



# Getting Started on the Leadership Qualification And Module 1

# Getting started on the Leadership Qualification

## Welcome to your role as a prospective Leader in Training!

We are delighted that you have shown an interest in Girlguiding in your local area and considering becoming a Leader in Girlguiding Edinburgh. The aim of the Leadership Qualification (LQ) is to help you as a new Leader take an active part in the effective running of a unit. Qualifying as a Leader helps everyone in the unit, including you, to enjoy and get the most from Guiding.

Almost all the requirements of the Leadership Qualification can be covered in the weekly running of an active Guiding Unit. Your past experience (from both within and outside guiding), skills and knowledge will also be taken into account.

You can find out more about the qualification on the website [www.girlguiding.org.uk](http://www.girlguiding.org.uk)>Members' area> Learning and development>Becoming a Leader>Leadership Qualification

This document gives you more information about the LQ - how to get started and the support and opportunities available for you.

## How do I get started?

While you wait for CRB checks and your references to be received, you will meet the Division or District Commissioner to talk about the role you are interested in. She will introduce you to the Leader of a Unit where you will begin a taste of Leadership. During Unit meetings ask your Unit Leader to help to find areas in the programme where you can contribute and gain experience to develop your Guiding skills.

These may link to clauses in Module 1 of the Qualification and can be recorded in this booklet and signed off when you have completed each confidently. You can start collecting evidence as you become more involved in weekly planning and activities, enjoy getting to know your Unit and finding out more about guiding.

The Girlguiding UK website, [www.girlguiding.org.uk](http://www.girlguiding.org.uk), is a helpful resource.

If you decide you would like to continue to help in a Unit and keep working towards the Leadership Qualification, you will be assigned a Mentor who will support you through the LQ. At the first or second meeting she will give you the Leadership Qualification Module Book. Any clauses completed in your first weeks or months will be counted. Evidence needs to be collected while you are working through the modules. Worthwhile evidence can be keeping brief notes of your involvement in weekly meetings, as well as any trainings or local guiding meetings you attend. A piece of evidence can sometimes be used for more than one clause. You don't need to gather masses of pieces of paper as evidence; the vast majority of the LQ syllabus takes the form of discussion with either your Mentor or Unit Leader. Evidence can consist of:

- a copy of your Unit's termly programme with details of the activities that you planned and/or ran
- planning notes - these don't need to be typed
- training certificates (1st Response or section training, etc.)
- letters to parents, newsletters, forms
- notes of a District/Division meeting which you have attended
- samples of an activity, e.g. instructions, templates.
- notes made by observers and signed off
- discussion notes in your Module Book

Once you have completed the Qualification, these items of evidence are sent with your Module book (and this booklet if filled in) to the LQ Verifier so that a common standard for all Leaders in Training can be ensured. You will then receive your badge and certificate. There is a celebration of your achievement together with fellow new Leaders and County members held after you have gained the Qualification.

## Who will support me?

Teamwork is an important value in guiding and provides support, fun and friendship. As a volunteer, you are part of your Unit and your local area teams. As you progress in your qualification you will receive support from the Leaders in your Unit, your Mentor and your local Commissioner. Don't be afraid to ask questions and ask for help. Make friends with anyone else in your area who is doing their LQ - you can swap experiences and advice.

## How do I work with my Mentor?

Once you have been assigned your Mentor, stay in touch by email or phone to keep her updated on your progress. Do your best to keep to agreed timescales and inform your Mentor if this is not possible. If life is busy and you are struggling, just let your Mentor know what's happening.

## Can the process be flexible?

Guiding is designed to be flexible and fun, and to fit in with your life. Discuss your needs and other commitments with your Unit Team and Mentor where necessary. If you need support, have concerns or questions, or find that other areas of your life are taking priority, please inform your Mentor to ensure she is aware of the situation and can help you to be flexible with your LQ.

## How long does it take?

The qualification can be completed in about six months or two terms, but different lengths of time can depend on circumstances.

When you have completed the LQ, you will be presented with a certificate and badge and become a qualified Leader. If you are under 18 when you complete the Leadership Qualification, you will need to wait for your 18th birthday before you can be registered as a qualified adult Leader.

## What training will I have to do?

To achieve your Leadership Qualification, you will need to attend at least two training sessions:

- **a section training**, so you can get to know the programme for the section you work with and meet other Leaders (an informal or one-to-one training can usually be arranged if it's not possible for you to get to a group session)
- **1st Response / First Aid**, which will ensure you have the skills to deal with an incident (check with your Mentor if you already have a first aid certificate as you may be able to use this instead). This needs to be refreshed every three years.
- **A Safe Space Training** is strongly advocated. This will enable you to understand the Girlguiding Safeguarding policy and be confident in keeping the girls and Leaders safe in all the activities you do in Girlguiding

## What further training is available?

There is a raft of support and training available, through formal training sessions or more informally with Leaders in your area. Find out more about further learning and development opportunities on the Girlguiding UK website [www.girlguiding.org.uk](http://www.girlguiding.org.uk) > Members' area > Learning and development.

## Questions or concerns

If you have any issues regarding the completion of the Leadership Qualification, please discuss them with your Mentor in the first instance. If you have concerns about your Mentor, discuss these with your Unit Leader, local Commissioner or Leadership Qualification Coordinator. You will find these contacts in the County register

We hope you have a fantastic and rewarding time working with the girls and young women in your Unit - your help makes a tremendous difference!

Here is Module 1 to give you an insight into the Qualification and start you off on the process

## Leadership Qualification checklist and Module 1

### Your role in the Programme

Part 1 - Use the Five Essentials in the unit's Programme over a period of three months.

Part 2 - Work with the unit and the Unit Team to plan and carry out the Programme.

Part 3 - Provide opportunities for the unit to carry out a range of activities, reflecting balance and variety in the Programme.

Part 4 - Work with members of the unit to support their progress.

## Introduction

**As a Leader, one of your responsibilities will be to help run unit meetings on a regular basis.**

The guiding Programme is designed to support girls and young women with their personal development. In the unit, this Programme is based on ideas, decisions and choices made by all the girls and young women belonging to the unit, not just by the Leaders.

As you work with the unit, you will be able to show your understanding of the guiding method, which is made up of the Five Essentials.

**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.

**In this module, you will need to show that you can:**

Make sure that the unit's programme is relevant to the range of ages with which you are working

Make sure that all the members of the unit take part in planning the Programme

Use GirlguidingUK publications and other appropriate resources

Make sure that the activities are enjoyable to the girls and young women.

## Your Role in the Programme

### Part 1

**Use the Five Essentials in the unit's Programme of activities over a period of three months or one term.**

Why do I need to do this?

To achieve its aim - the all-round development of girls and young women - Guiding uses a method based on five key principles.

These principles are known as Guiding's Five Essentials. Checking the unit's Programme of activities against the Five Essentials will help you ensure that you are providing real guiding in the unit.

**How do I achieve this?**

- a) Read *The Guiding Handbook*, specifically the chapter covering the Guiding Method and the one on the guiding family as it applies to your section. See also the relevant **Guidance Notes for Leaders** for your section.
- b) Discuss with your Mentor how you can ensure the Five Essentials are put into action in your unit.
- c) Review the Programme to check that the Five Essentials are being put into practice. If they are not, discuss with your Mentor how this can be changed.

### Helpful notes for Leaders in Training and Mentors

You could highlight text in your record of the unit Programme (these could be your own notes) to indicate which of the Five Essentials were used. It is a good idea to add your own notes on what worked and what did not work and how you might do things differently next time on your personal record of the unit Programme.

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**Discussion notes** ▼

## Part 2

### Work with the unit and the Unit Team to plan and carry out the Programme.

#### Why do I need to do this?

The unit is made up of its members, of differing ages and abilities, and its Leaders. They all have a part to play in running and leading the unit and the Unit's Programme. This shared leadership means using everyone's ideas, skills and talents, and all the resources available to the unit.

Everyone can make a contribution and that contribution should be valued. The success of the unit depends on the girls, young women and Leaders working together. The Leader does not, and should not, have to organise everything. Good use should be made of everyone in the team, especially Young Leaders and Unit Helpers.

As members of a girl-led organisation, the girls and young women in your unit should be involved in deciding their own programme, in making it happen and in reflecting on its success.

#### How do I achieve this?

- a) Agree the programme content with the members of the unit. This could involve taking part in a Rainbow Chat, Brownie Pow-wow, Patrol Leaders' Council or Look Wider Team meeting, or any other suitable method of gathering members' input to get ideas and suggestions.
- b) Take part in Unit Team planning meetings. Using a record of the unit's programme, show your contribution to planning it and carrying it out, and discuss this with your Mentor.
- c) Show how all members of the Unit Team, especially the Young Leaders and Unit Helpers, are involved in planning and carrying out the Programme.
- d) Involve members of the unit in delivery of the Programme as appropriate and demonstrate where in the Programme this has happened.
- e) Use a style of leadership appropriate to the age group and your role in the unit. This should be observed by the Mentor in a unit setting.
- f) Attend a training session appropriate to your unit's section Programme. This could be a one-to-one, small group or large group training.

#### Helpful notes for Leaders in Training and Mentors

The Unit Team is made up of all the Leaders, Young Leaders and Unit Helpers in the unit. How the unit plans, and how much the Unit Team is involved in this, depends on the age range of the unit members. Look at **The Guiding Handbook** for more details and in your section's **Guidance Notes for Leaders** for support on age-appropriate girl-led decision making. Above all, the unit belongs to its members and it is on their ideas that the Programme should be based. It is important that unit members are involved in every stage of their Programme's development. They should have input into what they will be doing (planning), have the opportunity to be involved in the delivery where appropriate (making it happen), and be able to reflect on what worked and didn't (evaluating). Ideas can be gathered in a number of ways, for example: discussion using the appropriate decision-making process, using questionnaires devised by the unit members, brainstorming and so on. Examples and case studies of how other Leaders have involved girls in the running of their units can be found on the Girlguiding UK website. You should be able to explain how this happens in your unit with some examples of the suggestions, choices and decisions made by the unit members. Unit Teams should get together regularly to plan the programme using ideas from the girls and young women in the unit. It is important to ensure that everyone has the chance to make a contribution to the team, especially Young Leaders and Unit Helpers.

Always give clear guidance to participants as to how activities should be carried out. Where appropriate, provide opportunities for unit members to deliver activities for the rest of the unit, supporting them to do this. Each unit should keep a record of the programme plan and the activities taking place. Make a note of the success of each activity. This could be done in a scrapbook, a notebook or a detailed diary. By involving your unit's members in this, you will have a record of the girls' perspective on activities. This can act as a reminder to both the Leadership Team and the girls themselves about what has worked well in the past.

**Contd**

## Helpful notes for Leaders in Training and Mentors Contd

The role of the Leader changes according to the age group with which she is working. For younger girls a more direct leadership style may be relevant. For older girls and young women a Leader will give fewer directions - support and encouragement are the key features.

With all age groups, the Leader's role is to facilitate a girl-led approach to guiding as much as possible. For more details, see **The Guiding Handbook**.

It may not always be possible for a Mentor to visit the unit, so this aspect could be shared, with help from the local Commissioner or an experienced Leader. The person acting on the Mentor's behalf will then sign this part. The Mentor may like to discuss with you what was observed but there is no need for paper records. The purpose of the visit is to observe the relationship between you and the other members of the unit - not to watch you run a unit meeting.

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**Discussion notes** ▼

## Part 3

Provide opportunities for the unit to carry out a range of activities, reflecting balance and variety in the programme and taking into account the abilities and individual needs of the unit members so that everyone can participate.

### Why do I need to do this?

Providing balance and variety in the unit's programme is one of the Five Essentials. It will ensure that Girlguiding UK is offering opportunities to girls and young women for their personal development. Girlguiding UK believes in being fair, open and inclusive, encouraging everyone to take part regardless of personal circumstances

### Helpful notes for Leaders in Training and Mentors

Guiding is a game with a purpose. We enable girls and young women to grow and develop through a range of fun and engaging activities. There are a number of resources available from Trading Service and on the website that provide a range of activities on different themes and topics, as well as section-specific resources, that will help you to deliver good guiding.

The Promise is at the heart of all guiding activities and expresses our core values. As a Leader it is your role to help girls and young women to understand what the Promise means to them so that they can make it when they are ready. Activities specifically focusing on the Promise help to do this. It is also important to show girls and young women that the Promise is something we live every day, not just through one-off Promise activities. There is a whole range of activities that can be carried out in the Unit meeting place. These can cover many areas of guiding as well as other issues. Girls should be encouraged to make the Promise when they are ready- girls do not need to make the Promise to be a member or within a certain time frame.

### How do I achieve this?

- Plan and carry out an activity that helps unit members gain an understanding of the Promise.
- Plan and carry out two activities in the unit meeting place.
- Carry out an activity or visit away from the meeting place that helps the unit to enjoy the out-of-doors.
- Help members of the unit participate in an activity with members of another section. Afterwards, get together and talk about the activity with the members of your unit. Discuss your contribution to it with the Leadership Team involved, and consider how you can encourage girls to move on to the next section when the time comes.
- Read The Guiding Handbook and discuss with your Mentor how you evaluated the activities with the unit members and the other Leaders who were involved.

### Here are some sample activities:

- international guiding - e.g. find out how a festival is celebrated in another country and plan your own version
- Guiding heritage - e.g. a play about how Guiding began, looking at past uniforms and designing future uniforms
- cooking - e.g. your unit could cook for their parents, or could find out more about healthy eating and healthy snacks
- creativity - e.g. making a photo story, putting on a play
- science experiments - exploring science and technology, e.g. making a rocket, flying a kite
- visits from people in the community - e.g. a local baker to explain how to make fresh bread, pizza and pastries; someone who manages a charity shop to talk about how the shop works and where the money goes; a hairdresser to teach hair braiding; your community police officer or a paramedic.
- have an adventure in your meeting place - mini pioneering, testing out a camp stove, trying a new sport or creating a shelter.

### Here are some discussion topics:

- bullying
- eating disorders
- healthy living
- personal safety.



## Helpful notes for Leaders in Training and Mentors *Contd*

You might like to invite an In4mer to your Unit to deliver sessions on topics and skills relevant to girls today. In4mers are trained peer educators from the Senior Section who run sessions for Brownies, Guides and Senior Section members. Contact your County or Country and Region 4 Coordinator for more information.

Trefoil Guild members are also a useful source of support, and can offer a wealth of guiding skills and experience.

Programme ideas and activities can be found:

- on the Girlguiding UK website
- in guiding magazine
- in the online A to Z of Activities
- in Section resources
- in interest badge syllabi
- in other Girlguiding UK resources (see Guiding Essentials catalogue and website).

It is important that awareness of the out-of-doors is included in the unit Programme. Activities can be as simple as leaf printing or as challenging as microlighting. These activities can be carried out around the meeting place, in the local area or even by doing an indoor activity about the outdoors. There are ideas in many guiding publications, especially in guiding magazine and on the website.

Activities also need to provide girls and young women with a challenge to help them stretch themselves and to grow and develop. Including a sense of adventure and challenge within the programme of activities helps them to test their boundaries and to grow in confidence. Adventure means something different to everyone, so work with your unit members to find out what would be an adventure for them.

Leaders need to be able to manage a group away from the meeting place, while ensuring that everyone is safe and that the activity is enjoyable.

Many outdoor activities can take place during the normal meeting time, on another evening or as a day activity. You could, for example, take the unit to visit a place of interest, the theatre or the local fire station, making sure you have discussed this with your Commissioner and completed the appropriate forms.

If you are going out of the meeting place, do a safety check of the area and ensure that you know and have complied with the relevant safety rules. Read the section on Safety in the 'Running your Unit' part of the website and look at the Safety and Safeguarding Policy in the online Guiding Manual. It may be helpful to discuss your plans with an experienced Leader, your local Commissioner or your Mentor before carrying out the activity, to check that you understand all the relevant aspects of safety and group management.

Activities provide an opportunity for you and/or the members of the unit to try something new, learn a skill or invite someone to the meeting to share a skill or ideas. Introduce activities that fulfill unit members' development needs.

The Guiding Programme is designed to meet the needs of girls and young women aged from 5 to 25. It is important that the members of the unit understand how they fit into the guiding family, that is Rainbows, Brownies, Guides and Senior Section members and Adult Leaders. There are lots of opportunities to meet with other sections in your own area. These could include:

- District or Division events
- fun days
- creative workshops
- community action projects
- new games
- activities that help the girls think about the Promise and what it means
- activities about Guiding heritage
- sharing a skill for a camp or holiday.

You could also look out for ideas in Guiding Magazine and on the Girlguiding UK website, [www.girlguiding.org.uk](http://www.girlguiding.org.uk).

It is important that you discuss activities with the group afterwards. You could do this by asking the unit members

- did they enjoy the activity?
- what did they learn?
- would they do the activity again?
- if so, how would they do it differently, and why?

Evaluating an activity should be engaging for the unit members and carried out in a way suitable for the age group and the needs of all involved. Gathering the opinions of girls and young women for evaluation can be done in several ways - in the form of group discussions, questionnaires, asking questions through playing a game, or asking girls to write down or illustrate their responses. There are various Girlguiding UK publications available covering all aspects of guiding. These give ideas for the unit to choose from, or the Unit might think of an activity of its own. There are also a number of resources published by the World Association of Girl Guide and Girl Scouts (WAGGGS) looking at the international aspect of guiding and global education.

## Helpful notes for Leaders in Training and Mentors *Contd*

With the Unit, decide on an appropriate activity, venue and time. Keep a record of the planning and organisation of the activity, including letters, any parental consents, travel details and safety considerations. Make sure any necessary forms have been completed and approved by the relevant person. All Girlguiding UK forms can be found online at [www.girlguiding.org.uk/members' area/resource library](http://www.girlguiding.org.uk/members%27%20area/resource%20library). You may want to visit the venue beforehand to check details.

There may be opportunities in the local area for the units to get together. Find out what opportunities there are, or suggest one at a local meeting.

Many Units are already connected with a Unit of another Section and enjoy joint activities with them. If your Unit does not regularly mix with the section above or below, why not ask other Leaders in your area if they'd like to do this? It's important to link up with the Sections either side of yours, to ease transition into and from your Unit for girls - which in turn helps to retain them in Guiding. Make sure the activity you run is appropriate for the ages of those taking part. The A to Z of Activities may help you with this.

Try some activities that reflect different parts of the Guiding Programme, for example sport and the arts. You could introduce new games, skills or activities. If you have a particular interest or skill, you could adapt an activity to use with the Unit or group.

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**Discussion notes** ▼

## Part 4

### Work with members of the unit to support their progress.

#### Why do I need to do this?

Guiding treats everyone as an individual and aims to help each person fulfill her own potential. The Programme helps girls and young women progress at their own pace and have their achievements recognised.

#### How do I achieve this?

- a) Discuss and give simple examples of how girls have gained in confidence, self-esteem and social skills and met challenges over a period of time.
- b) Help two members of the unit look at their progress through the Programme and review with them two activities in which they have taken part.
- c) Help a member of the Unit or a small group of girls find out about the section to which she/they can progress, using the relevant transition resources for your section.

#### Helpful notes for Leaders in Training and Mentors

You may find it helpful to look at girls of different ages or who have been in the unit for different periods of time. Observe them casually as they are enjoying unit activities. If you choose to make notes, do not use the girls' names but refer to them as, say, Child A and Child B. For example, you might note next to an entry for a game that Child A joined in well this week, or, on an entry about a creative activity that Child B needed longer to finish than others. Also notice their abilities, skills and relationships with others. Do they participate as members of the team in group activities and discussions? Are they developing confidence? Are there signs of leadership skills? Over a period of time, can you see a difference? Are there opportunities for the girls to develop in areas where they need more help?

Remember, girls of different ages and abilities in your unit do not need to be doing the same activities. Sometimes it may be appropriate (e.g. when they are doing a creative activity), but you could also have different groups working on different activities on the same theme, e.g. recycling, and sometimes different groups may be doing completely separate activities. Leaders help unit members plan their progress through the Programme by finding out about their interests, providing opportunities and challenges, and talking through completed activities. One way in which Leaders can support unit members is by encouraging them to progress to the next section. Encourage a visit to a unit in the next section, help to plan a joint event or visit [www.girlguiding.org.uk](http://www.girlguiding.org.uk) to find out more about the next section. Encourage a visit to a unit in the next section, help to plan a joint event or visit [www.girlguiding.org.uk](http://www.girlguiding.org.uk) to find out more about the next section. Resources available to support girls in making this transition include Pot of Gold for Rainbows, Brownies Go For It! for Brownies, Move on Up! for Guides and the Senior Section CD for the Senior Section.

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Discussion notes ▼

## Leadership Qualification checklist for Modules 2-4

This checklist gives you an insight into the clauses of the remaining modules in the Qualification. It is recommended the modules are worked through and signed off in order but sometimes this depends on the timing of County training opportunities. This can be discussed and organised with your Mentor.

### Module 2: Your role in Girlguiding UK

**Part 1: Discuss your understanding of the Promise with an adult member of your choice and make or renew your Guide Promise.**

- a) Discuss your understanding of the Promise with an adult member of your choice.
- b) When you are ready, make or renew your Promise.

**Part 2: Attend and contribute to meetings at a local level.**

- a) Attend meetings.
- b) Feed back to the girls in your unit after the meeting and gather their views and opinions to take forward to the next meeting, to ensure their voices are heard on local plans, ideas and events.
- c) Keep a note of the meetings and discuss how information from them will be shared with members of your unit and how it affects them. Give examples, if you can, of how this works in your unit.

**Part 3: Get involved in local guiding.**

- a) Help the unit participate in an activity or event involving at least one other unit. Afterwards, discuss the activity with your Mentor. It may be an activity you have suggested and it will give you an opportunity to work with other Leaders and share good practice.

### Module 3: Your role in safety and unit administration

**Part 1: Ensure effective communication takes place with parents and with the local community.**

- a) Know how to log on to Go! to create records for new individuals and to add information about existing individuals. If you do not have access to the Internet, know what arrangements are in place to ensure that girls in your unit are accurately recorded on Go!.
- b) Know how to run reports on Go! to meet the needs of the unit, e.g. emergency contact, girl age, etc. If you do not have access to the Internet, know what arrangements are in place to run reports needed to help you run the unit.
- c) Keep parents regularly informed about the unit's plans. Obtain any necessary parental consent.
- d) Discuss how you would help a parent with a query and what further action you would take, or make a note of a query you have dealt with.
- e) Explore ways of letting the local community know about guiding activities in your area, and try at least one.

**Part 2: Ensure that the unit's programme is carried out in a safe environment.**

- a) Read 'How to make guiding a safe space' in *The Guiding Handbook* and discuss it with your Mentor.
- b) Carry out a safety check of the unit meeting place, inside and out. Discuss what action you would take if you found an unsafe situation. Explain or show how you would carry out a fire drill in your meeting place.
- c) Show that you can run activities safely in the unit meeting place.
- d) Hold a 1st Response certificate or a first aid certificate that covers the minimum requirements in the Association's 1st Response syllabus (see page 41).
- e) Know who to report to locally in the event of an accident or serious incident involving members of the unit.

**Part 3: Be aware of your responsibilities regarding unit funds and Girlguiding UK financial policy.**

- a) Read the 'Financial management' section of the online *Guiding Manual*. Discuss with your Mentor the need to budget for the day-to-day running of the unit and the requirement to prepare unit accounts.

**Module 4: Your role in managing the unit -  
Needed for taking charge of a Unit**

**Part 1: Maintain effective record-keeping systems.**

- a) Discuss with your Mentor how you ensure that accurate and up-to-date records are maintained of unit members and the Unit Team, in particular the use of level management on Go!.
- b) Ensure that accurate records of attendance are kept for all members, including members of the Unit Team.
- c) Ensure that a programme record is maintained.
- d) Either budget for an event or maintain the unit accounts for one term, making sure that proper financial records are kept.

**Part 2: Ensure that effective communication takes place locally.**

- a) Read 'What is Guiding?' in *The Guiding Handbook* and the 'Structure' section of the online *Guiding Manual*.
- b) Use a Local Guiding Directory to show how the unit fits into guiding's communication network. Complete the helpful information sheet at the beginning of the Leadership Qualification workbook.
- c) Show how information is communicated to the members of the unit, the Unit Team and your Commissioner.
- d) Take part in an activity to help raise awareness of guiding and support recruitment - e.g. a 'bring a friend' evening, a community event or a parents' evening.
- e) Read the 'Policies' section of the *Guiding Manual* and understand your responsibility to uphold the policies of Girlguiding UK.