team working, which are impressive additions to your CV.
- Working towards the YLQ will help you to contribute to the unit leadership team and become more confident in a leadership role.
- If you decide to move on to the Leadership qualification (LQ), you will find that you have already completed several of the required clauses.

## I'm interested - now what?

If you are a young leader already and interested in beginning the YLQ, talk to your leader or the leaders of the unit you are volunteering with. You might also have a young leader adviser in your area who can help you find out more about the qualification.

If you are not a young leader yet, talk to your leader or your local commissioner to find out if there are units in your area that you could help with.

Your next step will be to choose a supporter. They will help you, give you advice and review your progress towards the YLQ. It is up to you who you would like to be your supporter - they could be someone within the unit, a leader or someone else who has experience of the YLQ.

## What will I have to do?

There are six modules in the YLQ:

1. GO and section training
2. Leadership
3. Planning
4. Working with girls
5. Local guiding
6. Your role in guiding.

You don't have to do the modules in a particular order, and it doesn't have to be your supporter or leader who signs things off - you could also ask members of the unit to sign it, as appropriate.

As you work through the qualification, you should keep any evidence that you have for the clauses that you complete. This could include blogs, photographs, examples of activities or notes from meetings you have attended - it doesn't all have to be neatly typed up, rough notes are fine. Remember that one piece of evidence can be used to support more than one clause, so it might be helpful to make a note on the evidence which clause it relates to.

It's best to store all of your evidence together in a folder with this workbook, and you might also like to keep your own diary of your unit's activities and planning meetings. It is important to keep this evidence even after you've finished the YLQ, as many of the clauses you complete will count automatically towards the LQ (which is open to members aged 16 and above). For further information, please see Appendix C (page 27).

### Don't forget

**The things you do for the YLQ could also be counted towards other awards and qualifications - for example, the volunteering section of the Gold Duke of Edinburgh's Award. Make sure that if you are planning to use an activity for more than one award or qualification your plans allow you to fulfil the requirements for each different qualification.**

## What will I need?

This workbook will help you record your progress as you work through the modules. It contains the YLQ syllabus and space for each of the clauses to be signed off as you complete them.

You'll need:

- a supporter
- a unit to help in
- a folder to keep your evidence in
- a copy of this workbook

Once you have all this in place, you're ready to get started! Don't forget to keep in touch with your leaders and commissioner as they'll be able to help you along the way.

### Top tip

**Talk to other young leaders who are working towards their YLQ and share your experiences: it will help you support each other. You could join a Ranger unit or talk to your young leader adviser about arranging local young leader meetings.**

For further information, please see Appendix C (page 27).

## What happens when I've finished?

Once you think you have finished the YLQ, check everything through with your supporter. Your local commissioner will then sign off your record book to confirm you have achieved the qualification, and she will arrange for your badge and certificate to be presented to you.

When you reach your 16th birthday, if you decide you would like to become a leader you will be registered for the LQ and assigned a mentor to support you. Share your record book and other evidence from your YLQ with your mentor.

### Top tip

**There is a glossary at the end of this workbook (Appendix B, page 25) to refer to if you are unsure about any of the guiding terms used.**

# Tackling the modules

## Module 1: GO and section training

This module focuses on the Girlguiding membership system (GO) and learning more about the section you work with.

- a. Log on to GO and check that your contact details are correct.**

GO is Girlguiding's secure online membership database. It is used to manage and communicate with members and volunteers at all levels. All communications such as e-newsletters and *guiding* magazine are sent out using the details recorded on GO, so it is important to make sure your details are up to date - that way you don't miss out!

You can access GO by visiting [login.girlguiding.org.uk](http://login.girlguiding.org.uk). You will need your membership number to do this. If you don't know your membership number, ask your leader or commissioner. Once you have logged in to the members' area you will find a link to GO. When you are in GO, select your name, and 'my profile'. Here you will be able to check your details and amend them as necessary. There are some details, such as your role, which you cannot change yourself. If these need amending you should speak to your local commissioner.

**Date record checked:**

<b>Signed</b> .....	<b>Role</b> .....
<b>Name</b> .....	<b>Date</b> .....

- b. Complete the 'Being a Leader' e-learning module, or attend a training session, for the section that you volunteer with.**

Taking part in either of these training opportunities will develop your knowledge as a leader by helping you learn more about the section you work with.

Search for 'e-learnings' on the Girlguiding website, or visit: [www.girlguiding.org.uk/making-guiding-happen/resources/resource-library/e-learning/](http://www.girlguiding.org.uk/making-guiding-happen/resources/resource-library/e-learning/)

**Name of e-learning module/training session:**

**Date completed/attended:**

<b>Signed</b> .....	<b>Role</b> .....
<b>Name</b> .....	<b>Date</b> .....

*Note: If you change the section you work with, you should repeat this clause.*

## Module 2: Leadership

This module looks at different leadership styles and when you should use them, for example with girls of different ages.

**a. Observe the leadership team in your unit and identify the different ways they work with the girls.**

It is always important to give support, guidance and clear instructions to the girls in your unit. But how you do that will vary according to the age of the girls and the section you are working with. This is your leadership style. People use different leadership styles depending on the situation and who they are talking to, and it may be that there are a variety of leadership styles which leaders and/or unit helpers use within the unit.

With all sections, leaders will aim to involve the girls as much as possible in making decisions and taking the lead in activities - we call this 'girl-led guiding'. To find out more about girl-led guiding, look at your leader's copy of the Doing Our Best checklist: *a balanced and varied programme* which is girl-led, which is also available on the Girlguiding website. ([www.girlguiding.org.uk/making-guiding-happen/how-were-being-our-best/doing-our-best/five-essentials-checklists/](http://www.girlguiding.org.uk/making-guiding-happen/how-were-being-our-best/doing-our-best/five-essentials-checklists/)).

**Record here any ideas or observations you have made while observing the leaders and helpers in your unit:**

**Signed** .....

**Role** .....

**Name** .....

**Date** .....

**b. Practise using an appropriate leadership style in the unit and talk this over with your Leader or supporter.**

The following leadership tips may be useful.

Do...

- try to avoid having favourites - or at least showing that you do
- encourage the girls by listening to their suggestions and helping them to develop their ideas
- be flexible and prepared to change your plans if necessary
- take time to think about why an activity or event did or didn't go well
- learn from your experiences and mistakes
- make time to talk with and listen to the girls
- be sensitive about certain situations - for example, if a girl discloses information or concerns to you, you should be supportive and share the information with the unit leader
- make use of all the help which is available to you
- make notes and keep records after attending meetings
- get the girls working in groups and help them to choose activities together
- think about how your conduct as a young leader should differ from how you act with your peers.

Don't...

- make the girls do activities that you think they should enjoy; instead, ask them what they would like to do and then plan the activities accordingly
- give up too easily and choose for the girls when they find it difficult to make decisions; be patient and help them to do it themselves. You'll find the Girlguiding unit meeting activities really helpful for this
- give negative criticism - think about what the girl has done well instead
- stick to the programme if the circumstances aren't suitable or have changed - for example, if you have planned an outdoor activity but on the day it is very wet and cold outside, it may be best to adapt the activities to take place indoors instead
- try to do everything yourself
- dismiss an activity as a failure if it doesn't work with one particular group; it may be a great activity for a different group of girls.

**You could make some notes about your own leadership style here before you use it with your unit:**

**Signed** .....

**Role** .....

**Name** .....

**Date** .....

**c. Discuss with your supporter what leadership style is appropriate with different age ranges/ different girls.**

Rainbows need a more direct leadership style - for example, the girls choose what to do from a small number of options and then a leader will run the activity. When Rainbows play a game they need simple and direct instructions that can be easily repeated to make sure everyone understands.

Younger Brownies may need the same direct leadership style as Rainbows, but as they get older girls should be encouraged to start making their own decisions. Leaders will still need to give simple and direct instructions to ensure that everyone understands.

For Guides, a leader will often need to give fewer directions, allowing the girls to choose what to do and then work out their own way of doing it. Support and encouragement are the key features of the leader's role with older age groups. When being given instructions, Guides may need only a brief explanation.

**You may wish to make some notes below before you discuss different leadership styles with your supporter:**

<b>Signed</b> .....	<b>Role</b> .....
<b>Name</b> .....	<b>Date</b> .....

## Module 3: Planning

This module allows you to demonstrate how well you know and understand the programme for the section you volunteer with. It will help you to make sure that the programme is right for the range of ages and abilities in your unit, that all girls take part in planning the programme, and that the activities are enjoyable for the girls.

*Note: If you change the section you work with, you should repeat this module.*

Activities are a great way to learn and have fun at the same time! It doesn't matter whether the girls are trying something new or repeating something they really enjoy, it's just important that the activities have been chosen by the girls and that they support the girls' development.

As you work with the unit, you will be able to show your understanding of the Guiding Method, which is based on five key principles known as the Five Essentials. These are common to all Guiding and Girl Scouting organisations throughout the world and are what makes guiding different from other youth organisations and clubs. The unit's programme of activities should be checked against the Five Essentials to ensure that all members of the unit are enjoying good guiding.

The Five Essentials are:

- working together in small groups
- encouraging self-government and decision-making
- a balanced and varied programme
- caring for the individual
- sharing a commitment to a common standard.

For more information on what this means for each section, look at the Five Essentials on Girlguiding website.

- a. **Facilitate a Rainbow chat, Brownie pow wow, Patrol leaders' council or any other suitable method of finding out what the girls would like to do, in order to gather ideas and suggestions, and to agree the programme content with the girls in the unit.**

Facilitation means making something happen - in this case, creating an environment in which Rainbows, Brownies or Guides are able to choose what they would like to do.

Rainbow chats, Brownie pow wows and Patrol leaders' councils are great ways of making sure this happens. A Rainbow chat and Brownie pow wow are likely to involve the girls sitting together in a circle sharing their ideas with the leaders, discussing what they have been doing and what they like and don't like. A Patrol leaders' council will take place once each of the unit's Patrol leaders has had a chance to gather input from their Patrol, and will involve the Patrol leaders sharing any ideas and suggestions with each other and the leaders.

During any of these discussions, your role is to make sure that the conversation stays on track and that all the girls are given a chance to share their ideas if they wish.

**Make any notes of what was discussed at the Rainbow chat, Brownie pow wow or Patrol leaders' council you observed:**

<b>Signed</b> .....	<b>Role</b> .....
<b>Name</b> .....	<b>Date</b> .....

**b. Take part in unit planning meetings and show evidence of your involvement.**

A huge range of activities can be carried out inside the unit meeting place. These don't have to just be guiding-related; they can cover anything from national and local issues to community events. So if there's something you are especially interested in doing, have a chat with your leaders about how to make it happen.

Looking to the six programme themes is a great place to start, and will help you to make sure the programme is balanced and varied.

The themes are the same for all sections but have a range of different activities to challenge each age group:

- Know Myself
- Express Myself
- Be Well
- Have Adventures
- Take Action
- Skills For My Future

Unit meeting activities (UMAs) and skills builders have been designed for the unit meeting space, and both resources come with colourful activity cards that could be used with the girls to help them pick their favorites. There's a huge variety - you'll find that one theme might include activities to build girls' confidence, another take them on a muddy adventure or teach them how to fix a plug!

Some other ideas for topics and activities could include:

- world cultures - find out how a festival is celebrated in another country and plan your own version
- guiding heritage - put on a play about how guiding began
- cooking - cook something for girls' parents, or find out more about healthy eating and healthy snacks
- creativity - make a photo story or a colourful collage
- science - experiment with making a rocket
- community - arrange a visit from someone who works in the community, such as a local baker, community police officer or paramedic, to explain what their job involves and maybe teach the girls a new skill
- adventure - turn your meeting place into a mini pioneering course, test out a camp stove, try a new sport or create a shelter.
- interest badge presentations - holding an evening where the girls share what they have done to achieve their badges, can inspire others to do badges too! Don't forget, the interest badges must be completed outside of the unit.

Sometimes activities might focus on specific issues that are important and relevant to unit members. These might include:

- bullying
- self-esteem
- personal safety.

You could also speak to the unit leader about contacting your local Girlguiding peer education coordinator and inviting a peer educator to the unit meeting. For more information about what peer education involves, take a look at [www.girlguiding.org.uk/making-guiding-happen/programme-and-activities/peer-education/](http://www.girlguiding.org.uk/making-guiding-happen/programme-and-activities/peer-education/). You might find you want to become a peer educator yourself!

Activities can also take place outside the unit meeting place. Whether it's a simple nature trail or an abseiling challenge, outdoor activities form a special part of the unit programme and are great fun. They can happen as part of a unit meeting if you have a safe space around your meeting place, or your unit may go on a day trip or a residential event where there are opportunities for outdoor activities.

What was the date of the meeting you attended? What topics were discussed and what programme ideas came out of the meeting? How did you contribute?

Signed .....

Role .....

Name .....

Date .....

- c. Look at Girlguiding publications for the section you are working with and use them in planning and carrying out programme activities in the following clauses.
- i. Plan and carry out an activity that helps girls gain an understanding of the Promise and Law. This should be appropriate to the age of the members of the unit. You may wish to discuss this with one of the leaders as part of your planning.
  - ii. Plan and carry out two activities with your unit. Your two activities should cover different aspects of the programme for the section you are working with: Rainbows, Brownies or Guides.

You can find loads of creative ideas for activities to do with your girls in our Girlguiding resources. Check out the following.

- Section-specific resources - unit meeting activity packs and skills builder cards. Your unit leader may have copies of many of these, but you could also look in the *Guiding Essentials* catalogue, and on the online shop ([www.girlguidingshop.co.uk](http://www.girlguidingshop.co.uk)) and the main website for more ideas.
- Activities section of the Girlguiding website - [www.girlguiding.org.uk/what-we-do/our-badges-and-activities/activity-finder/](http://www.girlguiding.org.uk/what-we-do/our-badges-and-activities/activity-finder/).
- Activity pages in guiding magazine - this is sent termly to all adult Girlguiding members and is also available from [www.girlguiding.org.uk/making-guiding-happen/resources/guiding-magazine/](http://www.girlguiding.org.uk/making-guiding-happen/resources/guiding-magazine/).
- Your unit's own resources - talk to the leaders about what you and they think may be useful.

There are also some fantastic resources published by the World Association of Girl Guides and Girl Scouts (WAGGGS) that look at the international aspects of guiding. You can find more information on its website: [www.waggs.org](http://www.waggs.org).

**Which resources do you think might be useful or have you used in planning programme activities?**

### **Promise and Law activities**

Our Promise and Law are not only at the heart of what we do in guiding, they are also something we should live by every day. Activities specifically focusing on the Promise and Law are very important and they should be included in the programme regularly, not just when someone is about to make her Promise.

If you need some inspiration when planning your Promise and Law activity, go to [www.girlguiding.org.uk/what-we-do/our-programme-and-activities/activity-finder/](http://www.girlguiding.org.uk/what-we-do/our-programme-and-activities/activity-finder/) and search “The Promise”.

For additional support when planning activities, you could use the activity planning template in Appendix A (page 24).

**Keep any notes you make as you plan your activity here:**

### **Programme activities for the section you work with**

The activities you plan could include anything from exploring the outdoors, cooking and playing games, to getting creative, singing together and experimenting with science. By doing different activities with the girls you will learn to use a variety of skills - for example, organising a cooking activity needs very different skills from running an outdoor activity.

When you are planning activities, try and remember the following things.

- If you are planning an outdoor activity, check the weather forecast before the meeting, and have an alternative plan for if the weather isn't suitable.
- Activities may take less or more time to complete than you planned. You should keep an eye on the time and have back-up activities planned in case you finish earlier than expected, or be able to cut things short if necessary. The Girlguiding unit meeting activities and skills builders have timings on the cards which should be used as a guide and can be helpful when planning a full meeting.
- Activities should be appropriate for the age and ability of the group you are working with.
- Make sure you can give clear guidance to participants as to how activities should be carried out. As mentioned earlier, how you plan to do so will vary according to the age of the girls and the section you are working with. For example, Rainbows and Brownies will need simple and direct instructions which are repeated to make sure everyone understands, while Guides may need only a brief explanation of the rules and aim of a game.
- You may need to inform the girls to bring and/or wear suitable clothing and footwear, and make sure that the area you use is arranged properly for the planned activity. For example, an evening of active games means everyone should be wearing soft-soled shoes, such as trainers, and chairs, tables and other equipment should be cleared from the games area.

**You might like to keep a record here of the notes you make as you plan this activity:**

<b>Signed</b> .....	<b>Role</b> .....
<b>Name</b> .....	<b>Date</b> .....

**d. Discuss the planning, delivery and evaluation of the above three activities with your leader or supporter.**

You've planned and delivered your activity, and you'll probably have plenty to say about both of those stages to your leader or supporter. However, evaluating the activities you have led is just as important. By talking to the girls you can work out what went well and what you might do differently another time. It also shows you are caring for the individuals in the group and giving all the girls a chance to make decisions, both of which are part of the Five Essentials (see [www.girlguiding.org.uk/making-guiding-happen/programme-and-activities/the-five-essentials/](http://www.girlguiding.org.uk/making-guiding-happen/programme-and-activities/the-five-essentials/)).

There are some ideas for activities you can use to make evaluation fun at [www.girlguiding.org.uk/making-guiding-happen/programme-and-activities/planning-your-programme/involving-girls-in-decisions-and-planning/evaluation-activities](http://www.girlguiding.org.uk/making-guiding-happen/programme-and-activities/planning-your-programme/involving-girls-in-decisions-and-planning/evaluation-activities).

Rainbows and Brownies will respond to activities and encouragement, while Guides may need very little encouragement to give their views! You could use the chart below to record your unit's feedback.

<b>Signed</b> .....	<b>Role</b> .....
<b>Name</b> .....	<b>Date</b> .....

An editable copy of this table can be downloaded from the young leader qualification page, on the Girlguiding website.

Name of activity:	1.	2.	3.
Did the group enjoy the activity?			
What did they learn?			
What part did they enjoy most?			
Would they choose to do this again? If no, why not? If yes, what might they do differently?			
What would you change if you ran the activity again?			
Additional notes			

## Module 4: Working with girls

This module allows you to demonstrate that you understand the girls you work with and provide the best opportunities for them to grow and develop.

Guiding treats everyone as an individual and aims to help each person fulfil her potential in a safe, girl-only environment. The programme for each section is designed to provide opportunities for girls to progress at their own pace and to have their achievements recognised.

You should think about the following questions as you work through this module.

- How do girls participate as members of the team or group? Do they join in or work alone?
  - What helps them to develop confidence? Is it encouragement from their peers or you? Or is it the satisfaction of meeting a new challenge?
  - What signs are there of leadership skills? Do girls help and encourage others or do they just do their own thing?
  - What differences do you notice over a period of time - for example over a term, or at a residential event?
  - How can you help girls to develop in areas where they need more support?
- a. Explain to your leader or supporter how girls have gained confidence, self-esteem and social skills over a term. Give examples to illustrate your observations.

**Record any examples of girls in your unit gaining confidence, self-esteem and/or social skills here.**

**Signed** .....

**Role** .....

**Name** .....

**Date** .....

- b. Follow the progress of a particular girl in the unit over several weeks. Help her to carry out a challenge to achieve something she finds difficult. Explain to your leader or supporter how you helped her achieve success.

Completing the table below should help you to keep a record of the girl's progress.

Challenge/activity:		
	Achievements	Next steps
Week One		
Week Two		
Week Three		
Week Four		

Signed .....	Role .....
Name .....	Date .....

- c. Girlguiding is for all girls. With your leader, discuss what you would do to make sure all girls are included in meetings and activities. Think about how you would ensure everybody's needs are met, and how you may need to adapt your approach with individuals to be able to include all girls.
- The suitability of an activity and what is involved
  - The word choice or method you use to communicate with girls
  - Any personal perceptions or opinions you may have, and how you can be objective
  - How you would get to know someone's individual needs

**Write some notes from your discussion here:**

You can look at the Girlguiding Equality and Diversity policy on the website to get an idea of the kinds of groups of people that you may need to consider.

<b>Signed</b> .....	<b>Role</b> .....
<b>Name</b> .....	<b>Date</b> .....

**d.** Help a girl in the unit, or a small group of girls, to find out about the section to which she/they can progress.

The right time for a girl to move on to the next section is primarily determined by age, but it can also depend on when individual girls are ready to make the move. As girls get older they will begin to need more of a challenge, and this is when you should begin to encourage them to move on. To do this, perhaps you could invite members of the next section to a unit meeting, or organise a visit for your girls to a unit they could move on to.

Ask two girls to write in the box below something they have found out about the section to which they can progress.

1. *I found out...*

2. *I found out...*

Signed .....

Role .....

Name .....

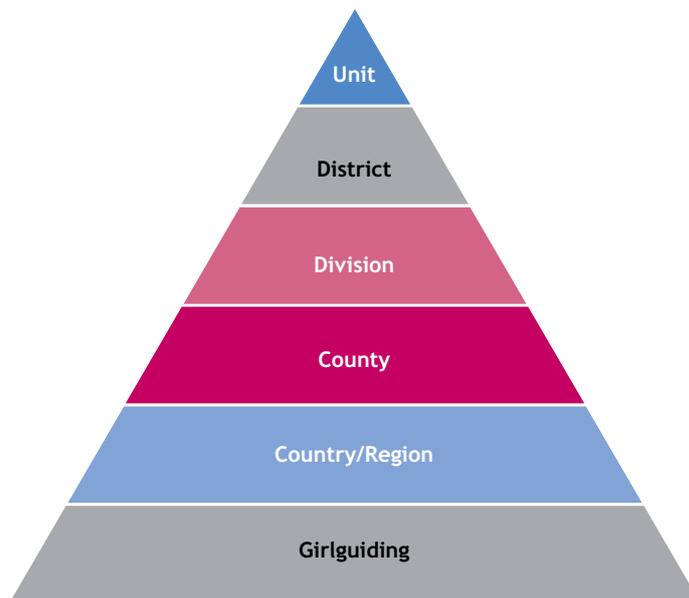
Date .....

## Module 5: Local guiding

This module looks at the structure of guiding in your area and how it supports you.

**a.** Discuss with your leader or supporter the structure of guiding in your local area.

This triangle shows the structure of Girlguiding.



Within this structure there are a variety of different roles, some of which may be important to you as a young leader. Find out the names of the people in your area who hold the roles in the table below - to do this, log in to GO and then click on Directory. This will then provide you with a report of the roles and a link to contact those in your area. Perhaps you could get in touch and ask them to tell you what they do.

Role	Name and brief description of what they do
County commissioner	
District commissioner	
Division/county young leader adviser	

Signed .....	Role .....
Name .....	Date .....

- b. Help girls participate in an activity with girls from another unit. Afterwards, discuss with one of the leaders how the activity went, your contribution to it and anything you might do differently.

Taking part in events with other units in your area is a fantastic way for you and your girls to get involved in the wider guiding family. You could help to plan an activity at a district adventure day, organise a district campfire or hold a joint meeting with another local unit. Make sure you discuss your plans and your role in the planning with your leader and/or supporter. Complete the table below to help you keep a record of what you've done.

Date	
Type of event/activity	
<b>Planning</b> What was your involvement in the planning? What did you have to do to prepare?	
<b>Evaluation</b> Did the girls enjoy the activity? Would you run the same activity again? If no, why not? If yes, would you change anything?	

Signed .....	Role .....
Name .....	Date .....

## Module 6: Your role in guiding

This module is about showing you understand the Promise and Law, and your commitment to guiding.

### Promise

I promise that I will do my best:  
 To be true to myself and develop my beliefs,  
 To serve the Queen and my community,  
 To help other people  
 and  
 To keep the Guide Law.

### Law

A Guide is honest, reliable and can be trusted.  
 A Guide is helpful and uses her time and abilities wisely.  
 A Guide faces challenges and learns from her experiences.  
 A Guide is a good friend and a sister to all Guides.  
 A Guide is polite and considerate.  
 A Guide respects all living things and takes care of the world around her.

**a. Discuss your understanding of the Promise and Law with an adult member of your choice.**

Our Promise and Law are what sets us apart from other youth organisations. They emphasise the importance of values such as honesty, responsibility, integrity, loyalty, respect, tolerance, self-awareness and having a moral framework. Thinking about what those values mean to you makes the Promise a very personal experience. As a young leader, you will need to understand your Promise before you can help younger girls to explore what the Promise means to them.

You can discuss your understanding of the Promise and Law with any experienced adult member - a commissioner, your supporter, an adviser, a trainer, or a leader in your own or another unit. Where you have the discussion is up to you - it doesn't have to be at a meeting, it could be an informal chat at a local cafe, but it is important that you are comfortable with the person you choose to have the discussion with.

**Make some notes here about what the different parts of the Promise and Law mean to you:**

<b>Signed</b> .....	<b>Role</b> .....
<b>Name</b> .....	<b>Date</b> .....

**b. When you are ready, make or renew your Promise with an adult member of your choice.**

When you make or renew your Promise, choose an occasion that is suitable for you and for the adult member of your choice. This could be a Promise celebration with the unit to help the girls understand that you are making the same commitment as them, but you might prefer to do it at a training, while on a hike or around the campfire. You do not need to be in guiding wear, but what you wear should be appropriate to the occasion.

**I made/renewed my Promise on**

**at**

**with**

<b>Signed</b> .....	<b>Role</b> .....
<b>Name</b> .....	<b>Date</b> .....

- c. Explore other opportunities available to you as a member of Girlguiding, or speak to your leader or supporter, and/or local Ranger adviser, about local opportunities.

There are a whole range of opportunities available to you as a member of Girlguiding. For example, if you haven't already you might want to join a Ranger unit, work towards your Duke of Edinburgh's Award, or the Queen's Guide Award, the highest award in guiding.

**Make a note of some of the opportunities you have found out about here:**

Signed .....	Role .....
Name .....	Date .....

Date of qualification completion: .....
Signed: .....
Role: .....

## What's next?

If you have enjoyed taking on a leadership role in the unit, then you might like to think about becoming a Girlguiding leader. You can begin working towards your Leadership qualification (LQ) when you are 16; once you have completed it you can start using it from the age of 18. And as your Young leader qualification (YLQ) counts towards the LQ, you're already well on your way!

To find out more about the LQ, ask the other leaders in your unit or your local commissioner, or go to [www.girlguiding.org.uk/making-guiding-happen/learning-and-development/leadership-skills/leadership-qualification/](http://www.girlguiding.org.uk/making-guiding-happen/learning-and-development/leadership-skills/leadership-qualification/). You can also check out Appendix C (page 26) of this workbook to see how the modules of the YLQ link to the LQ.

# Appendix A: Activity planning template

Activity name:

Activity duration:

Activity description:

## Responsibilities

Name	What are they doing?

## Equipment

What's needed?	How much?	Who's bringing it?

## Help

Will you need help from others in the leadership team to run the activity?

Before:

During:

After:

# Appendix B: Young Leadership Qualification Glossary

## Assistant leader

An adult volunteer (18+) who has completed Modules 1 to 3 of the **Girlguiding Leadership qualification** and is not the main Unit Leader.

## Country/region chief commissioner

Girlguiding is divided into ten countries and regions (plus our branch associations):

- Girlguiding Anglia
- Girlguiding Cymru (Wales)
- Girlguiding London and South East England (LaSER)
- Girlguiding Midlands
- Girlguiding North East England
- Girlguiding North West England
- Girlguiding Scotland
- Girlguiding South West England
- Girlguiding Ulster
- BGO (British Girlguiding Overseas).

Each of these has its own office and paid staff. Countries and Regions are managed by a Country/Region Chief Commissioner.

## County

Each guiding **country/region** is split into counties, which generally, but not always, match geographical counties. These are then divided into **divisions** and sometimes **districts**. Counties are managed by a county commissioner.

## District

Units of different sections can be grouped together locally into districts. These are managed by a district commissioner.

## Division

Districts can be grouped together into larger areas called **divisions**. These are managed by a division commissioner.

## Doing Our Best

The *Doing Our Best* checklists are a set of standards which were written with the help of volunteers, to give leaders and their teams clarity and confidence around what makes good unit guiding. The full checklists can be downloaded from the website.

## Five Essentials

Girlguiding believes in the value of learning by doing. We put this into practice by using something called the Guiding Method when delivering our programme. It is made up of five interlinking elements, the Five Essentials. They are:

- working together in small groups
- encouraging self-government and decision making
- a balanced and varied programme
- caring for the individual
- sharing a commitment to a common standard.

## GO

Girlguiding's secure online membership database. Stands for Guiding Organiser.

## ***guiding magazine***

Our termly magazine, which is sent to all adult members of Girlguiding: [www.girlguiding.org.uk/making-guiding-happen/resources/guiding-magazine/](http://www.girlguiding.org.uk/making-guiding-happen/resources/guiding-magazine/).

## **Leader**

An adult volunteer (18+) who has completed Modules 1 to 4 of the Girlguiding Leadership qualification and is the main unit contact.

## **Leadership Qualification (LQ)**

The training course that all adult leaders in guiding must complete.

## **Membership number**

The unique number given to each Girlguiding member when they join. This number is used to identify members on the GO database.

## **Occasional helper**

Adults who help in a unit on a temporary or rota basis.

## **Section**

There are four sections in Girlguiding: Rainbows (5 to 7 years), Brownies (7 to 10), Guides (10 to 14) and Rangers (14-18).

## **World Association of Girl Guides and Girl Scouts (WAGGGS)**

The international guiding organisation of which Girlguiding is a member. With ten million Girl Guides and Girl Scouts in 150 countries, WAGGGS is the largest voluntary movement dedicated to girls and young women in the world.

## Appendix C: Mapping from the Young Leader qualification to the Leadership qualification

Many of the modules you will undertake as part of the YLQ count towards the LQ. If you decide to become a Girlguiding leader and begin the LQ, you should check the table below to see what you have already completed.

When you are registered for the LQ you will be assigned a mentor. When you meet your mentor for the first time you should share with her other evidence you have to support your Girlguiding qualifications.

Leadership Qualification	Where covered in the Young Leader Qualification
Module 1, part 2a	Module 3, part a
Module 1, part 2b	Module 3, part b
Module 1, part 2e	Module 2, parts a, b and c
Module 1, part 2f	Module 1, part b
Module 1, part 3a	Module 3, part c i
Module 1, part 3b	Module 3, part c ii
Module 1, part 3e	Module 3, part d
Module 1, part 4a	Module 4, part a
Module 1, part 4c	Module 4, part d
Module 2, part 1a	Module 6, part a
Module 2, part 1b	Module 6, part b
Module 2, part 3a	Module 5, part b