© 2011 Girl Guides Queensland

Girl Guides Queensland
17 Gould Rd Herston QLD 4006
PO Box 739 Fortitude Valley QLD 4006
P: (07) 3252 3061
F: (07) 3252 4814
E: state@guidesqld.org
W: www.guidesqld.org

<table>
<thead>
<tr>
<th>Document ID</th>
<th>Version</th>
<th>Author/s</th>
<th>Distribution</th>
<th>Previous Versions</th>
</tr>
</thead>
<tbody>
<tr>
<td>QP:TR.21</td>
<td>August 2011</td>
<td>Various, coordinated by Training Manager</td>
<td>Guide Supplies</td>
<td>First Published: 2008</td>
</tr>
</tbody>
</table>
# CONTENTS

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>v</td>
</tr>
<tr>
<td>Guide Promise</td>
<td>v</td>
</tr>
<tr>
<td>Guide Law</td>
<td>v</td>
</tr>
<tr>
<td>Fundamental Principles of Guiding</td>
<td>v</td>
</tr>
<tr>
<td>Essence of the Fundamental Principles</td>
<td>v</td>
</tr>
<tr>
<td>Girl Guide/Girl Scout Method</td>
<td>v</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>v</td>
</tr>
<tr>
<td>Code of Conduct</td>
<td>vi</td>
</tr>
<tr>
<td>Introduction</td>
<td>vii</td>
</tr>
<tr>
<td>Welcome to this great game of Guiding!</td>
<td>vii</td>
</tr>
<tr>
<td>State Organisational Structure</td>
<td>viii</td>
</tr>
<tr>
<td><strong>Chapter 1 Guiding in the District</strong></td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>The Provisional Leader</td>
<td>4</td>
</tr>
<tr>
<td>The Guiding Assistant</td>
<td>4</td>
</tr>
<tr>
<td>The Unit Helper</td>
<td>4</td>
</tr>
<tr>
<td>The District Leader</td>
<td>4</td>
</tr>
<tr>
<td>The Olave Program Mentor</td>
<td>4</td>
</tr>
<tr>
<td>The Resource Leader</td>
<td>4</td>
</tr>
<tr>
<td>Olave Program</td>
<td>5</td>
</tr>
<tr>
<td>The Guiding Partner</td>
<td>5</td>
</tr>
<tr>
<td>The Junior Leader</td>
<td>6</td>
</tr>
<tr>
<td>The Guide Helper</td>
<td>6</td>
</tr>
<tr>
<td>The Support Group</td>
<td>6</td>
</tr>
<tr>
<td>The Trefoil Guild</td>
<td>6</td>
</tr>
<tr>
<td>Communication</td>
<td>6</td>
</tr>
<tr>
<td>Lines of Communication</td>
<td>7</td>
</tr>
<tr>
<td>Meetings</td>
<td>8</td>
</tr>
<tr>
<td>District Meeting</td>
<td>8</td>
</tr>
<tr>
<td>District Annual General Meeting</td>
<td>8</td>
</tr>
<tr>
<td>District Team Gathering (for District with Support Group)</td>
<td>8</td>
</tr>
<tr>
<td>Suggested Format for Unit report</td>
<td>9</td>
</tr>
<tr>
<td>Marketing</td>
<td>10</td>
</tr>
<tr>
<td>Membership</td>
<td>10</td>
</tr>
<tr>
<td>Membership Categories</td>
<td>10</td>
</tr>
<tr>
<td>Membership Application Procedure</td>
<td>11</td>
</tr>
<tr>
<td>Membership Listings</td>
<td>11</td>
</tr>
<tr>
<td>Opening/Closing Units</td>
<td>12</td>
</tr>
<tr>
<td>Duty Of Care</td>
<td>12</td>
</tr>
<tr>
<td>Support Services and Facilities</td>
<td>13</td>
</tr>
<tr>
<td>Awards</td>
<td>13</td>
</tr>
<tr>
<td>Support Centre</td>
<td>14</td>
</tr>
<tr>
<td>Guide Supplies</td>
<td>14</td>
</tr>
<tr>
<td>Support Centre Structure</td>
<td>15</td>
</tr>
<tr>
<td>Resource Centre</td>
<td>16</td>
</tr>
<tr>
<td>Memorabilia</td>
<td>16</td>
</tr>
<tr>
<td>Quetta</td>
<td>16</td>
</tr>
<tr>
<td>Guide Campsites</td>
<td>16</td>
</tr>
<tr>
<td><strong>Chapter 2 Youth Program</strong></td>
<td>17</td>
</tr>
<tr>
<td>Introduction</td>
<td>18</td>
</tr>
<tr>
<td>The Australian Guide Program</td>
<td>20</td>
</tr>
<tr>
<td>The Guide Unit</td>
<td>20</td>
</tr>
<tr>
<td>Unit Names</td>
<td>20</td>
</tr>
<tr>
<td>Unit Structure</td>
<td>20</td>
</tr>
<tr>
<td>Meeting the Needs of the Girls</td>
<td>21</td>
</tr>
<tr>
<td>The Patrol System</td>
<td>21</td>
</tr>
<tr>
<td>Patrol Development</td>
<td>21</td>
</tr>
<tr>
<td>Program Resources</td>
<td>23</td>
</tr>
<tr>
<td>Activity Packs</td>
<td>23</td>
</tr>
<tr>
<td>Other Resources</td>
<td>23</td>
</tr>
<tr>
<td>District Library</td>
<td>23</td>
</tr>
<tr>
<td>Program Activities</td>
<td>23</td>
</tr>
<tr>
<td>Outdoor Activities</td>
<td>23</td>
</tr>
<tr>
<td>Adventurous Activities</td>
<td>24</td>
</tr>
<tr>
<td>Camping</td>
<td>24</td>
</tr>
<tr>
<td>Environmental/Earth Education</td>
<td>25</td>
</tr>
<tr>
<td>JOTA/JOTI</td>
<td>26</td>
</tr>
<tr>
<td>Water Activities</td>
<td>26</td>
</tr>
<tr>
<td>Administrative Procedures for Outdoor Activities</td>
<td>26</td>
</tr>
<tr>
<td>International</td>
<td>29</td>
</tr>
<tr>
<td>Service</td>
<td>30</td>
</tr>
<tr>
<td>Recognition of Achievement</td>
<td>31</td>
</tr>
<tr>
<td>Informal Recognition</td>
<td>31</td>
</tr>
<tr>
<td>Formal Recognition</td>
<td>31</td>
</tr>
<tr>
<td>Explore a Challenge</td>
<td>32</td>
</tr>
<tr>
<td>Create a Challenge</td>
<td>32</td>
</tr>
<tr>
<td>Achieve a Challenge</td>
<td>33</td>
</tr>
<tr>
<td>Special badges</td>
<td>33</td>
</tr>
<tr>
<td>Challenges</td>
<td>33</td>
</tr>
<tr>
<td>Assessment</td>
<td>34</td>
</tr>
<tr>
<td>Lones</td>
<td>36</td>
</tr>
<tr>
<td>Girls with Special Needs</td>
<td>36</td>
</tr>
<tr>
<td>Ceremonies</td>
<td>37</td>
</tr>
<tr>
<td>Uniform</td>
<td>38</td>
</tr>
</tbody>
</table>
# Contents

<table>
<thead>
<tr>
<th>Chapter 3 Administration .......................................</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction ..................................................................</td>
<td>40</td>
</tr>
<tr>
<td>Forms ..........................................................................</td>
<td>40</td>
</tr>
<tr>
<td>Records ...........................................................................</td>
<td>40</td>
</tr>
<tr>
<td>The Unit Leader’s Records ........................................</td>
<td>40</td>
</tr>
<tr>
<td>Finance .........................................................................</td>
<td>41</td>
</tr>
<tr>
<td>Policy for keeping documents ...................................</td>
<td>41</td>
</tr>
<tr>
<td>Simple Book-Keeping ..................................................</td>
<td>42</td>
</tr>
<tr>
<td>Cash Book ...................................................................</td>
<td>42</td>
</tr>
<tr>
<td>Cheque Book ..................................................................</td>
<td>42</td>
</tr>
<tr>
<td>Petty Cash Book .......................................................</td>
<td>42</td>
</tr>
<tr>
<td>Receipt Book ..................................................................</td>
<td>42</td>
</tr>
<tr>
<td>Deposit Book ..................................................................</td>
<td>42</td>
</tr>
<tr>
<td>Bank Statements .........................................................</td>
<td>42</td>
</tr>
<tr>
<td>Annual Audit ..............................................................</td>
<td>43</td>
</tr>
<tr>
<td>Membership Expenses ..................................................</td>
<td>43</td>
</tr>
<tr>
<td>Membership fees .........................................................</td>
<td>43</td>
</tr>
<tr>
<td>Unit subscriptions .......................................................</td>
<td>43</td>
</tr>
<tr>
<td>Voluntary contributions/Levies .....................................</td>
<td>43</td>
</tr>
<tr>
<td>Patrol subscriptions ....................................................</td>
<td>44</td>
</tr>
<tr>
<td>Fundraising .................................................................</td>
<td>44</td>
</tr>
<tr>
<td>Funds and Grants .........................................................</td>
<td>44</td>
</tr>
<tr>
<td>National Funds and Grants ..........................................</td>
<td>44</td>
</tr>
<tr>
<td>State Funds and Grants ...............................................</td>
<td>45</td>
</tr>
<tr>
<td>Property ..........................................................................</td>
<td>45</td>
</tr>
<tr>
<td>Insurance ........................................................................</td>
<td>46</td>
</tr>
<tr>
<td>Chapter 4 Leadership Qualification and Development ..........</td>
<td>47</td>
</tr>
<tr>
<td>Introduction ....................................................................</td>
<td>48</td>
</tr>
<tr>
<td>Australian Adult Leadership Program .............................</td>
<td>48</td>
</tr>
<tr>
<td>Guiding Awareness .......................................................</td>
<td>48</td>
</tr>
<tr>
<td>Leadership Development ...............................................</td>
<td>48</td>
</tr>
<tr>
<td>Australian Adult Leadership Program Flowchart ...............</td>
<td>49</td>
</tr>
<tr>
<td>Leadership Qualification and Appointment ......................</td>
<td>51</td>
</tr>
<tr>
<td>Further Development ....................................................</td>
<td>51</td>
</tr>
<tr>
<td>Change of Appointment ..................................................</td>
<td>52</td>
</tr>
<tr>
<td>Appendixes .....................................................................</td>
<td>53</td>
</tr>
<tr>
<td>Index of Forms ..............................................................</td>
<td>54</td>
</tr>
<tr>
<td>Index of Publications ....................................................</td>
<td>60</td>
</tr>
<tr>
<td>Glossary .........................................................................</td>
<td>63</td>
</tr>
<tr>
<td>Index ..............................................................................</td>
<td>65</td>
</tr>
</tbody>
</table>
Guide Promise

I promise that I will do my best
To be true to myself and develop my beliefs
To serve my community and Australia
And live by the Guide Law

Guide Law

As a Guide I will strive to:
• Respect myself and others
• Be considerate, honest and trustworthy
• Be friendly to others
• Make choices for a better world
• Use my time and abilities wisely
• Be thoughtful and optimistic
• Live with courage and strength

Fundamental Principles of Guiding

(An extract from Girl Guiding/Girl Scouting: a challenging movement, WAGGGS, 1997)

‘The ideal and spirit are clearly expressed in the Promise and Law—Fundamental Principles of Girl Guiding/Girl Scouting. To be a Member of WAGGGS each national Girl Guide/Girl Scout organisation must adhere to the fundamental principles expressed within the original Promise and Law.’

Essence of the Fundamental Principles

The essence of the fundamental principles was defined at the 21st World Conference (1972) as follows:

‘The essence of Duty to God is the acknowledgment of the necessity for a search for a faith in God, in a Supreme Being, and the acknowledgment of a Force higher than man, of the highest Spiritual Principles. The essence of Duty to Country is the acceptance of the concept of responsibility to the communities in which we live. The essence of Service is the acceptance of the practice of helpfulness to others. The essence of the Law is: Duty to others and to the Brotherhood of Man; Self-discipline; Respect for all living things.’

A more up to date interpretation of the above is:

‘The essence of Duty to God encompasses all world faiths represented in the World Association. The essence of Duty to Country takes account of the individual’s responsibility as a member of her community. The essence of Service has expanded to include projects of mutual aid, co-operation with other organisations, exchanges of ideas and personnel—all made possible by improved means of communication. The essence of Law illustrates the response of the World Association to more recently identified problems. Today “respect for all living things” includes all that concerns human life, such as environmental problems, drug abuse and sexual responsibility.’

Girl Guide/Girl Scout Method

The Girl Guide/Girl Scout method helps Leaders to achieve the Mission of the World Association of Girl Guides and Girl Scouts which is ‘to enable girls and young women to develop their fullest potential as responsible citizens of the world’.

The elements of the Girl Guide/Girl Scout method are:
• commitment through the Promise and Law (gives each member a philosophy of life)
• the Patrol System (groups of individuals working together)
• learning by doing (learning from experience rather than passive listening or observation)
• progressive self development (decided by the individual member)
• symbolism (creates a feeling of belonging and group cohesion)
• active co-operation between youth and adults (encourages development of youth)
• outdoor activities (builds self confidence, self awareness and character)
• service in the community (encourages a sense of responsibility for the world we live in)
• international experiences (promotes respect and tolerance for others).

Mission Statement

Girl Guides Australia: enabling girls and young women to grow into confident, self-respecting, responsible community members.
Code of Conduct

Girl Guides Australia requires that each adult member at all times will:

• abide by the Guide Promise and Law, the Aims and Principles of Guiding and all other rules and polices of Girl Guides Australia and the relevant State organisation
• treat youth members with respect and accept responsibility for the physical and emotional safety of youth members, as required by duty of care
• recognise the importance of and encourage the spiritual development of youth members according to Girl Guides Australia policy
• not use Guiding to promote personal beliefs, behaviours or practices where these are not compatible with Guiding
• adhere to the drugs, smoking and alcohol policies of the organisation
• behave in such a way as to bring credit to Guiding and maintain the standards of Guiding
• respect everyone’s right to privacy
• accept the need to avoid unaccompanied or unobserved activities, including discussions and interviews, with individual youth members
• recognise that physical, sexual or verbal abuse, bullying, tormenting or ridicule is unacceptable behaviour by any member and will take appropriate action to deal with such behaviour.
Welcome to this great game of Guiding!

You have now taken the first steps on the journey to a leadership role in Girl Guides Australia. Along the way you will learn new skills, apply the skills you already have to new challenges and discover hidden talents that no-one knew were there. You are not alone on this journey—there are Guiding people in your local area and further afield who are there to support you and lend a helping hand. So don’t hesitate to ask whatever the question or the problem.

This Resource Book will also assist you in your role. It has been designed as a survival guide with a summary of the information available on a number of topics and references to further information. We do not anticipate that you will read it from cover to cover or digest it all in one sitting. Hopefully it will give you an overview of Guiding and the program, and you will be able to extract information from it as and when you need it. Be sure you read it in conjunction with Guide Lines which contains the policy, organisation and rules of Girl Guides Australia.

Where there is a reference to your District Leader and you do not have one then you will need to liaise with your Region Leader or whoever is delegated to take on the responsibilities of the District Leader. You should keep your Resource Book up to date by noting or including any relevant changes from your State newsletter (Queensland on the Go) or from your District Leader. Feel free to add more information and customise your Leader’s Kit to suit yourself.

The Leader’s Resource Book has been written primarily for Leaders working with Youth. However, Leaders working with Adults and Resource Leaders will also find much of this relevant to them. In some instances information specific to the source publishing the resource book has been provided.

Any reference in this document to the Board is to the applicable decision-making body in each State Guide organisation. This may be the State Board or the State Executive. Any reference to the State Executive Officer is to the applicable senior staff member in each State Guide organisation. This may be the State Executive Officer, the Manager or the Chief Executive Officer. Any reference to a State Manager is to the relevant senior State officer-bearer. Any reference to an Australian Manager is to the relevant senior Australian officer-bearer. Any comments or suggestions should be directed to the State Training Manager. For details of the Queensland State structure, refer to page viii.

So, once again, welcome! We hope you will enjoy your time with us and that as well as giving something of yourself, you will receive back a large helping of the spirit that comes from belonging to the huge family that is Guiding. Thank you for your commitment.
State Organisational Structure
Chapter 1
GUIDING IN THE DISTRICT
Introduction
As a Leader you are a member of the District Team. Other team members may include:
- Guides
- Provisional Leaders
- Guiding Assistants
- Unit Helpers
- District Leaders
- Olave Program Mentor
- Resource Leaders
- Olave Program members
- Guiding Partners
- Junior Leaders
- Guide Helpers
- Support Group or District Support Team
- Parents/guardians/carers
- Trefoil Guild
- Community members

Get to know these people. They may be able to assist you with problems and ideas or you may be able to help them. Certainly you will need to support each other and appreciate each other’s diversity. Be an active member of the team and join in the fellowship of Guiding, sharing the fun, responsibilities and personal good and not so good times. Above all, remember that the team is there for the benefit of the girls and their needs should be considered at all times.

The Unit Leader
You are responsible to your District Leader (Region Leader if no District Leader) for implementing the Australian Guide Program and providing leadership within your Unit.

You may be appointed as a Unit Leader provided you:
- are female and at least 18 years of age
- have worked effectively with your Unit for at least three months
- hold a current qualification in the Australian Adult Leadership Program as a Leader of Youth.

You are also required to undergo suitability check requirements (Positive Notice blue card for Child Related Employment).

Your appointment is by recommendation of the District or Region Leader and is reviewed for endorsement every three years. It is for a specific position and is not transferable.

You are appointed to assist your girls to develop and implement creative, effective and well-balanced programs relevant to their needs, which further their understanding and acceptance of the principles of Guiding and help them to develop skills, initiative and self-confidence. You are a friend and role model to them and may make a real difference to their lives. Specific responsibilities are outlined below and described in detail in later sections. For further information see Guide Lines, Job Descriptions—Leader of Youth.

- Teamwork—work as a member of the District Team.
- Communication—communicate effectively with parents/guardians/carers and other members of the District Team.
- Meetings—represent the Unit at District meetings, District Annual General Meetings and District Team gatherings.
- Promotion—promote and maintain Guiding standards in the community. Help other members understand the principles and methods of Guiding.
- Program—assist girls to develop, implement and evaluate programs to meet their needs. Facilitate self-government in the Unit and an understanding and acceptance of the principles of Guiding. Encourage girls to progress through the Australian Guide Program and maintain links with other Units.
- Paperwork—ensure reports and forms are completed accurately and forwarded promptly and correspondence is actioned.
- Records—maintain appropriate records, for example Unit members, equipment, resources and financial. Refer Chapter 3, Records page 40.
- Finance—ensure all Unit monies are accounted for, be a signatory on the Unit bank account (two of three to sign cheques) and present the financial records annually for audit. Refer Chapter 3—Finance page 41.
- Currency—keep up to date with matters affecting youth and with changes to policy, procedure and other aspects of Guiding. Participate in an appraisal of your role every three years. Attend a Guide training course or a Guide Region, State or national event with training content at least once every three years.

You do not need to have been a previous member of the Movement. You should however be prepared to learn, to develop your personal and leadership skills, including participation in leadership development courses; to make decisions and delegate authority and responsibility as
appropriate. You should understand and be committed to the aims, principles and program ideals of Guiding and share this with your girls. You need to:

- understand the age group with which you are working
- respect and take an interest in each individual girl
- take time to listen to the girls
- be fair and not have favourites
- have a good time with them but be firm when necessary
- let them do things for themselves and learn by their experience
- admit it when you don’t know something and then find the answer
- laugh with them not at them
- look and behave like an adult—provide a good example.

How does my Unit work out who is Leader in charge?
All qualified Leaders are appointed as Leaders—there are no Assistant Leaders—and leadership in Guiding is based on shared responsibility using a team approach. Some Leaders may have had more experience and their knowledge and skills are a valuable part of the Unit’s operations. If a Leader is nominated as a contact person this does not make her Leader in charge.

Is Guiding Assistant another name for Assistant Leader?
No, a Guiding Assistant is someone who wants to be more than a Unit Helper but is not ready or able to be a qualified Leader. They must meet certain minimum requirements, such as be under the supervision of a qualified Leader at all times (refer to “The Guiding Assistant” on page 4)

Can someone be a Leader with more than one Unit at the same time?
There is no rule that prohibits a Leader from working with more than one Unit, that is having more than one appointment. However a regular commitment to work with girls of more than one Unit may create conflicts when both Units require the Leader’s attention. A Leader needs to carefully consider the extra demands this would place on her.

Can I be in charge of a Unit if I have applied to become a Leader but haven’t completed my Leadership Qualification?
Yes, when it is not possible to have a qualified Leader in a Unit and provided you are working towards your Leadership Qualification and are capable of supervising girls without a qualified Leader present. You must meet certain minimum requirements, such as demonstrate competence in specified Australian Adult Leadership Program modules (refer to “The Provisional Leader” on page 4), and complete Leadership Qualification within nine months of starting as a Leader. You will be designated as a Provisional Leader until qualified.
Chapter 1 Guiding in the District

The Provisional Leader

When it is not possible to have a qualified Leader in a Unit, you may be designated as a provisional Leader until you are qualified, provided you are a member and have made your Promise. You may also be required to undergo screening or a suitability check depending on State legislation or requirements (Positive Notice blue card for Child Related Employment). You must be capable of supervising girls and have demonstrated competence in the following Australian Adult Leadership Program areas:

- identify the fundamental principles of Guiding
- recognise individual needs and competencies
- explain her understanding of the Code of Conduct of Girl Guides Australia
- maintain a safe environment for all Unit or group activities.

Also the area, use appropriate first aid skills, for activities away from the Unit meeting place. As a Provisional Leader you are expected to complete Leadership Development within three months of starting as a Leader and Leadership Qualification within nine months of starting as a Leader. For further information see Guide Lines—Provisional Leader.

The Unit Helper

A Unit may have female Unit Helpers to assist with Unit activities, teaching skills, developing knowledge, book keeping, administration or anything else with which you may require help. This is a non-uniformed position, usually part time. You may appoint a Unit Helper in consultation with the District Leader who must confirm her appointment. She will retire when you resign but may be re-appointed to continue working in the Unit if her assistance is still required and she is willing.

A Unit Helper is required to abide by the Girl Guides Australia Code of Conduct and may have to undergo screening or a suitability check depending on State legislation or requirements (Positive Notice blue card for Child Related Employment). She must be reliable, stay in regular contact with you and the Unit and work under the supervision of a qualified Leader at all times. For further information see Guide Lines—Unit Helper.

The Guiding Assistant

A Guiding Assistant is an adult member who wishes to work with a Unit in a greater capacity than a Unit Helper but is not ready or able to become a qualified Leader. She must have made her Promise and completed Guiding Awareness and elective modules of Leadership Development. She may also be required to undergo screening or a suitability check depending on State legislation or requirements (Positive Notice blue card for Child Related Employment).

There are no specific modules that have to be completed for Leadership Development. She should, however, demonstrate competence in those modules that she feels would benefit her in her role. You or her Guiding Partner should be able to help her with her choice.

You may appoint a Guiding Assistant in consultation with the District Leader who must confirm her appointment. An appointment card and Guiding Assistant bar are issued and the appointment is endorsed triennially.

She must work under the supervision of a qualified Leader at all times and is responsible to you and the District Leader. For further information refer to Guide Lines—Guiding Assistant.

The District Leader

The District Leader, provided she acts in accordance with State policy, is responsible to the State organisation (through the Region Leader) for all Guiding and Guiding activities within the District. She acts as coordinator, facilitator, friend, adviser and team leader. The position is not one of rank but of sharing with other people the responsibilities and privileges of membership in a team.

The District Leader is elected according to State policy (triennially by all adult Leaders working with youth in the District, a representative of the Support Group/District Management Team and a representative of the appointed Resource Leaders (refer Policy and Procedure—Elections).

The Olave Program Mentor

An Olave Program Mentor may be invited by an Olave Program Unit to act as their mentor when required. It is not mandatory for them to have a mentor. The District Leader should be advised.

The Resource Leader

Resource Leaders may be women who do not have regular Guiding commitments (that is Unit, District, Region) or they may have a regular commitment and be prepared to be a Resource Leader in addition to that commitment. They may be women who have specialised skills in one or more areas of the program that they are willing to share with girls and/or adults, for example outdoor skills, the arts, leadership skill development,
finance, social issues, World Association of Girl Guides and Girl Scouts. They can be specially appointed to provide support for other Leaders who are working with youth or adult members, for example Guiding Partners, Advisers, Consultants.

They are Qualified Leaders who may be appointed by:

i. a District Leader to work in the District,

ii. a Region Leader to work in the Region, or

iii. appropriate State personnel.

Resource Leaders may be able to help by visiting Unit meetings, assisting with activities, taking part in camp programs or conducting specialised workshops. For further information see Guide Lines—Resource Leader.

Olave Program

If you are aged between 18 and 30 years of age then you are eligible to participate in the Olave Program. This provides an opportunity for women of this age group to experience a wide range of activities (for example lightweight camping, adventurous activities, personal development weekends, national and international camps) while encouraging personal growth and social networks. Community service is an integral part of the program. For additional personal challenge, members can work towards a number of specialised skill qualifications, the Olave Baden-Powell Award, Faith Awareness or Australian Adult Leadership Program Further Development modules.

You can opt to be a member of a peer group as well as being a Leader. Further information is available from the State Olave Program Manager. For further information see Guide Lines—Olave Program.

Does the Guiding Partner do all the mentoring with a new Leader?

No, you should also develop a broader network including your District Leader, other Unit Leaders and Resource Leaders, Region team, Support Centre, Managers, Advisers, Consultants the girls, their parents/guardians/carers and other people in the community.

What if I don't have a Guiding Partner?

Every new Leader must have a Guiding Partner. Contact your District Leader, Region Guiding Partner Coordinator/Training Consultant, District Leader or State Guiding Partner Coordinator if you have not been assigned a Guiding Partner.

Will I still need a Guiding Partner once I have completed Leadership Qualification?

Yes. A Guiding Partner (or Guiding Partners) can assist you as a qualified Leader to identify training needs, access further development opportunities, including Australian Adult Leadership Program modules, and may assess Further Development modules.

The Guiding Partner

Guiding Partners are experienced Leaders who provide support for Leaders and prospective Leaders as they develop the competencies required to complete modules of the Australian Adult Leadership Program. You will be linked with a Guiding Partner (see your Region Guiding Partner Coordinator or District Leader) who will support you in your leadership role. She will be willing to share her experiences and knowledge with you as well as assisting you to develop a personal development plan. Discuss with your Guiding Partner what methods of communication (for example face to face, letter, email, phone, tape) and how often best suit the both of you. If you have any questions or problems relating to your Journal or your leadership role then contact your Guiding Partner. Be proactive—don’t wait for her to contact you. As you grow and develop in your role your needs may change. If you or your Guiding Partner believe that she can no longer meet these needs then a new Guiding Partner can be appointed—you should discuss this with your District Leader. Once you are qualified your Guiding Partner will continue to support and encourage you and assist you to identify your training needs, access further development opportunities, including Australian Adult Leadership Program modules, and may assess Further Development modules of the Australian Adult Leadership Program.
Chapter 1 Guiding in the District

The Junior Leader

A Junior Leader is a financial youth member of Girl Guides Queensland, aged between fourteen and seventeen years, who is developing her leadership skills with a qualified Leader as mentor, through a commitment to a Unit of younger Guides. If there are experienced adult Leaders in your Unit then you may find a Junior Leader(s) attached to the Unit. She will be a great help to the Leaders but the main reason for her being there is for her self development and to learn leadership skills. She must always work under the supervision of a qualified Leader as per Guide Lines—Unit numbers. For further information on Junior Leaders see your District Leader and the Region Youth Leadership Consultant or contact the Program Manager.

The Guide Helper

A Guide Helper is a financial youth member of Girl Guides Queensland, aged between nine and fourteen years, who is developing her leadership skills with a qualified Leader as mentor, through a commitment to a Unit of younger Guides. She must always work under the supervision of a qualified Leader as per Guide Lines—Unit numbers. For further information on Guide Helpers see your District Leader and the Region Youth Leadership Consultant or contact the Program Manager.

The Support Group

The Support Group is a body of non-uniformed women and men who are interested in supporting Guiding in the local area. They can be interested community members as well as parents/guardians/carers. You can assist by encouraging the parents/guardians/carers of your Guides to take an active part in the Girl Guides Queensland Support Group (Support Group leaflet available).

You cannot be a member of the Support Group nor attend their meetings unless specifically invited by them or the District Leader. Similarly, Support Group members may not attend Leaders’ meetings unless invited by the District Leader. The Support Group does not exercise any authority over you in the running of your Unit. However they are entitled to voice any concerns and provide feedback.

If your District has only one Unit, the Support Group may work under a District Support Team structure. You may apply to become a member of the Team (Complete Application for Membership of Support Group/District Support Team form (QF.SG.01), from District Leader). This entitles you to vote at District Meetings, that is meetings of the District Support Team, and to nominate for election as an office-bearer. The management of the District is vested in the Executive Committee of the District Support Team. However, the management of your Unit, including Unit funds, and the delivery of the Australian Guide Program are your responsibility. For further information ask your District Leader.

The Trefoil Guild

The Trefoil Guild is a group of women who have made, or are willing to make, the Guide or Scout Promise and are committed to keeping alive the spirit of the Promise and Law, carrying this spirit into the community and giving support to Guiding. When you have made your Promise you may join a Trefoil Guild as a full member if you wish. Trefoil Guild members may be able to assist with some Unit activities and can be invited to special Unit events—for contact details ask your District Leader. For further information see Guide Lines—Trefoil Guild.

Communication

In your role as Leader you may need to communicate with:

- Guides and their friends
- parents/guardians/carers
- other Leaders (Unit, District, Region, State)
- members of other youth organisations
- community members
- members of the press, including community newspapers
- Support Centre Team Members by:
  - discussion
  - meeting
  - telephone
  - letter
  - email
  - newsletter
  - notice
  - report
  - form.

You should familiarise yourself with the lines of communication within your State (refer “Lines of Communication” on page 7) and the specific procedures used within the District (ask District Leader). You may communicate directly with members of the Region/Division or State team, if the need arises, but you should let your District Leader know out of courtesy. To be effective in your leadership role you will need...
to stay informed and keep others informed. Up to date information is published in the State newsletter (*Queensland on the Go*), the State website (www.guidesqld.org), the Australian website (www.girlguides.org.au) and disseminated at meetings. You will need to keep your District Leader (each District has its own reporting requirements) and parents/guardians/carers (consider producing a Unit newsletter) Mup to date with what is happening in the Unit.

### What is Queensland on the Go?

*Queensland on the Go*, the State newsletter, is the main avenue of communication between the State team, Support Centre and adult members. There are ten issues each year. This monthly newsletter includes a regular column by the State Commissioner and Chief Commissioner, information for Leaders and members, columns from State Managers and Regions, event details (State, international), resource pages, Kindilan update and the latest on merchandise at the Guide Supplies. Non-members may subscribe by contacting the Support Centre.

### Where is the Girl Guides Queensland website?

Go to [www.guidesqld.org](http://www.guidesqld.org). Use the Girl Guides Queensland website to access the latest events, forms, program ideas, get up-to-date information on training, the outdoors, marketing, and download useful tools and publications. Visit often as it changes all the time.

### How do I keep up to date with the latest developments?

*Queensland on the Go*, Girl Guides Queensland website (www.guidesqld.org), seminars/conferences, trainings/workshops, your Guiding Partner, networking with other Leaders including at District meetings.
Meetings

As part of your role you will need to attend and participate in a number of meetings including the District meeting, District Annual General Meeting and District Team Gathering.

District Meeting

In a District with a Support Group, the District meeting is a meeting of adult Leaders held at regular intervals, usually monthly. It is attended by all Leaders (not just one representative from each Unit) and is chaired by the District Leader. The Olave Program Mentor may attend or the Olave Program Unit may be represented by the Unit Chair. Resource Leaders and Guiding Assistants may attend. Unit Helpers do not usually attend but may be invited if necessary. In a District with a District Support Team, the District meeting is a meeting of all members of the Team held at regular intervals, usually monthly. This means that any adult Leaders, Guiding Assistants or Unit Helpers who are members of the Team may attend and vote. If necessary, Leaders may meet independently to discuss matters regarding the facilitation of the Australian Guide Program and for leadership development.

At the District meeting you represent the girls in your Unit and may discuss:

- safety issues
- use of equipment and premises
- District, Region and State events
- program
- resources
- training—girls and Leaders
- camping
- problems
- correspondence
- any items of interest to the District.

You report on the Unit’s activities and its future plans, using a Unit Report form provided by your District Leader. Refer to “Suggested Format for Unit report” on page 9 for one report option. Submission of a written report assists the District Leader to meet her responsibilities. The District meeting is also a time of sharing, of support for one another, encouragement and friendship. After the business part of the meeting, refreshments may be provided for those who wish to have an informal chat.

District Annual General Meeting

The District Annual General Meeting (AGM) is an excellent opportunity to promote Guiding in the area and inform people of the girls’ activities and achievements. The AGM is open to all members of the District and the public and includes the presentation of the Annual District Report. As part of the Annual Report, your Unit Report may be presented by the girls, yourself or another Leader or the District Leader. Check with your District Leader for any other requirements for the AGM, for example uniform, hostessing.

District Team Gathering (for District with Support Group)

A gathering of all adult members of the District Team plus Junior Leaders may be called by the District Leader from time to time. They are held for the purpose of planning District events, the Annual General Meeting, the annual budget, a function or just enjoying a social event together.
Suggested Format for Unit report

Name of Unit: ..........................................................................................................................................................................
Age group, special interest, etc: ..................................................................................................................................................
Number of girls: ........................................... Number of families: ......................... Bank balance: ............................
Guides progressing to another Unit (name, new Unit, date): ..................................................................................................
Guides transferring: ..............................................................................................................................................................
Guides resigning (and reason): ..................................................................................................................................................

UNIT ACTIVITIES
Camping (type of camp, location, numbers, staff, highlights, problems, comments): ..........................................................
Water (activity, location, numbers, ratified instructors, badges, highlights, problems, comments): ..........................................
Adventurous activities (activity, location, numbers, ratified instructors, badges, highlights, problems, comments): ...
Environmental (activity, numbers, badges, comments): ........................................................................................................
Arts (activity/event, numbers, badges, comments): ..................................................................................................................
International (activities, overseas visitors): ................................................................................................................................
Service: ..................................................................................................................................................................................
Marketing: .................................................................................................................................................................................
Activities with other organisations: ...........................................................................................................................................
Badges/qualifications (for girls/Leaders not previously mentioned—recipient, type, date): ....................................................
Trainings, seminars, workshops, conferences attended (girls/Leaders—participant, course, location, date): ..........................
Visits by other Leaders: ............................................................................................................................................................
Future plans: ...............................................................................................................................................................................
Requests/comments/problems: .......................................................................................................................................................
Attachments (for example forms, cheques): ................................................................................................................................
Signature: .................................................... Date: ............................................................
Marketing

Maintaining a positive image is essential for Guiding as it helps in the recruiting and retaining of members (youth and adult) and in attracting support from the local community. One of the best advertisements for Guiding is a dynamic Unit with the girls and Leaders taking part in a variety of activities.

The girls themselves can be excellent public relations participants. Encourage them to talk to their friends about their Guiding activities and to invite them along to Bring a Friend nights. Through planning Unit activities for outside their usual meeting places, the girls will be seen to be having a great time in the wider community. Check the State newsletter and website for details of any Bring a Friend incentive programs (such as the Triple Treat Ice cream badge).

Marketing is also about how you relate to the parents/guardians/carers. Make the time to get to know them so you can greet them by name and keep them informed of their child’s activities. Being organised, arriving on time and looking neat and tidy not only sets a good example, but makes the parents/guardians/carers happy to leave their daughters in your care.

Make the most of any opportunity for positive local media coverage. You may like to highlight achievements of members, community service, special events or camps at local, Region, State or international level. But be sure you adhere to policy (Guide Lines—Media, Policy and Procedure—Advertising), in particular that the coverage will not breach confidentiality or place anyone at risk (forward press clippings to the State Marketing Subcommittee on Press Clipping form QF.MA.03); if writing a media release, visit the marketing section of the website for hints and guides.

Participation in District, Region or festivals, displays, Guide Week activities and other events will also raise the profile of Guiding in your community.

If using any photographs, videos, films or voice recordings of local Guiding people for promotional purposes, make sure they have signed a talent release form (on Membership Application or Talent Release form QF.MA.01; refer Policy and Procedure—Marketing, for policy on use of images/voice recordings).

Local cork recycling collections provide an opportunity to let people know that Guides exists and is doing something useful in the community (corks for recycling can be left at the Support Centre).

The Guide logo may be used in or on promotional material but only according to the guidelines set out by Girl Guides Australia (refer Guide Lines—Girl Guides Australia Logo).

Membership

A Guide is any girl or woman who has made the Guide Promise. Membership is voluntary and is granted to any female:

- who has made the Guide Promise, or
- who is working towards making the Promise, or
- who accepts the principles of Guiding; and
- who has paid an annual membership fee

If a girl is transferring from your Unit, complete a transfer form (Transfer form ADM.37). For intrastate transfers, the completed form is forwarded to the Support Centre and a copy given to the girl for her to pass on to her new Guide Leader. If possible, send a copy of the girl’s Membership Application, Health Information and Unit Record forms to her new Leader. For interstate transfers the completed form is forwarded by the State Executive Officer to the appropriate State. If a girl transfers into your Unit, ask for her transfer form. If she doesn’t have one then contact your District Leader so that she can follow it up.

It is also important to notify the Support Centre of any changes to membership details, including resignations (Change to Member Detail Form QF.AD.11). Try to find out the girl’s reason for leaving—you may discover that her needs can be met by transferring to another Unit or to Lones.

Membership Categories

The categories of membership as per the Girl Guides Queensland Constitution are:

- **Full membership**—available to any female who has made the Promise, who is working toward making the Promise or who accepts the principles and beliefs of Guiding and who has paid the annual membership fee.
- **Associate membership**—available to any female who has paid the annual membership fee.
- **Life membership**—available to any female who has made the Promise, who is working toward making the Promise or who accepts the principles and beliefs of Guiding and has paid the life membership fee.
- **Honorary membership**—conferred upon a woman in accordance with Girl Guides Queensland policy.

Membership fees are due and payable within four weeks of starting Guides and are valid for one year from the date of joining. Renewals are invoiced from the Support Centre directly to the member approximately thirty days before the due date for renewal. Membership cards and receipts are sent to the District Leader in the regular District Mail from the Support Centre. All members have a unique membership number (listed on your...
membership card) that must be quoted on all forms. Financial members may attend all local, Region, State, national and international events provided they meet other selection criteria.

**Membership Application Procedure**

The application procedure for membership is as follows.

**Youth.** A *Youth Membership Application form* (M09) and *Health Information form* (QF.AD.04) are completed by the girl’s parents/guardians/carers. Payment details, health and emergency contact information and authorisation must be given. Membership Application form, page two, and fee are forwarded directly to the Support Centre by the parents/guardians/carers. Copy of Membership Application form and Health Information form (pages three and four) are given to the Unit Leader for Unit records. The Health and Emergency Contact information should be checked annually and updated if necessary. The youth member’s receipt, membership card and Keeping Children Safe card will be passed on to you by the District Leader. You should record their membership number and expiry date, and pass the receipt and cards on to the girl’s parents/guardians/carers.

**Adults working with children.** An *Adult Membership Application form* (M23) and *Volunteer Blue Card Application form*—include full name and get your District Leader or Region Leader to sight documents—are completed by the applicant. If the applicant already holds a Blue Card then a second form is not required. If the Blue Card was acquired through another organisation then an *Authorisation to Confirm a Valid Blue Card/Application* is required. Payment details and authorisation must be given. Adult Membership Application form and fee plus Volunteer Blue Card Application or copy of advice letter from Commission for Children and Young People and Child Guardian or Authorisation to Conf rm a Valid Blue Card/Application form are forwarded through the District and Region Leaders where applicable or direct to the Support Centre. A copy of page one of the application form is kept in Unit/Region/Region records as appropriate.

**Adults not working with children.** Where an applicant, who is not a Leader, is certain they will have no contact with children then a *Volunteer Blue Card Application form* is not required. Otherwise the procedure is the same.

On receipt of an adult membership form by the Support Centre, the applicant is sent a welcome kit or welcome letter specific to their role. A Promise Certificate (if applicant has made her Promise) and Code of Conduct certificate are included in the welcome kits. Signing of these certificates is optional but acceptance of them is mandatory. If you have applied for a Blue Card, you will be notified by the Commission for Children and Young People and Child Guardian of whether your application has been accepted or rejected. A positive notice (or Blue Card) is valid for three years from date of issue unless cancelled earlier. Renewal notices will be sent to your residential address by the Commission so you should notify them of any change of address. Cards should be renewed immediately on receipt of the renewal notice to allow for lengthy processing times. If you do not respond immediately to a query from the Commission, your card/application will be withdrawn by them.

Ensure that the person completing the forms understands the above procedure and that they are given the forms and the Notes for Parents and Carers brochure the first week they start in the Unit or District. The application form includes permission for a girl to participate in non-adventurous Guiding activities and to receive medical/surgical treatment. Where health information is not available for a person or their current information requires updating, use a *Youth Health Information form* (QF.AD.04).

The talent release entitles Girl Guides Australia and any person authorised by them to use photographs, videos, films and voice recordings of the applicant for any purpose. Where a parent/guardian/carer or prospective adult member refuses to complete and/or sign the membership application or alters the form in any way you must immediately refer the matter to the State Executive Officer.

**Membership Listings**

Membership Listings and general information is now available online via our website driven database. As a Leader, you will be given appropriate access to your Unit or District list via a link driven by your Guiding position. Member details can be checked and change and the financial status of each member is visible from this listing. This list can be exported to an excel file and printed or stored electronically for other purposes such as leading up to a camp. If you have any questions regarding how to login please contact our Membership Officer on membership@guidesqld.org or contact the Support Centre. Any girl or adult participating in a camp/event, adventurous activity or training (unless attending as staff member) must have paid her membership for the year. Length of membership is taken from the member’s original starting date.
When does a girl become a member of Girl Guides Queensland?
A girl becomes a member of Girl Guides Queensland when she pays the membership fee. She becomes a Guide when she makes the Promise.

What is the Working with Children Check?
A screening process based on the applicant’s criminal history, conducted by the Commission for Children and Young People and Child Guardian. Permission is required from the party concerned before a check can be done and the results are confidential. Girl Guides Queensland is notified whether the check has been accepted or rejected but are not provided with details.

Who must have a Working with Children Check?
It is a requirement by law that any staff or volunteers (over eighteen years of age) who are working with children (under eighteen years of age) have a Working with Children Check unless exempt as follows:

i. if, as a volunteer guest, they are observing, or supplying information or entertainment, to ten or more people not more than twice in the same year for a period of ten days or less (for each period)

ii. if, as a volunteer, they are performing a function at a State or national event (with more than 100 people) in relation to a sporting, cultural or skill based activity, not more than twice in the same year for a period of ten days or less (for each period)

iii. if, as a volunteer, they are providing accommodation not more than twice in the same year for a period of ten days or less (for each period).

Note: ‘not more than twice in the same year for a period of ten days or less (for each period)’ refers to only two separate periods in the one year and not a total of twenty days accumulated over a year.

Although parents working with a group that includes their child are exempt, Girl Guides Queensland requires that they undergo a check.

Opening/Closing Units
The opening of a new Unit or closing of an existing one is the responsibility of the District Leader. If either of these options seems necessary due to the changing circumstances of Leaders and/or girls then it must be discussed with your District Leader. You cannot initiate either of these options on your own.

Duty Of Care
Your duty of care requires that you ‘take reasonable care to avoid acts or omissions that you can reasonably foresee would be likely to injure or further injure those for whom you are responsible’. Reasonable care means that you will take all necessary steps to manage foreseeable (not far fetched or fanciful) risks. This does not mean that you will be able to prevent all accidents/incidents from happening but you have a responsibility to reduce the likelihood of their occurrence or the risk factor involved.

You also need to be ready for an emergency. Have an emergency plan worked out beforehand and be able to initiate it even under times of stress. Ensure that anyone responsible for the care of the girls is fully briefed about the plan. Refer to Media Response Plan in Guide Lines and any State documentation on emergency procedures (Adventurous Activities Manual—emergency procedure and Media Response Booklet). Some points to remember:

• Advise your District Leader if an activity is to be held away from your regular meeting place or if you are participating in a Guide activity away from your Unit (she will act as a point of contact in an emergency). Consider attaching a notice to the meeting place door for parents/guardians/carers who did not receive notification. Ensure that you have with you each girl’s emergency contact and health details, either on a form (for example, adventurous activity, membership) or information sheet.

• Have the phone number of your District Leader or a nominated alternative on hand and ensure that they will be contactable during the activity.

• Always have at least two adults present at any Unit activity, including Unit meetings, with at least one being a qualified Leader. If there is no qualified Leader then one adult must be a provisional Leader who has met the requirements listed in Guide Lines. More adults may be required depending on Unit numbers (refer Guide Lines—Unit numbers).

• Ensure that the activity is suitable for the location chosen.

• Be prepared to stop an activity if it becomes unsafe even if someone else is conducting the activity.
Know how and when each girl travels to and from meetings; check any changes with the girl’s parents/guardians/carers.

Ensure the details of any court order affecting a Guide, of which you are informed, are written down by the parents/guardians/carers; do not interfere with its effect.

Report to the relevant authority a situation that you believe is detrimental to the welfare of a Guide and notify the State Commissioner that a report has been made but do not provide the details of the report; do not approach anyone involved in the situation including the child’s parents/guardians/carers (refer Guide Lines—Policies, Child Protection).

Avoid unaccompanied or unobserved activities, including discussions and interviews, with individual girls.

Have at least one female adult present when males are in attendance at any activity, training or assessment involving youth members.

Ensure that the safety of the meeting place has been assessed (your District Leader has a safety checklist).

Ensure that the hygiene of the meeting place is maintained—general cleanliness and adequate hand washing and dish washing facilities.

Check that the grounds of the meeting place are well maintained and cleared of potential hazards.

Have an up-to-date, readily accessible first aid kit for all activities—the location of kits in huts should be clearly marked.

Be aware of any health issues or special needs—that have been disclosed—of those for whom you are responsible.

Have access to a telephone either at the meeting place or someone’s mobile phone.

Your duty of care also requires that you are familiar with, and adhere to, the policies and procedures set out in Guide Lines. This document has been written for the protection of members and Girl Guides Australia as part of the organisation’s risk management plan.

What if the Unit has only one Leader?
The recommended minimum number of adults is two including one Qualified Leader—required in case of an accident. Adults include Guiding Assistants, Unit Helpers and adult volunteers. A roster of parents/guardians/carers is one option. Adult/girl ratios for specific age groups can be found in Guide Lines—Unit Numbers.

What if I have other adults with me but I am not a qualified Leader?
If you meet the minimum requirements listed in Guide Lines you may be designated as a provisional Leader until you are qualified (within nine months of starting as a Leader). Otherwise a qualified Leader must be present.

Support, Services and Facilities
A range of support, services and facilities are available to Leaders, such as awards, Guide merchandising, Support Centre Team and facilities, Guide campsites/activity centres.

Awards
Awards are a public recognition of the dedication and commitment members and supporters give to Guiding (refer Guide Lines—Awards and Badges, Guide Awards QF.AW.01). In addition to these Awards you may nominate a Leader for a GEM Award if she has stepped outside her role and is doing that extra bit for her District, Region or the State. Apply to the State Commissioner using GEM of the Month Nomination form (QF.AW.05); for further information see your District Leader.
Support Centre

A number of services are provided by the Support Centre, including:

- Retail outlet for members and public (Guide Supplies).
- Leader and Region support
- Development of Guiding in new and flagging areas
- Invoicing and receipting of membership payments and processing of membership applications.
- Processing of leadership applications, qualifications and appointments.
- Processing of Award applications.
- Publications (for example Queensland on the Go, Policy and Procedure, Annual Report, website), resource material (for example Leader’s Kit, Guiding Partner Kit), invitations to State events and similar design work.
- Resources and Library.
- Processing training/event applications and administering training activities and events such as conferences and camps.
- Handling Quetta bookings and travel arrangements for Guide events.
- Handling property matters including queries, leases, tenancy agreements, approval for alterations or sale.
- Handling insurance matters including maintenance of insurance policies and insurance claims.
- Receiving and distributing mail.
- Administering finances of Girl Guides Queensland including payments, invoices, receipts, reconciliations.
- Liaising between members, State team and national team.
- Implementing decisions made at various committee meetings.
- Assisting with grant applications.
- Disseminating information from World Association of Girl Guides and Girl Scouts, Girls Guides Australia and other States.
- Liaising with non-Guiding bodies, for example other youth organisations, Government departments, Government House, multicultural community.

State Commissioner and the Support Centre Team (refer “Support Centre Structure” on page 15) of Girl Guides Queensland are located at the Support Centre.

Guide Supplies

Guide Supplies is located at the Support Centre. Opening hours are published in Queensland on the Go and on the website.

Items for sale include:

- formal and informal uniform items
- books on a range of Guiding related subjects
- program resource materials
- badges and souvenirs
- stationery items
- certificates and gifts.
Support Centre Structure
Purchases can be made over the counter, by mail order, phone, fax, or online. Payment is by cash, credit card (Mastercard or Visa), Eftpos, cheque or money order and must accompany all orders. Do not include other payments with your order. For mail order, include cost of postage and allow 10 working days from receipt of order. Refunds, exchanges or credits are available only for goods that are faulty, wrongly described, different from a sample or don’t do what they are supposed to do—proof of purchase required. A catalogue is available at a small charge on request.

There is also Mobile Guide Supplies that travels to areas throughout Queensland as requested—trips are advertised in Queensland on the Go and/or through Region Leaders. Profits from shop sales subsidise membership costs.

Resource Centre
Girl Guides Queensland, has a wide range of books and magazines for perusal and equipment for hire. It may be accessed by arrangement—contact Admin Support at the Support Centre. To arrange for the hire of any equipment. Those hiring equipment are responsible for collecting and returning the equipment as indicated—the metropolitan hire period is a week, the non-metropolitan hire period a month. Alternatively, equipment can be shipped to users at their expense. A list of equipment available for hire with hire charges and postage costs (if applicable) is held by the Region Leader. Contact the Resource Centre Coordinator for further information or to arrange for a resource session either at the Support Centre or in your Region.

Memorabilia
Old uniforms and memorabilia—for display purposes only—are available for hire by contacting the State Archivist. There is also an archival display at the Support Centre and Guide Museum. Any Guiding items suitable for the Archives or for display that are no longer required by the District or Region should be forwarded to the State Archivist at the Support Centre.

Quetta
Quetta is the Girl Guides Queensland Water Activities Centre located at Norman Creek, Heath Park, Hilton Street, East Brisbane. Water activity days are conducted at Quetta by appointment. Bookings can be made through the Support Centre.

Guide Campsites
- Kindilan Outdoor Education and Conference Centre—located corner German Church and Days Roads, Redland Bay 4165, (Phone 3206 7291, fax 3829 0026, email cst@kindilan.net.au). Facilities include full range of indoor and outdoor (camping) accommodation, canoeing/kayaking, abseiling, low and high ropes, orienteering, archery, environmental activities, various trails, bushwalking, adventure based learning activities, volleyball, basketball, paddle boat and activity playground.
- Kooyalee—located at Sandringham Road off Greenlake Road, Rockhampton. Facilities include indoor and outdoor accommodation, obstacle course, archery, treehouses.
- Akora—located at Rowallan Park, Mackay. Facilities include outdoor camping sites and dam suitable for swimming and canoeing.
- Elouera—located at Mon Repos, Bundaberg. Facilities include indoor and outdoor accommodation, proximity to Mon Repos beach (beach activities) and turtle rookery (turtle watching late November to late February).
- Garradunga Olave Baden-Powell Campsite—located at 158 Williamson Road, Garradunga. Facilities include indoor and outdoor accommodation.
- The Falls—located at Spring Creek Road, Queen Mary Falls, Emu Vale, Killarney.
- Bluewater Training and Camping Centre—located 30km north of Townsville. Facilities include indoor and outdoor accommodation with activity equipment including canoe ramp, agility trail, low ropes and flying fox.
Chapter 2
YOUTH
PROGRAM
**Introduction**

This chapter deals with the Australian Guide Program (AGP), the Guide Unit, program resources, outdoor activities, international, service, recognition of achievement, assessment, Lones, girls with special needs, ceremonies and uniform.

**The Australian Guide Program**

The Australian Guide Program is a values-based, leadership and life skills program with an outdoors focus. It has been developed to meet the needs of girls and young women, aged between five and eighteen years of age.

The degree of adult facilitation in the planning and carrying out of the program will depend on the developmental level and maturity of the girls. At all levels the Leader is a friend and mentor and monitors safety but allows the girls the responsibility to discover, decide, plan, do and evaluate their own activities and goals—girl ownership and decision making. Unit resource material and activity packs will assist the girls in their planning of activities that will encompass the following areas that are special to, and form, the fundamental basis of Guiding. These are covered in the core program at all levels of a girl’s progression through Guiding.

The Australian Guide Program encourages the girl to develop her self in the areas of physical development, practical skills, and in relationships with people—the four elements of the Australian Guide Program.

- **Physical**—participating actively; focussing on the environment and the outdoors.
- **People**—making friends and developing long-lasting friendships; developing an understanding and respect for others.
- **Practical**—learning by doing; learning everyday living skills that can be integrated in all areas of life.
- **Self**—development and appreciation of the individual; gaining personal growth through challenging the girl as an individual.

The seven fundamental areas of Guiding form the basis of the Program upon which Unit meetings are developed and implemented—the AGP fundamentals.

- Keeping the *Promise and Law* is our underlying code of living.
- Enjoying the *outdoors* offers active adventure and awareness of the environment.
- Giving *service* encourages a sense of community.
- Exploring *World Guiding* builds peace and understanding.
- Sharing in *Guiding traditions* gives a sense of history and belonging.
- Experiencing *leadership* development improves skills for life.
- Participating in the *Patrol System* develops teamwork skills.

The Australian Guide Program follows the *Girl Guide/Girl Scout Method* of the World Association of Girl Guides and Girl Scouts. This unique approach combines the use of different educational tools in order to achieve the educational aim of Girl Guiding/Girl Scouting: to contribute to the development of the full potential and a harmonised personal identity of each individual.

- Commitment through the Promise and Law
- The Patrol System
- Learning by doing
- Progressive self-development
- Symbolism
- Active co-operation between youth and adults
- Outdoor activities
- Service in the community

For more information, refer to the *Education Programme Guidelines* available at www.waggsworld.org.
When should a girl/adult make her Promise?
When she is ready.

How do you know if a girl is ready to make her Promise?
Ask the girl—discuss the meaning of her Promise with her. If you still have concerns, talk to your District Leader or your Guiding Partner.

To whom does a member make the Promise?
Any adult member who has made her Promise.

What happens at a Promise ceremony?
Girls/Leaders who wish to make the Promise develop their own Promise ceremony. This will include selecting a venue, developing a program and perhaps inviting other people such as parents/guardians/carers, other family members and friends, partners, District Leader, Region Leader and local Trefoil Guild members. At some stage, there will probably be a more formal time where the girl/Leader will stand opposite the adult member who is to hear the Promise. The person making the Promise will be asked if she understands that as a Guide (youth or adult) she will be trusted to (words of Promise). The girl/Leader will respond 'yes' and will then make (say) the Promise. While the Promise is being spoken, all other Guides and Leaders who have already made their Promise will give the Guide sign (refer Guide Lines—The Symbols of World Unity, The Guide Sign). After the Promise has been made, the Promise badge will be pinned on the left lapel of the new Guide/Leader’s shirt and she will be welcomed as a member of Guides and the world family. A Promise certificate may be presented and other insignia/Unit badges for youth members. The ceremony may then conclude with refreshments.

What does reaffirming your Promise mean?
Making the Promise is a special part of being a member of Guides for both youth and adult members. It is good to be reminded sometimes of the basis of Guiding and our commitment to the Movement. Our understanding of the Promise may change as we experience life. Re-affirming the Promise enables us to think about what the Promise means to us at various stages in our lives. Some Leaders re-affirm their Promise when a youth member receives an award. Some may silently re-affirm their Promise every time a member publicly makes the Promise. Re-affirming the Promise is a personal choice—it’s not a requirement of Girl Guides Australia. However youth members usually re-affirm their Promise when moving to another Unit or before commencing an Achievement Award.

Does it mean that, because the girls are responsible for their own activities and planning, there is no need for a Unit program?
It is still a good idea to draw up a Unit program, based on what the girls have decided. This will assist the girls (and you) with their planning and should be discussed at Patrol Leaders’ Council, Unit in Council or with the Unit as a whole (especially with younger girls). There will be other activities such as District, Region and State events that will need to be considered and these may be overlooked if there is no Unit program. Circulate the program and display it at your meeting place so that the girls and parents/guardians/carers know what is happening.
The focus of the AGP is on the **process** rather than the **product**. It is the process that takes place in doing an activity that is important and you need to be aware of the learning that occurs. We expect each girl to do her best, at her level and in her way. For further information see *Guide Lines*, the Girl Guides Australia website (www.girlguides.org.au) and the Queensland website (www.guidesqld.org; or email any questions to program@guidesqld.org).

It is expected that all girls, after deciding to be a member of Guiding, will work towards making their Promise. There is no set age, time or challenges after which the Promise is made; rather the Promise is made when the girl has an understanding of the commitment she is undertaking in making the Promise and understands, at her level, the Guide Law. The girl will gain this through Unit and Patrol activities conducted by her peers and Leaders—see the *Up, up & away Promise and Law* activity book.

The time taken before the Promise is made will vary with each girl and will depend on her developmental level. There will be many opportunities for the Guide to renew her Promise as her understanding of it deepens and as she moves through Guiding and on to other Units. Alternative Promise wordings are given in *Guide Lines* and may be more appropriate for a new member of another nationality. Promise ceremonies are an important tradition and Guides enjoy the responsibility of planning meaningful ceremonies for these special occasions. The youngest Guides who are not yet developmentally ready to make the Promise will take part in activities that emphasise the philosophy of ‘Care and Share’.

### The Guide Unit

A Unit is the general name given to a group of Guides with their Leader(s).

#### Unit Names

The Unit name must contain a geographical reference and the word ‘Guides’, for example Rangeview Koala Guides or Rangeview 1st Guides. Girls in the Unit may choose the name for the Unit.

#### Unit Structure

Units may be structured to suit the needs and/or changing needs of the District, the available Leaders and the needs of the girls. Units may:

- follow developmental stages (based on educational principles), that is, 5-7 years, 7-9 years, 9-12 years, 12-14 years and 14-17 years
- consist of a wider age bracket perhaps combining two developmental stages, for example 5-9
- be made up of any multi-age group, for example 5-18
- be made up of a narrower age group, for example 9-12
- be made up of an interest group, for example a group interested in outdoor activities and concentrating their program mainly on this interest
- include girls with special needs if appropriate.

The programming implications of the age range of the Unit should be carefully considered—make sure that you are comfortable with the age group and that the youngest Guide is being catered for while the oldest Guide is still being challenged. If you have a Unit covering a number of developmental stages then you will need to provide different activities for each stage or different levels of the same activity.

The flexibility of the AGP allows for group structure to change and develop as the needs of the girls and Leaders within the District change. Depending on the rate of change, Unit structure and the ‘mix’ of Units may need to be reviewed on a regular basis and should be discussed at a District meeting. Regardless of the age groupings within Units girls should still be encouraged to interact with other Units (for example, visits, joint activities) to appreciate the bigger picture of Guiding in the District and the Region. If a girl is becoming discontented or bored it might be better that she progresses to another Unit rather than be lost to Guiding altogether.

All Units must have at least two adults (including at least one qualified or provisional Leader) so that if an adult is hurt or has to deal with an emergency there is at least one other adult to look after the girls. Recommended
supervision ratios for Unit activities are listed in Guide Lines and vary according to the age of the youngest girls in the Unit.

The Unit meeting time should be arranged to suit the particular group and can be flexible. The length of Unit meetings could vary with the developmental stage of the girls, for example, younger Guides may find an hour and a half long enough for their meeting.

Meeting the Needs of the Girls

Girls within a Unit will be at differing developmental stages and you need to be aware of this in the management of the girls’ program. Your role is that of a facilitator. It is important that even the youngest Guides learn to discover their needs and options, decide on their goals, plan and do the activities then evaluate how they went and where this might lead for further programming.

It is not your place to decide and plan the program but rather to oversee the program decided on by the girls. You support all stages of the activity to an extent appropriate to the developmental stage of the girls. As girls mature your participation in the planning and carrying out of activities should become minimal but your role in observing and assisting with evaluation will increase. This is a very rewarding role for Leaders and girls will respond positively to being trusted to be responsible for their own program.

The Patrol System

The Patrol System will assist in meeting the needs of the girls by providing a system for self government, communication and group management. This system encourages the development of leadership skills, teamwork, responsibility, reliability and other life skills and can be used in slightly different forms in all types of Unit structures. The Patrol System also encourages peer support, learning, cooperation and, most importantly, fun and friendship.

Girls of all ages are capable of working in self governing groups to develop their own program by making their own plans, exploring options, setting goals, indicating preferences, choosing activities, listening to each other, carrying out ideas, budgeting activities and evaluating results. Group size and make-up will vary depending on abilities, numbers and interests. The following diagrams show the different phases of group management and your involvement at all developmental levels.
Patrols do not have to be fixed for all activities. The flexibility exists for girls in a Patrol to form another interest group to pursue a specific interest if they wish and yet retain Patrol membership for other activities. A sense of identity, belonging and Patrol spirit are important for members of a Patrol and can be established and strengthened through Patrol activities and outings, Patrol time, Patrol emblems, Patrol resources and a special area for each Patrol.

Patrols are usually small groups of around four to six girls with a Patrol Leader and Second. The process used to determine these positions will depend on the level at which the Patrol System is working. The Patrol System is an important tool in giving the girls the ownership of their program and providing developmental opportunities for each girl in the Unit.

Can a girl attend more than one Unit on a regular basis either within the same District or in different Districts?
No. Girls may belong to only one Unit but may be attached temporarily to another.

Can a girl belong to another youth organisation as well as being a member of Girl Guides Queensland?
Yes, provided their aims and principles are not in conflict with those of Girl Guides Australia. If this is the case, then the girl should choose which is the more appropriate for her.

I have a Unit with girls aged six to fourteen. How can I keep the older ones interested while I have to give more time to the younger Guides?
How you manage this will depend on your own situation, the numbers of girls you have at different ages, the number of Leaders and/or Unit Helpers and space at your meeting place. Some suggestions include:

Time for the younger Guides only—start only with the younger Guides and older Guides arrive an hour later. Have an overlap time to include both age groups of half an hour and then the older Guides have an hour by themselves.

If you have enough Leaders, make sure different age groups have time with one Leader for their own activities and bring the group together maybe for openings and closings. Do some activities as a whole group if requested by the girls.

Make use of the Patrol System and train the Patrols to take responsibility for what they choose to do. Even the youngest Guides are capable of using the Patrol System and planning their program. Make your Unit resources available to the girls.

Older girls become mentors to younger Guides for some activities but make sure the older girls still have their time together and time with you as their Leader. Remember, older Guides are there for Guiding and not to be treated as babysitters for younger girls.

Consider carefully the needs of the girls you have in your group. Activities are chosen by the girls and what pleases a six year old may be totally boring to a fourteen year old. Ask the girls for their ideas and discuss with the girls ways of achieving what they want to do. With encouragement and help through your facilitation girls will soon enjoy deciding on the process of putting their ideas into action.

Discuss your Unit needs with your Guiding Partner—she is there to help you.

How long can a girl remain in a Unit?
As long as it suits the Unit and the Leaders and provided the girl’s needs are being met and she has been extended by visiting other Units either in her District and/or Region. The District needs to come to a consensus but in the end it is where the girl will be happy and challenged.
Program Resources

You will find it useful to identify and access resources. These may include people and equipment, written and audiovisual material, bibliographies and website addresses and lists of contacts and addresses. Information on resources and their availability should be kept in a resource file that can be updated as you collect additional resources and ideas. You should always check copyright restrictions before photocopying any material.

Activity Packs

Activity Packs are packs of loose leaf pages with activities attractively set out to encourage the participation of the girls in discovering, deciding, planning, doing and evaluating for themselves. The ideas are presented as open ended activities to encourage further exploration by the girls.

Activity packs cover World Guiding, Promise and Law and Guiding traditions as well as presenting unlimited topics and ideas for the girls to pursue with their Unit and Patrol. You can purchase activity packs for Patrols or the whole Unit on topics that interest the girls. The activity action sheets are designed to appeal to all ages.

Other Resources

There are lots of other resources available to girls and Leaders. Units are encouraged to make use of the following:

- old handbooks—these contain lots of useful information and ideas
- reference books on World Guiding, Guide history, World Centres, etc
- references on specific skills obtainable from Region/Unit libraries, local community libraries, school libraries
- cassettes, videos, CDs, DVDs
- State newsletter - *Queensland on the Go*
- Internet
- National website at www.girlguides.org.au
- State website at www.guidesqld.org
- World Association of Girl Guides and Girl Scouts at www.wagggsworld.org
- an informal site and email support list for Leaders in Australia and New Zealand at www.anzagl.org
- parents/guardians/carers with specific skills or interests
- Region Resource Leaders and Consultants
- State Resource Leaders, Managers, Advisers and Consultants (also Tried and True sheets).

District Library

If your District has a library you and your girls will find this a valuable source of resource material for activities, challenges, awards and badges. Old handbooks and back copies of *Guiding in Australia*, State and national annual reports are valuable sources of Guiding knowledge but be careful not to use outdated information. Be on the lookout for bargain books, audio and visual resources, board games, prepared activity material and other suitable items for inclusion in the library. Encourage the girls to add to the library, particularly items they have developed themselves.

Program Activities

Sleepovers are very popular with the girls. They are a great way to follow a special program over an extended time, for example video night, wake-a-thon, or attend a special activity or display (such as the Sciencentre or Underwater World). However sleepovers do not and should not be used to take the place of a camp.

Ask other Leaders in the District or Region if they will conduct a joint camp and start working on your camping qualification so that you can enjoy a great camping experience with your girls in the outdoors. If the Unit is planning a sleepover for one of those special activities then the following guidelines apply.

- Total time for the activity and sleepover is to be less than twenty-four hours.
- A qualified Leader must be in attendance at all times.
- Sleepovers may be held in Guide Huts when approved by the local council (check any lease agreements).
- Sleepovers may be held in State ratified accommodation.
- Strict safety procedures in the form of a Risk Assessment Plan are to be set out and followed.
- Activity consent forms must be completed beforehand.
- The District Leader or Region Leader must be notified prior to the event.
- Supervision ratios for camping apply (refer to “Camping” on page 24).

Special training weekends or overnight experiences that involve camping or adventurous activities are to be organised as camps (see *Guide Lines for Sleepovers*).

Outdoor Activities

Outdoor activities are a fundamental part of our program. Advice and assistance are obtainable through Resource Leaders, Region Consultants, State Subcommittee
Chairs and State personnel in the areas of camping, water activities, adventurous activities, environmental/earth education activities, air activities and radio activities. For information on trainings and activities in the various areas, refer to your State newsletter, training calendar (Leadership Development Calendar) and website, your Region newsletter (if one exists) or ask your Region Training or Outdoor Activities Consultants. For ideas on outdoor activities, see the outdoors activity pack Out There.

Adventurous Activities

The AGP promotes the availability of adventurous activities for all those who wish to participate. Skilled instructors assist members to challenge themselves in adventurous pursuits with the emphasis on safety and learning correct procedures and skills. All adventurous activities need to be carefully planned following the procedure set down in the Adventurous Activities Manual—these are minimum requirements and instructors/establishments may impose additional safety measures. Many activities have specific age limits that must be adhered to even if an establishment will take younger people. These procedures are your safety net and form part of your risk management to ensure the safety and well being of all participants. Reference should also be made to Guide Lines.

The Region Adventurous Activity Consultant should be advised and consulted when planning an adventurous activity (other than water). All adventurous activities require a ratified instructor and the Adventurous Activities Resource Committee (AARC) is responsible for responding to requests for ratification of instructors (other than for water activities). If Leaders wish to have an instructor ratified, the Region Adventurous Activities Consultant (RAAC) will assist. The RAAC holds a current list of ratified instructors. As this is constantly changing it is not possible to supply this information to all Leaders. It is imperative that only ratified instructors be used for all adventurous activities. Ratified instructors will have a current Outdoor Activities card and you should ask to see this card. The same conditions and procedures apply to the use of adventurous activities assessors and persons in charge. Scout Leaders and approved campsites are not automatically ratified for adventurous activities—check them out.

If you are using a non-Guiding or non-Scouting instructor for adventurous or not-so-adventurous activities, you need to ensure that they have adequate Public Liability Insurance and are operating in a safe and responsible way. You should ask to see their Certificate of Currency which will indicate if they have current Public Liability Insurance for the activity.

In the metropolitan area, Kindilan has an abseiling tower and low and high ropes courses for hire. Abseiling roster days are scheduled during the year when ratified instructors are available at Kindilan (see Queensland on the Go). Non-metropolitan Leaders should contact their RAAC to find out what is available in their local area.

Camping

Indoor and outdoor camping are normal Unit activities. You are encouraged to take your girls camping on a regular basis and complete a Further Development camping module. These modules cover:

- **Indoor camp**—in an approved house, hall or camping centre.
- **Outdoor camp at an established campsite**—using temporary shelters (tents, flies, huts) at an approved campsite with amenities such as an ablution block.
- **Outdoor camp at a bush campsite**—using temporary shelters at an approved campsite without established amenities.
- **Expedition in a controlled environment**—using lightweight equipment for overnight shelter while participating in expedition travel. Travel may be on foot or by canoe, bike, horse, camel, 4-wheel drive, etc. A person with appropriate expertise or qualification is a member of the expedition.
- **Wilderness expedition**—using lightweight equipment for overnight shelter while participating in expedition travel in wilderness areas, in remote or trackless terrain and under varied conditions that require higher levels of knowledge and expertise.
General rules for all camps are as follows:

- The Leader-in-charge of a camp must be qualified as per Guide Lines—Camping Requirements.
- All management responsibilities of the camp rest with the Leader-in-charge.
- All staff must meet State legislative requirements with regard to working with children (Positive Notice blue card for Child Related Employment unless exempt as per Policy and Procedure—child protection, compliance with blue card requirements).
- Adventurous activities instructors must hold a current qualification for the relevant activity (qualification can be confirmed by the District Leader or Region Adventurous Activities Consultant, Region Camping Consultant, Region Water Activities Consultant).
- Venues for camps are approved by the appropriate State camping authority and could include campsites for outdoor camps, indoor accommodation centres, a house, non-residential school, private properties and national parks. A caravan tour or holiday at sea could also be suitable.

Full details of approved venues are listed in the Campsite Directory. You will still need to check with the relevant Consultant that any adventurous activities listed in the directory are covered by ratified instructors (provided by the establishment or Girl Guides Queensland). If you wish to use a campsite not listed in the directory contact your Region Camping Consultant well before you plan to camp. You cannot use a venue that has not been approved. If camping on private property, Guide insurance does not cover the landowner—you should explain this to them beforehand.

Supervision requirements are as follows:

<table>
<thead>
<tr>
<th>Age range of Guides</th>
<th>Ratio</th>
<th>Minimum number of adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>5–7 years old</td>
<td>1 adult:6 Guides</td>
<td>3</td>
</tr>
<tr>
<td>8–10 years old</td>
<td>1 adult:8 Guides</td>
<td>2</td>
</tr>
<tr>
<td>11 years and older</td>
<td>1 adult:10 Guides</td>
<td>2</td>
</tr>
</tbody>
</table>

A Guide undertaking a Leadership Focus may be a member of staff but is not counted as part of the ratio. For camps with a range of ages, ratios should be adjusted according to the above. The needs of the youngest girls should be given the highest consideration. (Refer Guide Lines—Camping Rules)

The Leader-in-charge of a camp must:

- be a qualified Leader in Girl Guides Australia
- hold a Senior First Aid Certificate or equivalent
- hold the appropriate Further Development module for the camp
- be currently competent.

October has been designated as In and Out Campabout month and any Member camping during this month is entitled to an In and Out Campabout badge. See Queensland on the Go for any special activities planned for In and Out Campabout.

All queries about camping and Leader training for camping should be directed to the Region Camping Consultant. For further information see Guide Lines—Camping Rules and Requirements, and Let’s Go! Camping.

Environmental/Earth Education

There is a wide range of environmental activities for girls to choose to include in their program. These activities will increase the girls’ awareness of the importance of taking care of the world we live in and its resources. Resource packs, for example Enviro-action Pack and the Variety packs offer many ideas. Region Environmental Consultants also have resources to help you and can organise activity days. Environmental activities can be included in camp programs, Unit programs and service projects.

The Gondwana Challenge, Gondwana: Common Ground, enables Guides to experience local/global environmental action, cultural diversity and international friendships—available from the Guide Supplies/State Environmental Consultant.

Earth Education camps are planned for Guides nine to twelve years and involve a specially designed program that allows children to experience and discover the magic and wonder of the world around them and the importance of protecting it.

Some environmental equipment is available for hire and use through Regions and at Kindilan. Region Environmental Consultants will be able to assist with information on this.

The Hilda John Nature Cup has an environmental/conservation theme. Requirements are advertised annually in Queensland on the Go.
JOTA/JOTI
On the third full weekend of October Guides are able to participate in Jamboree of the Air or JOTA and speak to Guides and Scouts throughout the world using amateur radio. JOTI or Jamboree of the Internet is now an alternative to JOTA. Watch your Queensland on the Go for details of how Guides and Leaders can participate in these events. JOTA/JOTI is a Scout activity in which Guides are invited and encouraged to participate.

Water Activities
Some water activities are adventurous activities and require the parents'/guardians'/carers’ approval on the appropriate form and the use of qualified approved instructors. All adventurous water activities including training and assessing of qualifications should be arranged through, and approved by, the Region Water Activities Consultant. They will also assist with requests for ratification.

Other water activities may not be classed as adventurous but may have other requirements, for example life saver (for further information see Adventurous Activities Manual).

In the metropolitan area, Kindilan and Quetta (water activities centre at Heath Park, East Brisbane—refer Quetta Hire form QF.AD.06) have canoes for hire. Roster days are scheduled when qualified instructors are available at Kindilan and Quetta (see Queensland on the Go).

Administrative Procedures for Outdoor Activities

TO HOLD AN ADVENTUROUS ACTIVITY INCLUDING WATER ACTIVITIES

Read Guide Lines—Adventurous Activities, adventurous activities section of the Insurance Booklet and the relevant section of the Adventurous Activities Manual

Check that Assessor/Instructor/Activity Leader is ratified by Girl Guides Queensland

Ratified

- Complete Adventurous Activity Permission form (QF.AA.01) and obtain relevant signature

- All participants complete an Activity Consent form (ADM.27 or ADM.28) and return to LiC just prior to activity – required even if activity run by outside organisation

- If anything happens during activity, complete Notification of Accident or Incident form (ADM.24) and notify your District Leader as soon as possible

- Complete and return Adventurous Activity Permission form (QF.AA.01) to relevant Region Consultant immediately after activity

Not Ratified

- refer to ratification section below

TO RATIFY ASSESSOR/INSTRUCTOR/ACTIVITY LEADER

Complete Ratification Application and Renewal form (QF.AA.02)—available from your District Leader or Region Consultant—and Blue Card Application form or Authorisation to confirm a Valid Blue Card/Application (where Blue Card acquired through another organisation) unless exempt as per Policy and Procedure, child protection—compliance with Blue Card requirements. Return to relevant Region Consultant for signature and forwarding to relevant State subcommittee at least three months prior to activity
TO GAIN ADULT CAMPING QUALIFICATIONS

- Work through competencies for relevant camping Further Development module in consultation with Guiding Partner
- Apply to be assessed when ready (at least three months before intended date of assessment), using Camp Qualification/Module Assessment Application form (QF.CA.01)
- Liaise with your assessor and Guiding Partner regarding assessment
- On demonstration of competence your assessor will forward a Camp Qualification/Module Assessment form (QF.CA.02) to your Region Camping Consultant. Your Guiding Partner will forward a Notification of Completion of Further Development in the AALP form (ADM.50) to the State Training Manager
- Receipt of Camping Card and module certificate

Camping qualifications must be endorsed every three years by conducting a minimum of at least one camp within a three year period as Leader-in-charge and meeting the entry competencies of the relevant Further Development module.

TO CAMP
IF CAMPING QUALIFICATION HELD BY LIC

- Complete and return Camp Notification/Application form (QF.CA.03) to your District Leader or Region Camping Consultant three weeks before camp unless camping under special conditions (refer Guide Lines—Camps with Special Conditions)
- All participants complete an Activity Consent form for Youth Members (ADM.27 or ADM.28) – required even if camp run by outside organisation
- Complete Adventurous Activity Permission (QF.AA.01) if adventurous activities to be held in conjunction with camp and obtain relevant signature
- If anything happens on camp complete Notification of Accident/Incident form (ADM.24) and notify your District Leader as soon as possible
- Complete and return Camp Report form (QF.CA.04) to your District Leader within one month of camp being held
TO CAMP FOR LIC WITHOUT CAMPING QUALIFICATIONS

Complete Camp Notification/Application form (QF.CA.03) – available from your District Leader or Region Camping Consultant – and return to your Region Camping Consultant one month before camp. Camp can proceed if permission granted on Camp Permission form (QF.CA.05)

All participants complete an Activity Consent form (ADM.27 or ADM.28) – required even if camp run by outside organisation

Complete Adventurous Activity Permission form (QF.AA.01) if adventurous activities to be held in conjunction with camp and obtain relevant signature

If anything happens on camp complete Notification of Accident or Incident form (ADM.24) and notify your District Leader as soon as possible

Complete and return Camp Report form (QF.CA.04) to person indicated within three weeks of camp being held

TO OBTAIN A YOUTH CAMPING QUALIFICATION

Apply to be assessed, using Trefoil 3 – Assessment Application form (QF.CA.09) at least three months before intended date of assessment

Camping qualifications must be endorsed every three years by presentation of a record of camping activity or by conducting one camp within a three year period.

TO CAMP IF YOUTH CAMPING QUALIFICATIONS HELD

Complete Youth Camp/Expedition Application form (QF.CA.12) and return to District Leader, Region Camping Consultant or Region Leader before camp. Camp can only proceed if permission granted on Youth Camp/Expedition Permission form (QF.CA.13)

All participants complete an Activity Consent form (ADM.27 or ADM.28) – required even if camp run by outside organisation; shown to Unit/District Leader one week before camp

Complete Adventurous Activity Permission form (QF.AA.01) if adventurous activities to be held in conjunction with camp and obtain relevant signature

If anything happens on camp complete Notification of Accident or Incident form (ADM.24) and notify your District Leader as soon as possible

Complete and return Youth Camp/Expedition Permission form (QF.CA.13) to person indicated within three weeks of camp being held

Any queries relating to these procedures should be directed to your District Leader or the relevant Region Consultant.

It is important that the correct forms be used and signed for all adventurous activities. If the District Leader is not available (or there is no District Leader) to sign adventurous activity forms these may be signed by the Region Adventurous Activities, Camping or Water Consultants (not the LiC or Instructor).
Can I take a new girl to camp if she has paid her membership fee but not made her Promise?
Yes – her insurance component is covered in the membership fee. However if she has not paid her membership then she cannot go to camp as a member.

Can I take to camp an existing member whose membership renewal is overdue?
Not unless they pay their membership fee before camp, otherwise they are not a member.

Can I run a Bring a Friend camp and are the friends covered by insurance?
Yes, provided you have the appropriate camping qualifications and the relevant forms are completed (as for any Guide camp). There is a clause in our insurance that covers invitees. Invitees are relatives and friends of insured members participating in an authorised Guide activity that is not open to the general public.

International

The World Association of Girl Guides and Girl Scouts (WAGGGS) was founded in 1928 (with Australia a founding member). Included in the World Association are all those countries that have self-governing organisations representative of the country as a whole and who accept:

• the principles of the original Promise and Law
• that the Movement is open to girls and women of all nations, races, creeds and classes
• that membership is voluntary and non-political.

Further information about member countries can be found in Trefoil Around the World and WAGGGS at a Glance.

There are five World Regions (Africa, Arab, Asia Pacific, Europe, and Western Hemisphere) within WAGGGS. This regional grouping facilitates the sharing of resources, trainings, Trainers and events within each group. For further information see Trefoil Around the World.

WAGGGS owns four World Centres which any member may visit for a conference, seminar, training or holiday. These Centres give girls and women the opportunity to meet in friendship, learn more about other countries and cultures and develop understanding and respect for others. The World Centres are:

• **Our Chalet (Switzerland)**—opened in 1932 and stands on a mountain slope across the valley from the village of Adelboden; activities include skiing, climbing, hiking and seminars.

• **Pax Lodge (England)**—opened in 1991 in London; the first Centre in England was Our Ark (1939) and renamed Olave House (1963); holds trainings and conferences.

• **Our Cabana (Mexico)**—opened in 1957 near Cuernavaca; holds regular courses on the history and crafts of Mexico and runs community service projects.

• **Sangam (India)**—opened in 1966 near Pune; hosts international conferences and seminars, holds sessions on Indian culture and is involved in community development programs.

For further information see WAGGGS homes booklet.

**Friends of World Centres** membership promotes interest in World Centres and international Guiding, and assists the Centres financially. Email members receive a newsletter each term while mail members receive two postings a year. These provide current news from each World Centre, reports and photos from members, upcoming opportunities, fundraising information and program ideas. For further information contact Friends of World Centres Liaison.

On **World Thinking Day** (22 February each year) Girl Guides/Girl Scouts around the world think of each other and strive to put that thought into action. This day was the birthday of both Lord Baden-Powell (our Founder) and Lady Olave Baden-Powell (our World Chief Guide). The Thinking Day Fund was established in 1932 and is administered by the World Bureau. Voluntary contributions from members of Girl Guides Australia assist Guiding in developing and isolated communities worldwide. Money collected on this day should be sent to the Support Centre as soon as possible for forwarding on to National Office and the World Bureau in London for immediate distribution.

The International Subcommittee is responsible for stimulating and maintaining interest in the world wide aspect of Guiding throughout the State. The Region
International Consultant is the State International Adviser’s representative in your Region. Her responsibility is to report to the Region, work with the Region team and work with the International Subcommittee. She holds a kit to enable her to fulfil this position and is a resource person for the Region.

International uniforms and dressed dolls are available for displays only. Activity sheets are provided with many of the uniforms. Contact your Region International Consultant for details.

Any Guide aged nine years or over can become the penfriend of a member of the Movement in another country through the international scheme of Post Box. This scheme will also link Guides under nine years with interstate penfriends and Units with other Units. International and interstate pen friends (ordinary mail or email) can be arranged through the State Post Box Secretary (using the Post Box Application form QF. IN.04) or website at www.girlguides.org.au or emailing the Australian Post Box Secretary at postbox@girlguides.org.au. Do not reply to any requests on the internet that have not come via the Post Box Secretary as these may not be genuine.

Our world news is a quarterly magazine produced by WAGGGS containing lively and informative news and articles relating to Girl Guides and Girl Scouts throughout the world. Contact the State International Adviser or visit the WAGGGS website (www.wagggsworld.org) for subscription amount and World Bureau address.

International opportunities are published on the Girl Guides Australia website and in Queensland on the Go. Events at World Centres are a gentle introduction to other cultures and a few of these are ‘selected’ events. Wherever the event, you are well cared for and experience what it’s like to live in that country more than you would as a tourist. Any member can apply. Contact the State International Adviser for the relevant information and forms and complete and return as instructed. All applicants are interviewed and final selection made at national level. It is important that contingents representing Australia can work together and are good ambassadors for Australia and Guiding.

Limited funding is available for assisting members to attend events. Members are encouraged to raise funds by their own efforts as needed. They may be assisted by their Unit/District/Region provided this does not compete with Support Group/District Management Team or other projects for funds. Contact the State International Adviser for further information.

Any member travelling overseas for twelve months or less can apply for an Introduction Card. An Application for WAGGGS Introduction Card form (INT.15) is available from your District Leader or Region International Consultant. You should return the completed form to the Support Centre well before the date of departure. Once the application has been processed the Introduction Card and Australian flag badges are issued by the State International Adviser.

International transfers are available for any member moving overseas for one year or longer. An Overseas Transfer form (INT.16) is available from your District Leader or Region International Consultant and is returned to the Support Centre when completed as instructed. Once the transfer form has been processed a copy is returned to the transferring member to be taken with her.

Service

Service is a fundamental part of the AGP. There are many service projects in which the girls can participate. Every Guide, no matter what her age or ability, is capable of putting the good turn into action by helping others. Fundraising is not always the most rewarding type of service but is one way of being able to give service. Guides will find giving service rewarding when they are doing needed tasks and where they are involved with community members. Encourage them to be observant so that they can identify service opportunities themselves. Service also includes being prepared to deal with emergencies. Your District Leader may be able to assist with facilitating service activities.

The girls may wish to participate in the State Good Turn held each year. Details are published in Queensland on the Go and a cloth badge may be available from Guide Supplies.

You need to be aware of the type of service the girls are undertaking and to check that the service is within each girl’s physical capabilities and that she will be in a safe environment. There are service clauses as part of all Achievement Awards. There is also a Service Flash—refer “Service Flash” on page 31. The service given in these challenges must be above and beyond what is normally done or expected at home. The service at a particular level must be more than that given at previous levels. These challenges may be cross credited to the Junior BP and BP Awards.
Recognition of Achievement

It is very special to have achievements recognised in some form. Recognition is about acknowledging what a person is (her self worth), what she can achieve (her potential) and what she has achieved (the challenges she has met). Recognition of individual achievements is an important way of supporting and encouraging the self esteem of girls in the Unit and may take the form of internal or external rewards.

Internal rewards for girls include:
- knowing she has done her best
- feeling good about herself
- developing skills, knowledge and interests
- increasing her understanding/confidence.

External rewards can be in the form of informal or formal recognition.

Informal Recognition

Informal recognition within the Unit is decided by the girl’s peers and her Leaders. The reason for the recognition is also decided by the Unit and can be for reasons such as good attendance, wearing of uniform, a special deed, an individual challenge, a personal challenge, a group challenge and so on. The form this recognition takes is up to the Unit to decide. It could be a smile, sticker, special blanket badge, a button badge, a certificate, a ‘bravo’, verbal praise, a celebration, a ceremony, a special responsibility or treat. Informal recognition can be given to a Patrol or interest group as well as to individuals.

Informal recognition is a very important part of every Unit program as it is a means of recognising progress and achievement no matter how great or small. You will notice where recognition is deserved. In your role as facilitator you can encourage the girls in their activity evaluations to recognise the part played by their peers.

Formal Recognition

There is a national challenge and award system (Recognition System) for girls who wish to take this path of the AGP. It is important to note that this is an optional system and is a very small part of the AGP. It is entirely up to the girl to choose if she wants to do a challenge or work for an Award. Girls should not be pressured into doing badges by Leaders, parents/guardians/carers or other Guides and they should not feel as if they have failed if they do not choose to follow this path. Many girls achieve great satisfaction from just taking part in the program and enjoying the friendship and fun of Guide meetings. These girls will still learn important living skills based on the fundamentals of the AGP.

The Recognition System consists of two main areas:

**Awards** (refer *Aim High*)
- Junior BP Award
- BP Award
- Queen’s Guide Award (the peak achievement)

**Challenges** (refer *Look Wide and Look Wider Still*).
- Explore a Challenge
- Create a Challenge
- Achieve a Challenge

*Aim High* is comprised of a series of activities challenging a Guide to do her best in the seven fundamentals of the AGP. The girl should have made her Promise, be an active member of her Unit and be ready for an extra challenge before undertaking an Award. For the Junior BP and BP Award she will have to demonstrate the development of leadership skills as an ongoing process.
and complete a number of activities in each of the fundamentals, Promise and Law, outdoors, Guiding traditions, World Guiding, service, Patrol System.

For the Queens’ Guide Award she will have to complete:

- **Part A**—challenges based on the seven fundamentals
- **Part B**—explore and develop an interest for three months and complete a focus in one of eight topic areas.

Girls may work on the Award that is most suitable to their ability and developmental stage, provided they meet the minimum age requirements: Junior BP Award—seven years, BP Award—ten years, Queen’s Guide Award—fourteen years. Girls may enter the award system at any level. Older Guides may choose to work in a peer group and/or work with a Unit of younger girls in a leadership role as a Junior Leader or Guide Helper. Girls working as Junior Leaders are aged between fourteen and seventeen years of age and Guide Helpers between nine and fourteen years of age. The Junior Leader may also work on the Queen’s Guide Award. The Queen’s Guide Award needs to be completed by the girl’s eighteenth birthday and represents the peak achievement for girls in Guiding.

To register for the Queen’s Guide Award and Focus the girl completes a *Queen’s Guide and Focus Registration* form (QF.PR.01) and forward it with her proposed plan—*Queen’s Guide and Focus Action Plan* (QF.PR.02) can be used as a template—to the Support Centre. She keeps a copy and gives a copy to her Leader or District Leader/Region Youth Leadership Consultant. For further information see the *Queen’s Guide Queries* booklet or refer to the Queen’s Guide Resource on the Girl Guides Australia website.

A girl working on the Leadership Focus in a Guide Unit who intends to apply to become a Qualified Leader in the Unit may do so after she turns eighteen. If she completes the Focus before her eighteenth birthday she may remain working with the Unit during the interim period. However, a member under eighteen years of age may not be left in sole charge of a group of younger girls.

Cross crediting of certificates, awards and qualifications from other organisations must be discussed with the State Program Manager and the girl’s peer group. However the girl still needs to demonstrate her knowledge, skill or interest in the specific area to her Patrol or Unit. When a girl has completed half of the activities in her chosen Award or Part A in the Queen’s Guide she is presented with the appropriate Bronze, Silver or Gold Endeavour badge. Work for the Gold Endeavour should be submitted to the Program Committee to check that it is complete. The paper work will then be processed and the badge forwarded to the appropriate person.

*Look Wide* contains a range of challenges for Guides of all ages—including those who have not made their Promise—to explore, create and achieve. The emphasis is on flexibility and choice, girl ownership and challenge.

### Explore a Challenge

There are ten challenge areas to explore—World, Life Skills, Guiding, Be Prepared, Outdoors, Health and Fitness, Friendship, Faith Awareness, Arts and Science and Technology. Each challenge has 10 activity options with light globe symbols to spark ideas for action. For the selected challenge area, Guides choose four different open-ended activities or create their own. They can try them on their own or as a Patrol or interest group. Challenges may be approached at several different levels and at any age and can be explored more than once. Explore a Challenge badges are self and peer assessed. There is a bright semi-circular shaped badge for each challenge area.

### Create a Challenge

There are thirty badges, each in a theme area, plus a blank for Guides to create their own. There are lots of different starting points or they use their own ideas. Guides write their own challenges, using the words around the page to give them ideas. They may choose one big challenge or a series of small ones. They check their ideas out with someone and write their plans on the appropriate *Look Wide* page. The Guide may pursue another avenue of interest under the same theme at a later stage—the same badge is awarded or another reward chosen. These challenges may also be used for a Patrol brainstorm and developed as group badges. Create a Challenge badges are self and peer assessed. There is a bright colourful diamond shaped badge for each theme area (girls, water, rope, food, time, fire, scissors, ears, feet, hands, fitness, animal tracks, eyes, numbers, tent, arts, outer space, open book, body, candles, homes, air, trees, other people, world, wheels, Australia, pets, nature, computer). You play a vital role in fostering and supporting the girls as they grow and gain confidence in setting and carrying out their own challenges.
Achieve a Challenge

These are for individual work with set requirements at each of three levels (Levels 1 and 2 in Look wide book) where a level of competence is required. Guides add a trefoil as they gain skills in each area. Achieve a Challenge recognises skills in ten areas—

- Boating
- Camping
- Emergency
- Leadership
- Life Skills
- Outdoors
- Safety
- Sport
- Technology
- The Arts

These can be cross-credited with the Awards. Some age restrictions apply in the interests of safety and legality. The majority of Achieve a Challenge badges require an assessor skilled in the specific area. The badge is a cloth bar with the topic in bright lettering and a trefoil for each level.

Look Wider Still contains Trefoil 3 level Achieve a Challenges, other certificates and qualifications. Some of these may be used towards Focus Certificates.

For further information refer to Aim High, Look Wide and Look Wider Still.

Special badges

When a girl brings a friend who joins Guides they can both earn a Triple Treat badge. When the new girl pays her membership fee her parent/guardian/carer or Leader writes on the application form (page 2) the name of the member who referred her to Guiding. More scoops can be added to the girl’s ice cream as she signs up more members. This is a badge for publicising Guiding.

Guides can earn the Action badge. Refer to Look Wide to find out what to do.

A Biscuit badge (for selling biscuits), Action badge (syllabus on national website) and State Good Turn badge are available each year. Year badges or special event badges may also be available. These are advertised in the State newsletter and/or website with badge requirements.

Challenges

If your Guides really challenge themselves in earning a badge then they will gain a sense of achievement and pride in what they have done. However they may need help in setting their challenge(s). This does not mean that you plan the challenge or badge for them. Rather you work with them so that they will set challenges that will extend their present skill or ability level or knowledge of a topic. This means knowing your girls individually.

Start by asking them what is a challenge. Discuss their answers with them and emphasise that it is doing something they haven’t tried before—something new or different, trying harder at something, finding out more about something, sharing it with others, helping others to explore the same topic, etc. Then discuss with them the steps involved in doing a challenge.

- **Discover**—look at available challenges. Which challenge could they try?
- **Decide**—choose which one they would like to do and discuss their plans with others. Will it be a challenge to them? The girls will become used to helping others plan. They will also be very honest as to whether they agree that it is a real challenge. Encourage plenty of friendly, supportive discussion and help the girls to use the commend-recommend-commend technique of giving advice and help.
- **Plan**—work out what they will need to do. Get them to ask themselves these questions: Who will be involved? What equipment will be needed? Where will the challenge be done and how will it be shared with others? Is there more than one challenge or is it one big challenge? How long will it take? Do others—Guides, Leaders, other adults—need to be involved?
- **Do**—carry out their challenge(s). They should have some record of what they do – write it down, keep the results, share it with others, take photos, use the knowledge and demonstrate the results, etc.
- **Check**—self and peer assessment. Encourage them to discuss their achievements with their Patrol or Unit (this may be a challenge in itself). Get them to think about what they have achieved and be honest about whether they could have done something differently. Was it a challenge? They may want to extend on what they have achieved or think of other ways of approaching the same topic for future badges.

A Patrol or the Unit may decide to work on the same badge. It is important that each girl is challenged and approaches it at her level and in her own way. They may end up doing similar challenges or different extensions of the same challenge. If they are planning to all do exactly the same thing then have a close look at what is happening. They may need to revisit the concept of a challenge and the steps involved in doing a challenge.
Can girls receive badges if they have not made the Promise?
A girl can work on badges (except for the Junior BP, BP and Queen’s Guide Awards) and be awarded these badges before she has made her Promise, provided she is a financial member. However she can not use any of these badges for an Achievement Award.

Are the Junior BP and BP peak achievement awards?
No. The peak achievement award is the Queen’s Guide Award and the Junior BP and BP Awards may be stepping stones on the way to the peak achievement. However the Junior BP and BP Awards are not prerequisites for the Queen’s Guide Award nor is the Junior BP Award a prerequisite for the BP Award.

Are there badges for completing the fundamental challenges in the Junior BP and BP Awards?
No. The badges shown on each challenge page in Aim High are illustrations only. However some badges can be cross credited into the Junior BP and BP Awards if the girl so chooses and her peers agree that the challenge has been met.

At what age can a Guide commence an Award?
Junior BP Award—seven years old. BP Award—ten years old. Queen’s Guide Award—fourteen years old.

If a girl decides to work on her Queen’s Guide Award how can I advise her?
Look through the Aim High introduction to the Queen’s Guide with her. Encourage her to renew her Promise and think about what it means to her at this stage of her Guiding life. Make sure she understands the structure of the Award.

Does every girl work through the Junior BP, BP or Queen’s Guide Awards?
No. It is each individual girl’s choice to work on badges and awards. For some girls a couple of hours at Guides each week, having fun with their friends, is what they prefer rather than lots of badge work. However you need to ensure that, while having fun, they are still being challenged in the AGP fundamentals and we are fulfilling our Mission Statement.

Can a girl attend a school leadership course rather than the Girl Guides Queensland Youth Leadership training for her Queen’s Guide?
No. Only in exceptional circumstances will the Program Subcommittee consider a request, substantiated by supporting material, for cross crediting a school course. Delaying until nearly eighteen to attend a Girl Guides Queensland training is not regarded as exceptional circumstances. School courses will not cover the values and fundamentals of Guiding. For further information on Youth Leadership trainings see Leadership Development Calendar or talk to your Region Youth Consultant or State Program Manager. Applicants will require an Adult Training/Event Application (QR.TR.01).

Assessment
An important part of the AGP process and any challenge is the evaluation step—the individual or group discusses how she/he/they went. With informal recognition, someone ‘evaluates’ a girl’s action and decides to reward her—this may be the girl herself. For example, a girl’s Patrol decides that she has done an excellent job preparing an activity for the night’s program and gives her a bravo.

With formal recognition, assessment is also used to determine if the girl has done her best in the challenge. For Explore a Challenge, Create a Challenge and
You can assist a Guide to assess a challenge by encouraging her to:

- Consider the practical outcomes of the challenge—what did the finished article look like, taste like, feel like? What was achieved?
- Consider her personal growth and development as a result of the challenge.
- Discuss the outcome with someone skilled in the challenge area (you may need to recommend a suitable person).
- Design a questionnaire appropriate to her age group.
- Discuss the outcomes with her peers and her Leaders.
- Achieve a Challenges and some of the Queen's Guide qualifications may require an assessor who is specifically skilled in a particular area, for example canoeing, music, first aid.
- Assessors are interested community members, parents/guardians/carers, teachers and Leaders who are skilled or have knowledge in the subject/interest to be assessed.
- If no other assessor is available you may assess your own girls if you are qualified in the skill or interest. However, involvement of other community members in badge assessments is beneficial for the girls and helps to keep the community aware of Guiding and what the girls are doing.
- If possible, a girl should not be assessed in a particular skill/interest by a person who has instructed her in the skill/interest. This provides contact with other people with the same skill/interest.
- The District Leader, in consultation with the Leaders and Support Group/District Management Team, is responsible for drawing up a list of suitable assessors for the District. Some badges and qualifications, for example abseiling, boating, camping, will need assessors who are qualified and approved by you. Please check with the Region Consultant in the appropriate skill area for qualified assessors.

The following points regarding assessment should be noted.

- The assessor should be satisfied that the Guide has met the requirements of the syllabus.
- Wherever possible the assessment should be carried out in a practical manner.
- The assessor should be satisfied that the Guide has made her best effort and achieved a satisfactory standard.
- Verbal questioning and practical demonstration are the preferred methods of assessment.
- If the Guide is unprepared and the effort is obviously not of a suitable standard for her ability level, the assessor should assist by pointing out where improvements could be made and arrange for her to return for another assessment.
- Assessors should look on the content of the clauses from the Guide's level and not read into them more than is intended.
- The assessor should pass on to you any information that will assist girls in preparation for badge assessment.
- Work prepared at school or for another qualification may be used if accompanied by demonstration, display and/or discussion.

The responsibility for assessment lies with you. You facilitate peer and self assessment and, when necessary, ensure that Achieve a Challenge levels are assessed by people within Guiding or the community with the specific skills needed.

Badges are purchased from Guide Supplies as follows:

- Use Order Form (QF.GS.01) for Explore a Challenge, Create a Challenge, Achieve a Challenge and Endeavour Challenge badges and certificates. Make sure you list the type of badge required as some of the topics are the same for each challenge type. Achieve a Challenge badges come with one trefoil unless otherwise indicated on the order.

- Use Junior BP and BP Award Request Form (QF.PR.05) for Junior BP and BP Award badges and certificates. You will be sent the badge. The certificate is usually forwarded to the Region Leader for the Region's Award presentation.

- Forward candidate's completed Queen's Guide Award/Focus reports and records to Program Manager. The Queen's Guide Award badge and/or Focus badge with Queen's Guide Attainment Certificate are forwarded to the Leader for presentation. The Queen’s Guide Award certificate is presented at Government House. If the awardee can not attend then it is mailed to the Region Leader for presentation at a suitable time.
Achieve a Challenge Badge form (QF.PR.06) is to be used for Achieve a Challenge Boating Levels 1, 2 and 3, Achieve a Challenge Camping Level 3 and when a Guide is being assessed by someone outside Guiding. The completed Achieve a Challenge Boating slips are forwarded to the Region Water Activities Consultant and the Achieve a Challenge Camping slips to the Region Camping Consultant (or Region Leader, if no consultant). The Consultant verifies that the assessor is ratified, countersigns the badge slip, and returns it to you. Forward the form with Order Form and payment to the Guide Supplies. The badge slip will be returned with the badge. Keep all other Achieve a Challenge badge slips for your records—do not send to the Guide Supplies.

Can a First Aid certificate holder assess Guides for First Aid and CPR qualifications?
Yes, provided the certificate is current and issued by a recognised training body, for example St John’s, Red Cross, Queensland Ambulance, Girl Guides Queensland, TAFE.
Note: Leaders can only be assessed by qualified first aid assessors from a Registered Training Organisation covered by Professional Indemnity Insurance.

Lones
Lone Guides are girls who, for a variety of reasons, cannot attend an active Unit meeting. Lones live:

- in small and large towns
- on farms and stations
- on off shore islands
- in boarding schools, armed forces barracks, universities and higher learning colleges
- overseas in Australian embassies, missions and other projects
- where there is no Guide Unit.

Lones participate by:

- written meetings
- cassette meetings
- newsletters and personal letters
- activity sheets
- videos
- email
- visits to local Units
- camps—both Lones and with local Units.

They can achieve any awards available to Guides in active peer groups. They can attend State, interstate and international events. They are organised into Guide Units of six to twelve girls.

Guides of the Air are attached to the Lones Region. Usually broadcasts originate from the School of Distance Education bases. The Support Groups/District Support Teams in Districts with these bases may also support Lones Units. The Leaders should have close contact with active Leaders at District meetings and trainings. Personal contact with the Guides is made possible when girls attend School of Distance Education Camps. Where possible the Guides are included in District activities. Mothers may act as badge assessors, if suitably qualified, and carry out the actual enrolments, following instructions from the Leader.

Lone Guides will need your help with:

- badge assessing;
- billeting for badge assessing and before and after camp;
- inclusion in your Unit’s and District’s special activities or ceremonies;
- inclusion in travel arrangements for State events;
- as a ‘guest speaker on paper’ sharing a hobby for a Unit’s Lone meeting;
- financial help for postage and travel expenses;
- creating games for small numbers or individuals;
- publicity for this method of Guiding in country areas; and
- books for resource material.

Requests for financial assistance for Lones should be made to the Lones Region Leader (for further information see Lones brochure).

Girls with Special Needs
Guides with special needs work on the same program as other Guides. Because of the emphasis on self challenge in the AGP the flexibility exists to adapt activities to the specific needs of these Guides. However special needs must not be confused with special privileges. If visiting a Unit with special needs Guides, take time to get to know them; don’t talk down to them, take time to listen and observe and persevere with any speech difficulties. Be aware of their independence and ask if your help is required before rushing to assist them—if your offer is declined then do not be tempted to help anyway because they seem to need it.

Nowra Region comprises several Units uniquely for girls and women with disabilities within Girl Guides Queensland. Units affiliated with special schools are also members of geographical Regions. Leaders of
these Units do not require special qualifications but are expected to work through the Australian Adult Leadership Program. Each Unit is attached to a District and Leaders attend District meetings and District activities thus gaining the support network of the District team. Adult women with disabilities may participate in Orana Rangers and Trefoil Guild.

Girls with special needs can be members of ‘mainstream’ Units where possible. It is the District Leader’s responsibility to make sure that you and the girls are comfortable with a girl with a special need in the Unit. Adult to youth ratios may need to be adjusted and the program modified to suit their unique requirements. Sometimes extra help may be required particularly if the girl is unable to feed or toilet herself. This could be the girl’s carer or parent. If extra support is needed it must be understood that the carer takes an active role in the program. If you require additional assistance, speak to your District Leader.

Before a girl with a special need joins the Unit, you and the girls need to be adequately prepared. This could be done by:

- inviting the girl’s parents/guardians/carers to visit the Unit to explain the disability
- doing the ‘walk-a-mile’ program (available from Guide Supplies)
- contacting support groups and associations working with people with the particular disability (and helping with Camp Nowra/Agoonoree).

If you need more information regarding a girl’s needs (to ensure her safety and happiness under your supervision), her parents/guardians/carers will probably be more than happy to assist. Never approach the girl’s teacher, doctor or other support personnel without the invitation of, or explicit permission from, one of these primary contacts, as with any of the other girls in your Unit. Similarly permission should be sought before using her image or achievements in presentations, newsletters or submissions to the media. The girl in question might choose not to be identified as having a disability.

Just because a person doesn’t make obvious communication gestures, this doesn’t mean that she is not capable of hearing, viewing or interpreting what she sees around her. Encourage the other girls in the Unit to bring any concerns or queries they might have to you discreetly as such discussions in the presence of the girl with special needs can be hurtful. Aside from ensuring that everyone is safe and happy, remember that girls with special needs have the same right to privacy as all of us.

Leaders and Guides must be careful not to underestimate the potential of a girl with a special need. She needs her abilities to be fully appreciated. It is her right to be accepted as a person with talents and achievements. Having a girl with a special need in a Unit should not affect the quality of Guiding in that Unit. There is no universal answer to the challenges connected with disability. It takes patience, understanding and perseverance on everyone’s part to work through the challenges.

Two major Queensland events for Guides with special needs are:

- **Camp Nowra**—indoor, weekend event for Guides
- **Agoonoree**—week-long outdoor event (hosted by Scout Assn Qld) for Scouts and Guides.

These events employ a ‘buddy system’ where young people with disabilities and mainstream Scouts and Guides live together to learn about each other and have fun.

Help is available through the Nowra Region Leader and the Program Manager. Requests for financial assistance for girls with special needs should be made to the Nowra Region Leader. For further information see Nowra Region—Guiding for Girls with Special Needs leaflet.

**Ceremonies**

Ceremonies are an important Guiding tradition and can be used for special occasions such as a Promise or Thinking Day Ceremony. They can also be used at the weekly meeting for opening or closing the meeting, presenting a badge, a welcome or farewell or progression to another Unit. Ceremonies are planned and carried out by the girls. They instil a sense of occasion, participation, belonging, sharing, friendship, achievement, recognition, caring, respect and so much
more. An occasion is much more memorable when honoured through ceremony. Special ceremonies require a sense of dignity and, more importantly, that they are enjoyed by all.

The ceremonies most frequently used in Guiding are simple, informal and created by the girls for a particular need. Some are traditional and follow a definite format, such as when flags are being used, as they must be treated with respect at all times. Then it is necessary to follow certain flag ceremonial protocols if the ceremony is to look smart and well coordinated (see Ceremonial made easy sheets). For more information see Guide Lines—Traditions.

All members who have made the Promise may use the Guide sign on the following occasions:

- at a Promise ceremony, Award ceremony or Promise renewal
- during the playing or singing of the National Anthem when in uniform at a Guide or Scout function except in church
- when colours are brought on, taken off, broken or lowered with ceremony at a Guide or Scout function.

For further information see Guide Lines—The Guide Sign. It is customary to stand at attention during the singing of Taps.

**Uniform**

Uniform is worn by members to create a sense of unity and to identify them as Guides. The uniform has been designed with input from the Guiding community to be vibrant, modern, practical and attractive.

Uniform is to be worn to all Guide activities. A Guide activity is one that is held in the name of Guiding at local, Division/Region, State, Australian or international level. However members may wear casual attire (including non-uniform items with Guide logo) for some activities, such as camping, abseiling, canoeing, as the organisers deem appropriate.

A variety of uniform options is available as outlined in the Uniform Information Booklet. Guides should decide the best option(s) for their Unit. Girl choice is the fundamental basis for uniform selection, provided it is appropriate for the occasion.

For further information see Guide Lines—Uniform and the Uniform Information Booklet available from the Girl Guides Australia website.

**When can I wear my Promise badge and World badge?**

Whenever you want to show that you have made the Promise and are a member of the World Association. You don’t have to be wearing a Guide uniform or participating in a Guiding activity to wear either badge. However they should always be worn with pride and respect.
Introduction

This chapter deals with forms, records, finance, property and insurance.

Forms

Some forms you will need to complete, others you will merely sign. When completing forms:

- Do answer the question—if no answer is applicable, put a dash or N/A (this lets the receiver know that you have not omitted anything).
- Do elaborate if you can. Not much information is derived if you just put ‘yes’ or ‘no’ when more advice could be given.
- If there is not enough space, attach another sheet of paper and indicate ‘information attached’.
- Check it over—is it legible? If your writing is not clear, print or type. Is the signature legible?

When signing forms:

- Do check over those that have been filled out previously.
- Remember your signature means you endorse the contents. If you are not sure, don’t sign until you are. You might have to check something first then make certain you sign before forwarding it on. Never sign a blank form.
- Check to see if there is a date set for the form to be forwarded. It does help if you can send it off ahead of time.
- Where does it go? Does it need a further signature?

It is important that you use current forms to ensure that the right information gets to the right person and that the latest risk management protocols are being used. It is also essential that you deal with paperwork promptly. By putting it off you may be preventing someone else from doing their job or from gaining recognition. Or you may be invalidating your own or someone else’s insurance. Many of our processes and procedures require a form or some type of notification to start things moving. If this is not one of your strengths then find someone who can help you—talk to your Guiding Partner or District Leader. Prioritise what’s coming through rather than putting everything in the too-hard basket.

Most forms are available on Girl Guides Queensland website.

Records

Part of your role as Unit Leader will be to maintain and access records within the Unit.

The Unit Leader’s Records

Your records should include the following.

- **Membership application** for every girl including talent release and declaration signed by parents/guardians/carers (Youth Membership application form M09).
- **Health information** for every girl, including emergency contacts and permission to obtain medical aid (Youth Health Information form QF AD.04).
- **Unit record** (available from Guide Supplies, or make your own)—can include:
  - membership number
  - date membership due
  - date of Promise/renewal
  - date of progression to next Unit or resignation with reason
  - membership stars
  - camps attended
  - service undertaken
  - activities participated in
  - events participated in
  - Achievement Awards details
  - Explore a Challenge details
  - Create a Challenge details
  - Achieve a Challenge details
  - special Year Badges
  - dates made Patrol Leader or Patrol Second.
- **Minutes** of Patrol Leaders’ Council or Unit in Council.
- State newsletter *Queensland on the Go*—record any change of policy advice and updates to program and training items.
- **Leader’s Journal (or Personal Pathway)**—record Australian Adult Leadership Program competencies achieved, Unit visits, trainings and conferences/workshops attended, qualifications, staff at camps, other information/experiences relating to your leadership role.
- Any documentation of incidents or accidents involving Unit members or activities.
- **Program book**—record of planned program, actual program and comments on program.
- **Attendance book**—record of each girl’s attendance (available from Guide Supplies).
**Log book or diary**—record in words and pictures of history of Unit including interesting facts about people, places and activities; can be kept by girls.

**Correspondence**—letters dealing with Unit matters, Unit newsletters.

### Finance

You are responsible for seeing that Unit accounts are kept, audited and submitted annually to your District Leader. This does not mean that you must keep the accounts but you are responsible for seeing that they are properly kept. All people handling public money must be meticulously careful. A person who is not confident and competent in managing money should not be pressed to accept the position of Treasurer.

In a Unit of older Guides (for example fourteen to eighteen years) at least one of the Unit signatories should be over eighteen. Changes of signatories and/or addresses should be dealt with immediately. You are exempt from providing a tax file number—if required to do so then state ‘Non-profit youth organisation exempt under Section 50-5 Income Tax Assessment Act 1997. Check with your bank about interest, cheque book charges and any fees on this type of account.
Simple Book-Keeping


Cash Book

Find out from your District Leader what format the auditor requires (use of Cash Book in Unit Accounts—available from the Guide Supplies—is recommended). A computer accounting package can be used but the layout should conform to the auditor’s requirements or be accepted by them. These records should also be available as hard copy and a backup disk kept. The important thing is that a true and correct record of all financial transactions (both income and expenditure) are recorded and that this is carried out in a way you or the Treasurer can manage and the auditor approves. Liquid paper must not be used to correct errors. Simply rule a line through the error, make the adjustment and initial it. The auditor can then clearly see the correction.

Cheque Book

All payments should be made promptly by cheque. It is important to show all details on the cheque book butt including date, name of payee, reason for payment and the amount. Cheques made out to individuals or organisations should be marked ‘not negotiable A/c payee only’ and care must be taken to ensure the name of the payee is correct. It is not advisable to sign a blank cheque in advance. Receipts for all payments must be kept for auditing purposes.

Petty Cash Book

This records minor expenses. All receipts must be retained for audit purposes. When reimbursing a petty cash float a cash cheque should be drawn to return the float to the established ceiling figure, for example if the petty cash float is $20 and only $15 has been expended the cheque would be for $15 not $20. A receipt must be issued and recorded in the petty cash details and the receipt kept in the petty cash book. Alternatively you may use your own money for the many small purchases for which petty cash is used and draw a cheque when these purchases reach a certain amount. However, if this system is used all receipts must be provided and filed in an orderly manner and totalled in the petty cash book.

It is recommended that reimbursement cheques be drawn at regular intervals throughout the year and care must be taken that adequate funds remain in the account to cover these.

Receipt Book

An official receipt book may be available from Guide Supplies or a general receipt book may be used. Receipts must be written for all money received including the weekly total of Unit subscriptions, if applicable, and amount banked should agree with the amount receipted. It is not necessary for stamp duty to be affixed to any receipts made out for a donation. When a receipt is received for a payment made it is of assistance to the auditor if the relevant cheque number is noted on the receipt by the Leader/Treasurer before this is filed.

Deposit Book

This is obtained from the financial institution. It is wise to note the receipt number and amount on the back of the deposit slip particularly when several receipts may be incorporated in one deposit. A rubber stamp bearing the title of the account can be used for endorsing the back of cheques before depositing, stamping receipts if necessary and other Unit needs.

Bank Statements

These are issued on a regular basis by the bank and may also be obtained on notice, although this usually entails a fee. They should be reconciled with the
Cash Book to give a true balance on hand. The bank statements are usually forwarded to the District Leader who will then pass them on to you. As she is ultimately responsible for the finances of the District she needs to have an overall picture of what is happening and to ensure that all accounts are operating within healthy limits.

**Annual Audit**

All accounts must be audited annually within three months of the end of the financial year, that is by March 31 each year and you should find out the audit date from your District Leader. The end of the Guiding financial year is 31 December. All accounts must balance and receipts for payments for the year made must be available. Complete a financial statement (QF.FI.08 Receipts and Payments Summary – Unit or District) then give this and the financial books to your District Leader who will pass them on to the auditor. If anything is missing ask her what should be done.

Accounts must also be audited when there is a change over of persons managing them. Where Leaders share the role of Treasurer it is therefore prudent if this responsibility is undertaken for a financial year by one person during which time she is fully responsible. Leaders may share this responsibility for shorter periods provided the necessary audits are carried out.

**Membership Expenses**

**Membership fees**

Membership fees are paid on joining then annually by all youth and adult members and billed directly from the Support Centre to their home address (refer Policy and Procedure—Membership). Renewal notices are sent out thirty days in advance and the membership fee is payable by the due date on the invoice. Payment may be made by credit card, bank cheque or money order, over the phone, through the mail, online via the State website or directly at the Support Centre. Membership fees are not collected by Unit or District Leaders.

All members are provided with a receipt and membership card. You will be given your girls’ receipts and cards by your District Leader. After noting the payment, renewal date and membership number on the girl’s Unit record, pass the receipt and card on to their parents/guardians/carers.

Membership fees are due and payable within four weeks of starting Guides and are valid for one year. If the Support Group/District Support Team pays Leaders’ fees give your invoice to the District Leader as soon as you receive it. She will pass it on to the Support Group/District Support Team so that payment can be made by the due date. If any of your Guides, by special arrangement, do not pay their own membership fee the Support Centre should be advised as soon as possible so that the invoice can be sent to the correct address.

**Unit subscriptions**

Unit subscriptions are paid by Unit members either per week, per term or annually and administered by the Unit Treasurer. In consultation with your District Leader you determine the rate for the Unit subscription that should cover the week-to-week running expenses of the Unit. These may include materials, badges, resources, Leader out of pocket expenses and some activities. You need to make sure that the rate set is affordable and that the method of payment requested is not unreasonable. Large amounts should not be accumulated in the Unit account unless for a specific project, for example, camp equipment, special outing. The Support Group/District Support Team has no call on Unit funds. The girls should have a say in how these funds are spent and the Unit should be self-supporting.

**Voluntary contributions/Levies**

Voluntary contributions/Levies are paid by families to the Support Group/District Support Team, usually annually, to cover District running expenses. This is administered by the Support Group/District Support Team in consultation with the District Leader. Voluntary contributions but not levies are tax deductible (official tax deductible receipt required).
Patrol subscriptions

Some Leaders allow Patrols to charge their members a nominal amount, for example twenty cents each week to cover some Patrol expenses. As this is administered by the Patrols it gives the older girls experience in being responsible for money. However care should be taken with how this money is recorded and secured.

Fundraising

Money can be raised by the girls for special projects, appeals (for example, Guide Dogs for the Blind), disaster relief funds, etc and also State Good Turns. Whatever the cause, fundraising activities must comply with Australian laws (and Policy and Procedure—Fundraising), should not compete with other projects/fundraising activities in the District and the money should be well earned. Remember the beneficiary and method of fundraising is the girls’ decision, with your guidance.

Funds and Grants

Limited funding (refer “National Funds and Grants” on page 44 and “State Funds and Grants” on page 45) is available to assist girls and Leaders to attend trainings, camps and other events. Other sources of funding may be advertised through the State newsletter from time to time. Further information is available through your District Leader.

National Funds and Grants

Irene Fairbairn Fund—To assist members 13 to 35 years of age to attend a recognised Australian Guide event or 16 to 35 years of age to attend a recognised overseas Guide event. Exceptions to age requirements may be made in special circumstances. Application may be made at any time through the State International Adviser.

Fairbairn Challenge—Annual award (90% air fare + event fee) to two members 16 to 35 years of age from Australia to attend a specific event advertised in the State newsletter as the Fairbairn Challenge Event. Applicants are expected to complete a challenge set by the Irene Fairbairn Fund Committee. Further information and application through the State International Adviser.

Fairbairn Selected Event—Grant to specified number of members annually to attend a specially selected Australian or overseas event advertised in the State newsletter as the Fairbairn Selected Event. Host countries determine age groupings. Further information and application through State International Adviser.

Amy Bush Fund—For Leaders over 35 years of age to attend a training of their own choice. Funding is available two out of every three years. Application may be made at any time once the availability of funds is advertised in the State newsletter. Further information and application through the State Training Manager.

Gregory Fellowship—No age stipulation. Special projects undertaken by individuals or groups that will benefit Guiding. Application may be made at any time to National Office on the appropriate form (endorsed by the State Commissioner).

Eleanor Manning Fund—Assistance for a Trainer to attend a selected training event within the Asia Pacific Region. Applications are made through the State Training Manager when the selected event and availability of funds are advertised. No age stipulation.

Wilma Torney Fund—To assist a Trainer to attend a specialised event or training, provide a resource to assist Trainers or support delivery of training. Administered by Australian Training Committee.

For more information about national funds Guide Lines—Special Funds
State Funds and Grants
There may also be State funds and grants available.

**Lady Baden-Powell Fund**—No age stipulation. Assistance with travel costs to events at State, national or international level. Applications for grants for the following calendar year may be made at any time from 1 September in the preceding calendar year. The closing date for applications will be 1 October of the relevant year or when funds available for disbursement for the year are exhausted. Applications are submitted to the Support Centre on [Lady Baden-Powell Fund Grant Application form](#) at least three months prior to the event.

**Baden-Powell Guild Haffenden Award**—No age stipulation. Offered annually by the Baden-Powell Guild of Queensland. Open to uniformed members of Girl Guides Queensland and Scout Association to assist recipients to attend a forum, seminar, camp, training, specialised course, activity or function that will benefit them and the Movement. Value of the award and number of recipients annually is at the discretion of the Guild Committee. CV, reason for seeking award and supporting letter are to be included in application. Address for applications is subject to change and is advertised in [Queensland on the Go](#).

**Girl Guides Queensland Cork Fund**—No age stipulation. Financial assistance for annual membership fee for youth members, funding of new projects and for international/national/State events. Application may be made at any time. Further information from the Cork Coordinator.

**Special Region Funds**—Most Regions have a fund to provide some assistance with travel or event costs, depending on the availability of funds and the number of applications annually. Further information through Regions.

### Property

Your Unit meetings may be conducted in a Guide hall, shared Guide/Scout property, school, church or community centre. Any queries or requests relating to maintenance, upgrading or safety issues of the meeting place are directed to the District Leader.

Any equipment/resource items owned by the Unit should be kept in safe working order and included on the District’s equipment inventory. You will need to notify your District Leader of any new purchases. Familiarise yourself with the District’s fire prevention and protection strategy.
Insurance

All uniformed members of Girl Guides Queensland are covered by an insurance policy when engaged in organised Guiding activities under the supervision, or with the permission, of the Leader and District Leader. Support Group/District Management Team members and their voluntary workers are covered under the organisation’s personal accident policy provided the Support Group/District Management Team is registered at the Support Centre and has paid the annual fee. You must ensure that you are acting within the authority given to you by Girl Guides Queensland, that is all policies and procedures relating to the activity are followed.

If an accident or incident occurs then take all reasonable precautions to prevent further loss, damage or injury. You should make a note of all relevant details such as time, date, name of third parties and witnesses, etc. Complete a Notification of Accident or Incident Form (ADM.24) and contact your District Leader as soon as possible after the accident or incident. Any insurance matters, including claims, are to be referred to your District Leader.
Chapter 4
LEADERSHIP QUALIFICATION AND DEVELOPMENT
Introduction

By the time you read this book you should have been introduced to Guiding, completed a membership application form (and Volunteer Blue Card Application form) and agreed to abide by Guide Lines and the Girl Guides Australia Code of Conduct (if not, see your District Leader).

When your application has been accepted by Girl Guides Queensland you will receive a letter of notification together with a Code of Conduct certificate which you may choose to sign. Your receipt and membership card will be forwarded to your District Leader with the District Mail. You may apply for a Promise and Law Certificate once you have made your Promise. You will need these documents (including the letter) if you transfer out of your current District. You may work with youth and wear the uniform once your application has been accepted.

You will be linked with a Guiding Partner—a specially trained, experienced Leader—who will help you in your leadership role and in becoming a Qualified Leader. She will assist you to gain confidence, assess your own competencies, progress through the Australian Adult Leadership Program (AALP) and sign the relevant modules in the Leader’s Journal or Personal Pathway relevant to your role.

Australian Adult Leadership Program

The AALP is a competency based leadership development program and is detailed in the Leader’s journal and Personal pathway (refer “Australian Adult Leadership Program Flowchart” on page 49).

Guiding Awareness

You should have already worked through the Guiding Awareness module as part of your introduction to Guiding before you applied for membership. If not your Guiding Partner will help you to identify the fundamental principles of Guiding. Once you have completed this module you will be presented with a Guiding Awareness Certificate and be acknowledged as a prospective Leader in Girl Guides Australia.

What training will I have to do to become a Qualified Guide Leader?

As well as on-the-job training provided by your Guiding Partner and other experienced Leaders, you must attend a Guide course at least once before becoming a Qualified Leader. Training offers opportunities to extend your leadership skills, to network, and to learn in a supportive and fun environment. Talk to your Guiding Partner about which of the different options available will best meet your needs.

How long should Guiding Awareness take?

This is an awareness of Guiding not an in-depth history. A coffee chat should take care of this. If Guiding Awareness is being presented as an information session to a small group, the session will probably take between two to four hours allowing for questions and inclusion of activities that demonstrate different ways of learning. A PowerPoint presentation is also available for download from the State website or on CD from Guide Supplies.

Leadership Development

On completion of Guiding Awareness you will then work through the Leadership Development modules with your Guiding Partner with further assistance from Region workshops and others in your local area and beyond plus a CD available from Guide Supplies. This means developing basic leadership skills, being able to run a Unit meeting safely, getting to know the girls, understanding the fundamental principles of the Australian Guide Program and being able to use basic first aid.

Visiting other Units with different age groups, particularly those outside your District, presents an excellent opportunity to observe girls at different levels of
Australian Adult Leadership Program Flowchart

Potential Leader

GUIDING AWARENESS
Introduction to Guiding and its principles

Guiding Awareness Certificate

LEADERSHIP DEVELOPMENT
General introduction to leadership skills including communication, needs of girls, personal development plan

Makes Promise, chooses intended role

Leader (Promise badge, certificate)

LD Certificate

LEADERSHIP QUALIFICATION
Common core competencies for all Leaders. Role-specific competencies for Leaders working with Youth, with Adults or as Resource Leaders

Qualified Leader of Youth or Qualified Leader of Adults or Resource Leader (certificate, Leader’s bar)

FURTHER DEVELOPMENT
Modules based on fundamental principles of Guiding and a choice of electives (certificate for each module on request)

Endorsement—at least two Further Development modules or equivalent (at least one from fundamental principles of Guiding) + currency of first aid competency + Leaders’ meetings/conferences + Unit or other area visits + appraisal of ongoing role (endorsement of appointment card)

Girl Guides Australia Adult Leadership Award – Three modules from FD Fundamental plus one module each from three different areas of FD completed after Leader qualification (GGAALA badge and certificate)
development and to experience different leadership styles. Talk to your District Leader about organising Unit visits and keep the following in mind when you go to another Unit:

- **Your participation**—Ask if there is anything with which you can assist during the meeting. Although you are present as an observer this does not mean you cannot take an active part in the meeting if you wish. The experience will be rewarding for all concerned and you will feel more at home if you are part of the proceedings. If you are confident enough at this stage you may wish to share a game or song with the Unit.

- **Program**—Is the meeting fun? Are the girls involved in planning and implementing the activities? If the girls move from one activity to another how is this done? What opportunity is given to evaluate activities? Is the program flexible? How are the needs of the girl being met? Are there any areas of the Australian Guide Program in which you would like further assistance?

- **Unit organisation**—How is the Unit grouped? Is the Patrol System evident? How are decisions made? What is the Leader’s part? How is the adult leadership role shared? Are there any other people who have a supporting role at meetings? If so, what are their responsibilities?

- **Traditions and ceremonies**—Does the Unit have any special traditions such as challenges, badges or insignia, symbolism, achievement recognition or Unit identification? Observe openings, closings, welcomes, presentations and simple ceremonies. Ask about ceremonies for special occasions. How are ceremonies made up and by whom?

- **Games**—What part do games play in the program? Who chooses them? Who runs them?

- **Resources**—What Guides’ and Leaders’ resources are used? Has the Unit devised any resources of its own? Does the Unit have a special focus?

- **Uniform**—What uniform do the Guides and Leaders wear to meetings? Does this differ from what is worn in your own Unit? Ask about the significance of any badges or insignia worn by Leaders or Guides that are not familiar to you.

- **Records**—Ask to see the Unit records and ask the Leaders to explain them to you—Unit register, attendance record, accounts, Guide progress, the method of recording programs and activities, log books as well as any records kept by the girls.

- **Equipment**—How are camping and other equipment stored and recorded? Who is responsible for this? Do the Patrols have their own equipment and, if so, how is it maintained?

- **How long should Leadership Development take?**

  This will vary depending on you and your contact with your Guiding Partner and other experienced Leaders. You are not expected to be a polished, experienced Leader by the end of Leadership Development.
Leadership Qualification and Appointment

Leadership Qualification, the next level of the AALP, incorporates core modules that are completed by all Leaders (Youth, Adult, Resource) plus other modules that relate to the specific strand you have chosen. You are required to attend a Guide training course at least once before becoming a qualified Leader. Trainings (Becoming a Leader training) are offered at a State level to assist you with the skills and competencies required to be an effective Leader and gain your Leadership Qualification. These trainings are advertised in the State training calendar (Leadership Development Calendar), State newsletter (Queensland on the Go) and on the State website (www.guidesqld.org). Leadership trainings/development may also be provided at a Region level; refer to the State training calendar or your District Leader or Region Training Consultant for more information. Your Guiding Partner and District Leader can help you with on-the-job training.

Your Guiding Partner will sign off the relevant modules as you demonstrate various competencies during the normal running of your Unit. She may discuss these with your District Leader and anyone else who can reliably comment on your performance, both within the Unit and at a District level.

On completion of Leadership Qualification you will be presented with a Leadership Qualification Certificate and Leader’s bar and recognised as a qualified Leader with Girl Guides Australia. You are then given a specific appointment within Girl Guides Australia and presented with an appointment card and letter of confirmation.

After a period of time some Leaders may choose to take on more than one appointment, for example Unit Leader and Region Consultant, Unit Leader and Guiding Partner. This necessitates extra commitment and should be considered carefully. Additional appointments are added, by the relevant person, to the Leader’s appointment card.

How long should Leadership Qualification take?

This will vary but each Leader will need to show signs of leadership development and progress through the AALP. Assessment of competencies may occur over some time as you gain knowledge and enhance your skills. However it is desirable that you become qualified within twelve months of the acceptance of your leadership application. You are also required to attend a Guide training course at least once before becoming a qualified Leader.

What does competency mean?

Competency means that you can do the task. It is the ability to transfer and apply skills and knowledge in any Guiding situation and environment. For example, you learn the skills to run a game. When you can apply those skills to run any game you are competent at running games.

If my work covers some of the things listed in the Leader’s Journal or Personal Pathway do I have to do more training with Guides?

A competency-based assessment is not based on attendance at training—it’s your ability to apply your knowledge. If you can demonstrate your competency in a Guiding context, you won’t have to attend extra training relating to that competency.

Further Development

Your appointment must be endorsed every three years. You must keep up to date in your role by:

- completing two Further Development modules of the AALP or their equivalent (refer Leader’s Journal). These modules should include at least one of those relating to the fundamental principles of Guiding until these have been completed.
- providing evidence of currency of your first aid competency at the level appropriate to your Guiding qualifications. If you are a Unit Leader without a camping qualification, this is the equivalent of Leadership Development P2.2.
- attend a Guide training course or a Guide Region, State or national event with training content, at least once every three years
- visiting other Units or areas
- appraisal of your on-going role.
Further Development modules are meant to extend your leadership skills and require you to challenge yourself at a higher level than those accessed for Leadership Qualification. Modules at Leadership Qualification level in other strands may also be selected. If you wish to cross credit other specialised courses relating to further development skills, discuss this with the State Training Manager before undertaking the course.

Further Development modules are assessed on demonstration of current competencies. However a non-Guiding qualifcation may also be recognised towards the AALP provided it covers the module competencies. For recognition, apply to the State Training Manager with full details of the qualifcation, including competencies demonstrated, and equivalent AALP modules.

If requested, a certifcate is issued for each module at Further Development level once competence has been demonstrated to an appropriate Guiding Partner (a list of Guiding Partners for your Region is held by the Region Training Consultant). You can work towards the Girl Guides Australia Adult Leadership Award by completing specifed modules (refer Leader’s Journal). On completion of the Award you will be presented with a Girl Guides Australia Adult Leadership Award certifcate and badge.

Trainings offer opportunities to develop further leadership skills, to network and to learn in a supportive and fun environment. They are advertised in the Leadership Development Calendar, Queensland on the Go and on the State website. By attending State Leaders’ weekends and Region gatherings you can join with other Leaders, discuss and share ideas, learn new or different skills, challenge yourself and have fun.

Change of Appointment

If you change your appointment this does not cancel your Leadership Qualifcation, only your previous appointment. However if the change in appointment also involves a change in role, for example Unit Leader to District Leader, then you will have to demonstrate competence in the AALP modules specifc to the new role, that is Leaders working with adults. You do not have to redo modules that have already been signed off. See your District Leader or Region Leader to have your old appointment cancelled and the new appointment added to your appointment card.
APPENDIXES
**INDEX OF FORMS**

<table>
<thead>
<tr>
<th>Form ID</th>
<th>Form name</th>
<th>Signed by</th>
<th>Submit to</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-669 031</td>
<td>Authorisation to Confirm a valid Blue Card/Application Form</td>
<td>Any Member</td>
<td>Support Centre for processing</td>
</tr>
<tr>
<td>11-669 003</td>
<td>Volunteer Blue Card Application Form (including renewals)</td>
<td>Any Member</td>
<td>Support Centre for processing</td>
</tr>
<tr>
<td>11-669 022</td>
<td>Identification Verification by a Prescribed Person</td>
<td>Any Member</td>
<td>Support Centre for processing</td>
</tr>
<tr>
<td>11-669 016</td>
<td>Blue Card Exemption</td>
<td>Any Member</td>
<td>Support Centre for processing</td>
</tr>
<tr>
<td>QF.AD.01</td>
<td>State Position Nomination</td>
<td>Any eligible member</td>
<td>State Executive Officer at Support Centre</td>
</tr>
<tr>
<td>QF.AD.02</td>
<td>Region Team Member Appointment</td>
<td>Region Leader</td>
<td>State Commissioner at Support Centre</td>
</tr>
<tr>
<td>QF.AD.03</td>
<td>Improvement Form</td>
<td>Any member</td>
<td>Support Centre</td>
</tr>
<tr>
<td>QF.AD.04</td>
<td>Youth Health Information</td>
<td>Parent/Carer/Guardian of the Youth Member</td>
<td>Unit Leader</td>
</tr>
<tr>
<td>QF.AD.05</td>
<td>Lady Baden-Powell Fund Grant Application</td>
<td>Any eligible members applying for the grant</td>
<td>Support Centre</td>
</tr>
<tr>
<td>QF.AD.06</td>
<td>Quetta Hire</td>
<td>Any Member</td>
<td>Support Centre</td>
</tr>
<tr>
<td>QF.AD.07</td>
<td>Protocol Information: State Commissioner</td>
<td>Function organisers</td>
<td>State Executive Officer at Support Centre</td>
</tr>
<tr>
<td>QF.AD.08</td>
<td>State Council Proxy</td>
<td>State Council Member</td>
<td>SEO - Support Centre</td>
</tr>
<tr>
<td>QF.AD.10</td>
<td>State Aide Application</td>
<td>Any eligible member</td>
<td>Olave Program Manager via Support Centre</td>
</tr>
<tr>
<td>QF.AD.11</td>
<td>Change to Member details</td>
<td>Any Member/supporter</td>
<td>Membership Officer at Support Centre</td>
</tr>
<tr>
<td>QF.AD.12</td>
<td>District or SG/DST Registration</td>
<td>District Leader/Region Leader</td>
<td>Support Centre</td>
</tr>
<tr>
<td>QF.AD.13</td>
<td>Support Centre Task Request</td>
<td>Any member</td>
<td>Admin Manager at Support Centre</td>
</tr>
<tr>
<td>QF.AD.14</td>
<td>Transfer to Lones</td>
<td>Unit, District and Region Leaders</td>
<td>Lones Region Leader at Support Centre</td>
</tr>
<tr>
<td>ADM.22</td>
<td>Unit Registration</td>
<td>Unit, District and Region Leaders</td>
<td>Support Centre</td>
</tr>
<tr>
<td>ADM.23</td>
<td>Closure or Recess of Unit of District</td>
<td>Unit, District and Region Leaders</td>
<td>Support Centre</td>
</tr>
<tr>
<td>ADM.33</td>
<td>Youth Member Exit Form</td>
<td>Unit, District and Region Leaders</td>
<td>Support Centre</td>
</tr>
<tr>
<td>ADM.35</td>
<td>District Leader Voting Paper</td>
<td>Unit Leaders</td>
<td>Region Leader</td>
</tr>
<tr>
<td>ADM.36</td>
<td>Notification of Elected District Leader</td>
<td>Region Leader</td>
<td>Region Leader/Support Centre</td>
</tr>
<tr>
<td>ADM.37</td>
<td>Transfer Form</td>
<td>Unit, District and Region Leaders</td>
<td>Support Centre</td>
</tr>
<tr>
<td>ADM.39</td>
<td>Adult Member Exit Form</td>
<td>Any member</td>
<td>Support Centre</td>
</tr>
</tbody>
</table>

**FINANCE**

<table>
<thead>
<tr>
<th>Form ID</th>
<th>Form name</th>
<th>Signed by</th>
<th>Submit to</th>
</tr>
</thead>
<tbody>
<tr>
<td>QF.FI.01</td>
<td>Expense Form</td>
<td>Any eligible member</td>
<td>Finance Officer at Support Centre</td>
</tr>
<tr>
<td>QF.FI.03</td>
<td>Refund Voucher</td>
<td>Any eligible member</td>
<td>Finance Officer at Support Centre</td>
</tr>
<tr>
<td>QF.FI.04</td>
<td>Motorcharge Record</td>
<td>Any eligible member</td>
<td>Finance Officer at Support Centre</td>
</tr>
<tr>
<td>QF.FI.05</td>
<td>QM Expense Summary</td>
<td>Event QM</td>
<td>Finance Officer at Support Centre</td>
</tr>
<tr>
<td>QF.FI.06</td>
<td>Event and Function Budget</td>
<td>Event LiC/Treasurer</td>
<td>Finance Committee via Support Centre</td>
</tr>
<tr>
<td>QF.FI.08</td>
<td>Receipts and Payments Summary – Unit or District</td>
<td>Unit, District and Region Leaders</td>
<td>Region Leader then SEO at Support Centre</td>
</tr>
<tr>
<td>Form ID</td>
<td>Form name</td>
<td>Signed by</td>
<td>Submit to</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>QF.FI.09</td>
<td>Receipts and Payments Summary – Region</td>
<td>Region Leader</td>
<td>SEO at Support Centre</td>
</tr>
<tr>
<td>QF.FI.10</td>
<td>Receipts and Payments Summary – SG/DST</td>
<td>Support Group Treasurer/District Leader</td>
<td>Region Leader then Support Centre</td>
</tr>
<tr>
<td>QF.FI.11</td>
<td>SG/DST Payment Request</td>
<td>Support Group Treasurer/District Leader</td>
<td>Region Leader and Support Centre</td>
</tr>
<tr>
<td>QF.FI.12</td>
<td>Finance Officer Admin Checklist – Short Duration Event</td>
<td>Finance Officer</td>
<td>Finance Officer at Support Centre</td>
</tr>
<tr>
<td>QF.GS.01</td>
<td>Order Form</td>
<td>Any member</td>
<td>Guide Supplies at Support Centre</td>
</tr>
<tr>
<td>QF.GS.02</td>
<td>Custom Shirt Order Form</td>
<td>Any member</td>
<td>Guide Supplies at Support Centre</td>
</tr>
<tr>
<td>QF.IP.01</td>
<td>Building Safety Checklist</td>
<td>District Leader or Region Leader</td>
<td>Property Committee via Support Centre</td>
</tr>
<tr>
<td>QF.IP.02</td>
<td>Licence to Occupy</td>
<td>Hirer</td>
<td>Property Committee via Support Centre</td>
</tr>
<tr>
<td>ADM 24</td>
<td>Notification of Accident or Incident</td>
<td>Unit Leader/District Leader/Region Leader/ Event LiC</td>
<td>District Leader then State Executive Off cer at Support Centre</td>
</tr>
<tr>
<td>QF.ME.03</td>
<td>Lones Expression of Interest</td>
<td>Any interested person wishing to join</td>
<td>Lones Region Leader</td>
</tr>
<tr>
<td>M09 &amp; M10</td>
<td>Youth Membership Application with Health Information</td>
<td>Parent/Carer/Guardian of youth member</td>
<td>Membership Off cer at Support Centre</td>
</tr>
<tr>
<td>M23</td>
<td>Adult Membership Application</td>
<td>Adult Member</td>
<td>District Leader/Region Leader to Membership Off cer at Support Centre</td>
</tr>
<tr>
<td>QF.AR.01</td>
<td>Archival Donation</td>
<td>Any eligible member or member of public</td>
<td>State Archivist via Support Centre</td>
</tr>
<tr>
<td>QF.AR.02</td>
<td>Archives Profile</td>
<td>Any eligible member</td>
<td>State Archivist via Support Centre</td>
</tr>
<tr>
<td>QF.AW.01</td>
<td>Good Service Award Application</td>
<td>Any member wishing to recognise good service</td>
<td>Awards Committee via Support Centre</td>
</tr>
<tr>
<td>QF.AW.02</td>
<td>Thanks Award Application</td>
<td>Any member wishing to recognise good service</td>
<td>Awards Committee via Support Centre</td>
</tr>
<tr>
<td>QF.AW.03</td>
<td>Long Service Award Application</td>
<td>Any eligible member</td>
<td>Awards Committee via Support Centre</td>
</tr>
<tr>
<td>QF.AW.04</td>
<td>Golden Friend of Guiding Application</td>
<td>District/Region Leader</td>
<td>Awards Committee via Support Centre</td>
</tr>
<tr>
<td>QF.AW.05</td>
<td>GEM of the Month Nomination</td>
<td>Any eligible member</td>
<td>Support Centre</td>
</tr>
<tr>
<td>QF.AW.06</td>
<td>OBP Award Recommendation</td>
<td>State Olave Program Manager and members conducting the interview</td>
<td>Olave Program Manager via Support Centre</td>
</tr>
<tr>
<td>ADM.43c</td>
<td>OBP Plan of Action</td>
<td>OBP Member</td>
<td>Olave Program Manager via Support Centre</td>
</tr>
<tr>
<td>ADM.43d</td>
<td>OBP Registration</td>
<td>OBP Member</td>
<td>Olave Program Manager via Support Centre</td>
</tr>
</tbody>
</table>
## EVENTS

<table>
<thead>
<tr>
<th>Form ID</th>
<th>Form name</th>
<th>Signed by</th>
<th>Submit to</th>
</tr>
</thead>
<tbody>
<tr>
<td>QF.EV.01</td>
<td>Event LiC/Contingent Leader/Coordinator Nomination</td>
<td>Any eligible member</td>
<td>Relevant Manager/Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.EV.02</td>
<td>Interstate Event Application</td>
<td>Any eligible member</td>
<td>Event LiC via Support Centre</td>
</tr>
<tr>
<td>QF.EV.03</td>
<td>Event LiC/Contingent Leader/Coordinator Selection Process</td>
<td>Relevant Manager when selecting a person for these roles</td>
<td>Relevant Manager via Support Centre</td>
</tr>
<tr>
<td>QF.EV.04</td>
<td>Event Planner</td>
<td>Event LiC and Staff</td>
<td>Event LiC Support Centre</td>
</tr>
<tr>
<td>QF.EV.05</td>
<td>LiC/Contingent Leader Admin Checklist: Short Duration Event</td>
<td>Event LiC for a short duration event</td>
<td>Event LiC via Support Centre</td>
</tr>
<tr>
<td>QF.EV.06</td>
<td>Travel Arrangements</td>
<td>Any eligible member</td>
<td>Event LiC via Support Centre</td>
</tr>
<tr>
<td>QF.EV.07</td>
<td>Event Registration</td>
<td>Any eligible member</td>
<td>Event LiC via Support Centre</td>
</tr>
</tbody>
</table>

## INTERNATIONAL

<table>
<thead>
<tr>
<th>Form ID</th>
<th>Form name</th>
<th>Signed by</th>
<th>Submit to</th>
</tr>
</thead>
<tbody>
<tr>
<td>QF.IN.01</td>
<td>Region International Report</td>
<td>Region International Consultant</td>
<td>State International Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.IN.02</td>
<td>Irene Fairbairn Fund Application</td>
<td>Any eligible member</td>
<td>State International Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.IN.03</td>
<td>Friends of World Centres Application</td>
<td>Any eligible member</td>
<td>State International Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.IN.04</td>
<td>Post Box Application</td>
<td>Any eligible member</td>
<td>State International Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.IN.06</td>
<td>International Order Form (attached to INT.15)</td>
<td>Any eligible member</td>
<td>State International Adviser via Support Centre</td>
</tr>
<tr>
<td>INT.5*</td>
<td>Evaluation of an International Event</td>
<td>All members attending the event</td>
<td>Event LiC via Support Centre</td>
</tr>
<tr>
<td>INT.6*</td>
<td>Application for International Event for Youth Member</td>
<td>Youth members parents/guardian/carer applying to attend the Event</td>
<td>Event LiC via Support Centre</td>
</tr>
<tr>
<td>INT.7*</td>
<td>Application for International Event for Adult Member</td>
<td>Any Adult member applying to attend the Event</td>
<td>Event LiC via Support Centre</td>
</tr>
<tr>
<td>INT.8*</td>
<td>Reference for Applications for an International Event</td>
<td>Any member applying to attend the Event</td>
<td>Event LiC via Support Centre</td>
</tr>
<tr>
<td>INT.9*</td>
<td>Assessment Form for Applicants for Overseas Events</td>
<td>Any member applying to attend the event</td>
<td>State International Adviser via Australian International Manager</td>
</tr>
<tr>
<td>INT.10*</td>
<td>Overseas Events Indemnity form for Youth Members</td>
<td>Youth member attending the Event Parents/Guardians/Carers</td>
<td>Event LiC via Support Centre</td>
</tr>
<tr>
<td>INT.11*</td>
<td>Overseas Events Indemnity Form For Adult Members</td>
<td>Adult members attending the Event</td>
<td>Event LiC via Support Centre</td>
</tr>
<tr>
<td>INT.12*</td>
<td>Overseas Events Health Form for International Dept</td>
<td>Any members attending the event</td>
<td>Event LiC via Support Centre</td>
</tr>
<tr>
<td>INT.13*</td>
<td>Overseas Events Health Form for Event</td>
<td>Any members attending the event</td>
<td>Event LiC via Support Centre</td>
</tr>
<tr>
<td>INT.14</td>
<td>Application for Group to Camp or Holiday Overseas</td>
<td>LiC of the Group</td>
<td>State International Adviser via Support Centre for forwarding to the Australian International Manager</td>
</tr>
<tr>
<td>INT.15</td>
<td>Application for WAGGGS Introduction Card</td>
<td>Any eligible Member</td>
<td>State International Adviser via Support Centre</td>
</tr>
<tr>
<td>INT.16</td>
<td>Overseas Transfer Form</td>
<td>Any member or parents/guardian/carer of the member</td>
<td>State International Adviser via Support Centre for forwarding to the Australian International Manager</td>
</tr>
</tbody>
</table>

*Available from the State International Adviser*
<table>
<thead>
<tr>
<th>Form ID</th>
<th>Form name</th>
<th>Signed by</th>
<th>Submit to</th>
</tr>
</thead>
<tbody>
<tr>
<td>QF.MA.01</td>
<td>Talent Release</td>
<td>Any member or Parent/Guardian/carer of member</td>
<td>Event LiC or Organiser</td>
</tr>
<tr>
<td>QF.MA.02</td>
<td>Copyright Release</td>
<td>Owners of the Copyright</td>
<td>Support Centre</td>
</tr>
<tr>
<td>QF.MA.03</td>
<td>Press Clipping</td>
<td>Any eligible member</td>
<td>Marketing Manager via Support Centre</td>
</tr>
<tr>
<td>QF.MA.04</td>
<td>Alumni Program Registration</td>
<td>Any member or ex member</td>
<td>Marketing Manager via Support Centre</td>
</tr>
<tr>
<td>QF.OU.01</td>
<td>Outdoor Ratification</td>
<td>Trainer or assessor to request a ratification card</td>
<td>Operations Support at Support Centre</td>
</tr>
<tr>
<td>ADM.27</td>
<td>Activity Consent Form for Youth Members</td>
<td>Parents/Guardians/carer of Youth Member</td>
<td>Event LiC/Orangiser</td>
</tr>
<tr>
<td>ADM.28</td>
<td>Adult Information Form for Activities</td>
<td>Any adult Member doing the activity</td>
<td>Event LiC/Orangiser</td>
</tr>
<tr>
<td>QF.AA.01</td>
<td>Adventurous Activity Permission</td>
<td>LiC requesting permission to hold an adventurous activity</td>
<td>Adventurous Activities Adviser – Outdoor Manager – Support Centre</td>
</tr>
<tr>
<td>QF.AA.02</td>
<td>Ratification Application and Renewal</td>
<td>Anyone applying to be ratified or ratified</td>
<td>Adventurous Activities Adviser – Outdoor Manager Centre</td>
</tr>
<tr>
<td>QF.AA.03</td>
<td>Adventurous Activities Qualification and Appraisal</td>
<td>Trainer or assessor requesting a AA qualification or appraisal</td>
<td>Adventurous Activities Adviser - Outdoor Manager Centre</td>
</tr>
<tr>
<td>QF.CA.01</td>
<td>Camp Qualification/Module Assessment Application</td>
<td>Camp Assessor / Guiding Partner</td>
<td>State Camping Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.CA.02</td>
<td>Camp Qualification/Module Assessment</td>
<td>Camp Assessor/ Guiding Partner</td>
<td>State Camping Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.CA.03</td>
<td>Camp Notification/Application</td>
<td>Leader planning to camp</td>
<td>Region Camp Consultant for forwarding to the State Camping Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.CA.04</td>
<td>Camp Report</td>
<td>Camp LiC</td>
<td>Region Camp Consultant for forwarding to the State Camping Adviser</td>
</tr>
<tr>
<td>QF.CA.05</td>
<td>Camp Permission</td>
<td>District Leader</td>
<td>Region Camp Consultant for forwarding to the State Camping Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.CA.06</td>
<td>Region Camping Consultant Monthly Report</td>
<td>Region Camp Consultant</td>
<td>State Camping Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.CA.07</td>
<td>Region Camping Consultant Qualifications</td>
<td>Region Camp Consultant</td>
<td>State Camping Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.CA.08</td>
<td>Campsite/Building Inspection</td>
<td>Any eligible Member inspecting the site</td>
<td>State Camping Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.CA.09</td>
<td>Trefoil 3/Assessment Application</td>
<td>Any eligible member to request a camp assessor for Trefoil 3</td>
<td>Region Camping Consultant</td>
</tr>
<tr>
<td>QF.CA.10</td>
<td>Trefoil 3/Assessment: Indoor, Outdoor Established &amp; Outdoor</td>
<td>Used by Camp Assessor assessing Trefoil 3</td>
<td>Region Camping Consultant</td>
</tr>
<tr>
<td>QF.CA.11</td>
<td>Trefoil 3 Assessment: Expedition in Controlled Environments</td>
<td>Used by Camp Assessor assessing Trefoil 3</td>
<td>Region Camping Consultant</td>
</tr>
<tr>
<td>Form ID</td>
<td>Form name</td>
<td>Signed by</td>
<td>Submit to</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>QF.CA.12</td>
<td>Youth Camp/Expedition Application</td>
<td>Youth member who is applying for permission</td>
<td>District Leader/Region Camping Consultant</td>
</tr>
<tr>
<td>QF.CA.13</td>
<td>Youth Camp/Expedition Permission</td>
<td>District Leader, Region Camping Consultant, Region Leader to grant permission</td>
<td>Certificate holder to complete and send to Region Camping Consultant</td>
</tr>
</tbody>
</table>

**WATER ACTIVITIES**

<table>
<thead>
<tr>
<th>Form ID</th>
<th>Form name</th>
<th>Signed by</th>
<th>Submit to</th>
</tr>
</thead>
<tbody>
<tr>
<td>QF.WA.01</td>
<td>Region Water Activities Report</td>
<td>Region Water Consultant</td>
<td>State Water Activities Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.WA.02</td>
<td>Water Activities Expedition/Training Report</td>
<td>Activity Leader</td>
<td>Region Water Consultant</td>
</tr>
<tr>
<td>QF.WA.03</td>
<td>Region Water Activities Venues</td>
<td>Region Water Consultant</td>
<td>State Water Activities Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.WA.04</td>
<td>PFD Record of Use</td>
<td>Region Water Consultant</td>
<td>State Water Activities Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.WA.05</td>
<td>Marine Hull Maintenance Record</td>
<td>Region Water Consultant</td>
<td>State Water Activities Adviser via Support Centre</td>
</tr>
<tr>
<td>QF.WA.06</td>
<td>Water Skill Qualification and Appraisals</td>
<td>Trainer or assessor</td>
<td>State Water Activities Adviser via Support Centre</td>
</tr>
</tbody>
</table>

**PROGRAM**

<table>
<thead>
<tr>
<th>Form ID</th>
<th>Form name</th>
<th>Signed by</th>
<th>Submit to</th>
</tr>
</thead>
<tbody>
<tr>
<td>QF.PR.01</td>
<td>Queen's Guide and Focus Registration</td>
<td>Any eligible Member</td>
<td>State Program Manager via Support Centre</td>
</tr>
<tr>
<td>QF.PR.02</td>
<td>Queen's Guide and Focus Action Plan</td>
<td>Any eligible Member</td>
<td>State Program Manager via Support Centre</td>
</tr>
<tr>
<td>QF.PR.05</td>
<td>Junior BP and BP Award Request</td>
<td>Unit Leader requesting these awards</td>
<td>State Program Manager via Support Centre</td>
</tr>
<tr>
<td>QF.PR.06</td>
<td>Achieve a Challenge Badge</td>
<td>Assessor/s</td>
<td>Unit Leader or relevant Region Consultant</td>
</tr>
<tr>
<td>PROG.06</td>
<td>Junior Leader Registration</td>
<td>Unit Leader</td>
<td>State Program Manager via Support Centre</td>
</tr>
</tbody>
</table>

**SUPPORT GROUP/ DISTRICT SUPPORT TEAM**

<table>
<thead>
<tr>
<th>Form ID</th>
<th>Form name</th>
<th>Signed by</th>
<th>Submit to</th>
</tr>
</thead>
<tbody>
<tr>
<td>QF.SG.01</td>
<td>Support Group/District Support Team Membership Application</td>
<td>District Leader</td>
<td>District Leader/Region Leader for forwarding to the State Executive Office at Support Centre</td>
</tr>
<tr>
<td>QF.SG.02</td>
<td>Annual General Meeting Report</td>
<td>President of Support Group/District Support Team</td>
<td>District Leader/Region Leader for forwarding to the State Executive Office at Support Centre</td>
</tr>
</tbody>
</table>

**TRAINING**

<table>
<thead>
<tr>
<th>Form ID</th>
<th>Form name</th>
<th>Signed by</th>
<th>Submit to</th>
</tr>
</thead>
<tbody>
<tr>
<td>QF.TR.01</td>
<td>Adult Training/Event Application</td>
<td>Any eligible member</td>
<td>Operations Support Officer at Support Centre</td>
</tr>
<tr>
<td>QF.TR.02</td>
<td>Region Training Consultant's Report</td>
<td>Region Training Consultant</td>
<td>Training Committee via Support Centre</td>
</tr>
<tr>
<td>QF.TR.03</td>
<td>Attendance Report</td>
<td>Attendees at Training</td>
<td>Training Committee via Support Centre</td>
</tr>
<tr>
<td>QF.TR.04</td>
<td>Training Site Inspection</td>
<td>Training LIC</td>
<td>Training Committee via Support Centre</td>
</tr>
<tr>
<td>QF.TR.05</td>
<td>Training LiC/Coordinator Report</td>
<td>Training LiC and Training Coordinator</td>
<td>Training Committee via Support Centre</td>
</tr>
<tr>
<td>QF.TR.06</td>
<td>Training Report</td>
<td>Trainers</td>
<td>Training Committee via Support Centre</td>
</tr>
<tr>
<td>Form ID</td>
<td>Form name</td>
<td>Signed by</td>
<td>Submit to</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>QF.TR.07</td>
<td>Training Evaluation</td>
<td>All Attendees</td>
<td>Training Coordinator for forwarding to the Training Committee via Support Centre</td>
</tr>
<tr>
<td>QF.TR.09</td>
<td>Qualified Guiding Partner Appointment</td>
<td>Guiding Partner recommending the appointment</td>
<td>Training Manager/Committee via Support Centre</td>
</tr>
<tr>
<td>QF.TR.10</td>
<td>Guiding Assistant Appointment</td>
<td>District Leader</td>
<td>Operations Support Officer at Support Centre</td>
</tr>
<tr>
<td>QF.TR.11</td>
<td>ATTP Certificate Application</td>
<td>Trainer’s Training Partner</td>
<td>Operations Support Officer at Support Centre</td>
</tr>
<tr>
<td>ADM.25</td>
<td>Notification of Leadership Qualification</td>
<td>Leader’s Guiding Partner</td>
<td>Copy to Region RTC and Operations Support Officer at Support Centre</td>
</tr>
<tr>
<td>ADM.26</td>
<td>Appointment of Qualified Leader</td>
<td>District or Region Leader</td>
<td>Copy to Region RTC and Operations Support Officer at Support Centre</td>
</tr>
<tr>
<td>ADM.47</td>
<td>Appraisal Form for Leaders</td>
<td>Leader’s Guiding Partner</td>
<td>Copy to Region RTC and Operations Support Officer at Support Centre</td>
</tr>
<tr>
<td>ADM.48</td>
<td>Appraisal Form for Guiding Partners</td>
<td>Guiding Partner</td>
<td>Copy to Region RTC and Operations Support Officer at Support Centre</td>
</tr>
<tr>
<td>ADM.50</td>
<td>Notification of Completion of Further Development in the AALP</td>
<td>Guiding Partner</td>
<td>Operations Support Officer at Support Centre</td>
</tr>
<tr>
<td>TR.8</td>
<td>Appraisal Form for Trainers</td>
<td>Trainer’s Training Partner</td>
<td>Training Manager via Support Centre</td>
</tr>
<tr>
<td>TR.9</td>
<td>Application for a Training Appointment</td>
<td>Trainer’s Training Partner</td>
<td>Training Manager via Support Centre</td>
</tr>
<tr>
<td>TR.10</td>
<td>Notification of Completion within the Australian Trainers’ Training</td>
<td>Trainer’s Training Partner</td>
<td>Training Manager via Support Centre</td>
</tr>
</tbody>
</table>
## INDEX OF PUBLICATIONS

<table>
<thead>
<tr>
<th>Publication ID</th>
<th>Publication</th>
<th>Available from</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>QP.AA.05</td>
<td>Adventurous Activities Manual</td>
<td>GGQ website and Guide Supplies</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td></td>
<td>Aim High</td>
<td>Guide Supplies</td>
<td>Guides Australia</td>
</tr>
<tr>
<td>QP.CA.14</td>
<td>Campsite Directory</td>
<td>GGQ website and Guide Supplies</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.FI.14</td>
<td>Cash Book—Unit Accounts</td>
<td>Guide Supplies</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.FI.15</td>
<td>Cash Book—SG and DST</td>
<td>Guide Supplies</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td></td>
<td>Ceremonial Made Easy</td>
<td>Guide Supplies</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.AD.17</td>
<td>Constitution</td>
<td>GGQ website and Support Centre</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.TR.22</td>
<td>District Leaders Resource Book</td>
<td>Guide Supplies</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.EV.08</td>
<td>Events Calendar</td>
<td>GGQ website and Support Centre</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td></td>
<td>Guide Lines</td>
<td>GGA website and Guide Supplies</td>
<td>Girl Guides Australia</td>
</tr>
<tr>
<td>QP.AD.15</td>
<td>Guiding Directory</td>
<td>GGQ website</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.AA.04</td>
<td>How to plan an Adventurous Activity Chart</td>
<td>GGQ Website and Support Centre</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.TR.29</td>
<td>Keeping Children Safe Booklet</td>
<td>Support Centre</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td></td>
<td>Leaders’ Journal: Getting Started</td>
<td>GGA website and Guide Supplies</td>
<td>Girl Guides Australia</td>
</tr>
<tr>
<td></td>
<td>Leaders’ Journal: Getting Qualified</td>
<td>GGA website and Guide Supplies</td>
<td>Girl Guides Australia</td>
</tr>
<tr>
<td></td>
<td>Leaders’ Journal: Getting Better</td>
<td>GGA website and Guide Supplies</td>
<td>Girl Guides Australia</td>
</tr>
<tr>
<td>QP.TR.21</td>
<td>Leader’s Resource Book</td>
<td>Guide Supplies</td>
<td>Girl Guides Australia</td>
</tr>
<tr>
<td>QP.TR15</td>
<td>Leadership Development Calendar</td>
<td>GGQ website and Support Centre</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.ME.05</td>
<td>Lones Brochure</td>
<td>GGQ website and Support Centre</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td></td>
<td>Look Wide</td>
<td>Guide Supplies</td>
<td>Girl Guides Australia</td>
</tr>
<tr>
<td></td>
<td>Look Wider Still</td>
<td>Guide Supplies</td>
<td>Girl Guides Australia</td>
</tr>
<tr>
<td>QP.MA.05</td>
<td>Media Response Plan</td>
<td>GGQ website and Support Centre</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.TR.24</td>
<td>Parents are Priceless</td>
<td>Guide Supplies</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.AD.16</td>
<td>Policy and Procedure</td>
<td>GGQ website and Support Centre</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.PR.16</td>
<td>Queen’s Guide Queeries</td>
<td>Guide Supplies</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td></td>
<td>Queensland on the Go</td>
<td>All Adult Members receive a copy each month via mail or email and also available online.</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.TR.23</td>
<td>Region Leader’s Resource Book</td>
<td>State Commissioner</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.FI.16</td>
<td>Simple Book-keeping—Unit Accounts</td>
<td>Guide Supplies</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.FI.17</td>
<td>Simple Book-keeping—SG and DST</td>
<td>Guide Supplies</td>
<td>Girl Guides Queensland</td>
</tr>
<tr>
<td>QP.SG.03</td>
<td>Support Group Hints and Tips</td>
<td>Guide Supplies</td>
<td>Girl Guides Queensland</td>
</tr>
</tbody>
</table>
GLOSSARY

Refer to Guide Lines for further information on the below terms.

AA
Adventurous Activities

AALP
Australian Adult Leadership Program

Adviser
State or Australian appointment with specific responsibilities in Guiding

AFOSFG
Australian Fellowship of Former Scouts and Guides

AGP
Australian Guide Program

Australian Adult Leadership Program
Competency based, leadership development program for adults wishing to undertake a leadership role in Girl Guides Australia

Australian Guide Program
Values-based leadership and life skills program with an outdoor focus for youth members, aged 5 to 18 years

Badge Secretary
Support Group member who may arrange assessment/purchase of badges for Guides

BP
Lord Baden-Powell, our Founder

CC
Chief Commissioner

Chief Commissioner
Responsible for all Guiding in Australia

Code of Conduct
Requirements to which all adult members must adhere

Colour party
Guides parading flags on ceremonial occasions

District
Consists of one or more Guide Units

District Leader
Responsible for all Guiding in a District

DST
District Support Team

District Support Team
Team of adults in a District, including Leaders and non-uniformed people, who wish to support Guiding

District Meeting
Meeting of Unit Leaders with the District Leader

District Team Gathering
Gathering of all adult members of the District Team plus Junior Leaders

DL
District Leader

Founder
Lord Baden-Powell

GL
Guide Leader

Good Turn
Service given by all members of the Movement to the community.

GP
Guiding Partner

Guide Helper
Financial youth member, aged between nine and fourteen years, developing their leadership skills through a commitment to a Unit of younger Guides

Guide
Any girl or woman who has made the Guide Promise

Guide Leader
Woman over eighteen years of age committed to principles of Guiding, who has completed the Leadership Development modules of the Australian Adult Leadership Program and made her promise

Guide Lines
Policy, organisation and rules of Girl Guides Australia

Guides of the Air
Guides of the Air are attached to Lones Region.

Guides’ Own
Reflections (acceptable to all faiths) planned and carried out by Guides

Guiding Assistant
Member appointed to assist the Unit Leader and who has completed Guiding Awareness and elective Leadership Development modules of the Australian Adult Leadership Program and made her Promise

Guiding Partner
Experienced Leader who mentors other Leaders and helps them progress through the Australian Adult Leadership Program

Horseshoe
Traditional ceremonial formation of Guides

IFOFSFG
International Fellowship of Former Scouts and Guides

Junior Leader
Financial youth member, aged fourteen to seventeen years, developing their leadership skills through a commitment to a Unit of younger Guides.

Lady BP
Lady Baden-Powell, World Chief Guide

Leadership Qualification
Awarded after demonstration of leadership competencies outlined in the Australian Adult Leadership Program

LiC
Leader-in-charge of a Guiding event or activity

Lones
Guides who take part in Guiding by correspondence or other media because of distance, location or where no Guide Unit exists

NEO
National Executive Officer
NO
National Office

Olave Program
Framework for members aged eighteen to thirty years to engage in opportunities for personal challenge through a flexible network, with a focus on service

Patrol
Group of Guides formed within a Unit, usually with four to six girls

Patrol Leader
Leader of a Patrol, elected by the Patrol

Patrol Second
Assists the Patrol Leader and is appointed by her

Patrol System
Method used in Units emphasising small self-governing groups

PL
Patrol Leader

Post Box
Members linked by correspondence by the Post Box Secretary

Promise and Law
Principles of Guiding

Promise Ceremony
Ceremony at which a girl, Leader or other adult female member makes her Promise

Provisional Leader
Adult member who has met the minimum requirements set out in Guide Lines, is working towards Leadership Qualification and may supervise girls where it is not possible to have a qualified Leader in a Unit

QM
Quartermaster (caterer)

Qualified Leader
Guide Leader who has completed the Leadership Qualification modules of the AALP

RL
Region Leader

Region
Group of several Districts

Region Leader
Responsible for all Guiding in the Region

Region gathering
Meeting of Region members

Region meeting
Meeting of District Leaders and other members of the Region team with the Region Leader

Resource Leader
Qualified Leader specialising in one or more areas of the program or specially appointed to provide support for other Leaders working with adults or youth

SEO
State Executive Officer

SC
Support Centre

SG
Support Group

SG meeting
Meeting of Support Group members with District Leader usually present

SG member
Member of Support Group; not necessarily have made the Guide Promise

State Commissioner
Responsible for all Guiding in the State

Subs/Unit subscription
Monetary contribution to Unit funds

Support Group
Team of non-uniformed adults within a District who wish to support Guiding

Thinking Day Fund
Established to support and promote Girl Guiding and Girl Scouting throughout the world wherever the need is greatest; administered by the World Bureau

Trainer
Leader holding a training qualification

Trefoil Guild
An adult section of the organisation that links female members of Guiding and Scouting who have made their Promise and that gives support to Guiding and the community

Unit
Group of Guides of varying age groups/interests

Unit Helper
Non-uniformed female member who assists the Unit Leader in a part time capacity

Unit Leader
Uniformed adult working in a leadership role within a Unit

WAGGGS
World Association of Girl Guides and Girl Scouts

World Association Centres
Our Chalet—Switzerland, Our Cabana—Mexico, Pax Lodge—London, Sangam—India

World Chief Guide
Lady Baden-Powell

World Thinking Day
22 February - special day worldwide in Guiding to celebrate the joint birthdays of Lord and Lady Baden-Powell

World Trefoil
Symbol of WAGGGS based on the three-fold Promise

Youth Member
Guides 5 to 17.5 years
INDEX

A

accidents, 12  
Achieve a Challenge, 33  
Action badge, 33  
Activity Packs, 23  
Adventurous Activities, 24  
Agoonoree, 37  
Akora, 16  
Amy Bush Fund, 44  
Annual Audit, 43  
Annual General Meeting, 8  
Annual Report, 8  
appointment endorsed, 51  
appointment card, 51, 52  
archival display, 16  
Archives, 16  
Assessment, 34  
Associate membership, 10  
Attendance book, 40  
Australian Adult Leadership Program, 48  
Australian Guide Program  
elements, 18  
fundamentals, 18  
Awards, 13, 31  

B  
Baden-Powell Guild Haffenden Award, 45  
Bank Statements, 42  
Biscuit badge, 33  
Blue Card, 11  
Book-Keeping, 42  
BP Award, 32  
Bring a Friend camp, 29  
Bring a Friend incentive, 10  

C  
Camping, 24  
Camp Nowra, 37  
Cash Book, 42  
Ceremonies, 37  
Challenges, 31, 33  
Change of Appointment, 52  
changes to membership details, 10  
Cheque Book, 42  
Code of Conduct, xi, 48  
Code of Conduct certificate, 11  
Communication, 6  
competency, 51  
competency-based assessment, 51  
Cork Fund, 45  
cork recycling, 10  
Correspondence, 41  
Create a Challenge, 32  

D  
Deposit Book, 42  
District Leader, 4  
District Library, 23  
District Meeting, 8  
Duty Of Care, 12  

E  
Earth Education, 25  
Eleanor Manning Fund, 44  
elements, 18  
Elouera, 16  
emergency, 12  
Endeavour badge, 32  
Environmental, 25  
Explore a Challenge, 32  

F  
Facilities, 13  
Fairbairn Challenge, 44  
Fairbairn Selected Event, 44  
films, 10  
Finance, 41  
Financial records, 40  
First Aid, 36  
flags, 38  
Forms, 40  
Full membership, 10  
Fundamental Principles, xi  
Fundraising, 30, 44  
Funds, 44  
Further Development, 51  
Further Development modules, 52  

G  
Garradunga Olave Baden-Powell  
Campsite, 16  
GEM Award, 13  
Girl Guide/Girl Scout method, xi  
Gondwana Challenge, 25  
Grants, 44  
Gregory Fellowship, 44  
Guide Campsites, 16  
Akora, 16  
Elouera, 16  
Garradunga Olave Baden-Powell  
Campsite, 16  
Kindilan Outdoor Education and  
Conference Centre, 16  
Kooyalee, 16  
The Falls, 16  
Guide Helper, 6  
Guide Law, xi  
Guide logo, 10  
Guide Museum, 16  

Guide Promise, xi  
Guide sign, 38  
Guides of the Air, 36  
Guide Supplies, 14  
Guide Unit, 20  
Guiding Assistant, 4  
Guiding Awareness, 48  
Guiding Awareness Certificate, 48  
Guiding Partner, 5, 48, 51  

H  
Health information, 40  
Hilda John Nature Cup, 25  
Honorary membership, 10  

I  
In and Out Campabout, 25  
incidents, 12  
International, 29  
International opportunities, 30  
International transfers, 30  
International uniforms, 30  
intrastate transfers, 10  
Introduction Card, 30  
Irene Fairbairn Fund, 44  

J  
JOTA, 26  
JOTTI, 26  
Junior BP Award, 32  
Junior Leader, 6  

K  
Kindilan Outdoor Education and  
Conference Centre, 16  

L  
Lady Baden-Powell Fund, 45  
Leader-in-charge, 25  
Leader’s bar, 51  
Leadership Development, 48  
Leadership Focus, 32  
Leadership Qualification, 51  
Leadership Qualification Certificate, 51  
Leader’s Journal, 40  
Leader’s Records, 40  
Life membership, 10  
Lines of Communication, 7  
Log book, 40  
Lones, 36  

M  
Marketing, 10  
media release, 10  
Meetings, 8  
Annual General Meeting, 8
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Meeting, 8</td>
</tr>
<tr>
<td>meeting time, 21</td>
</tr>
<tr>
<td>Membership, 10</td>
</tr>
<tr>
<td>Membership application, 40</td>
</tr>
<tr>
<td>Membership Application Procedure, 11</td>
</tr>
<tr>
<td>Membership cards, 10</td>
</tr>
<tr>
<td>Membership Categories, 10</td>
</tr>
<tr>
<td>Associate membership, 10</td>
</tr>
<tr>
<td>Full membership, 10</td>
</tr>
<tr>
<td>Honorary membership, 10</td>
</tr>
<tr>
<td>Life membership, 10</td>
</tr>
<tr>
<td>Membership fees, 10, 43</td>
</tr>
<tr>
<td>Membership Listings, 11</td>
</tr>
<tr>
<td>Memorabilia, 16</td>
</tr>
<tr>
<td>Minutes, 40</td>
</tr>
<tr>
<td>Mission Statement, xi</td>
</tr>
<tr>
<td>Mobile Guide Supplies, 16</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>non-uniformed position, 4</td>
</tr>
<tr>
<td>Nowra Region, 36</td>
</tr>
<tr>
<td>O</td>
</tr>
<tr>
<td>Olave Program, 5</td>
</tr>
<tr>
<td>Olave Baden-Powell Award, 5</td>
</tr>
<tr>
<td>peer group, 5</td>
</tr>
<tr>
<td>Olave Program Mentor, 4</td>
</tr>
<tr>
<td>Opening/Closing Units, 12</td>
</tr>
<tr>
<td>Our world news, 30</td>
</tr>
<tr>
<td>P</td>
</tr>
<tr>
<td>Patrol Development, 21</td>
</tr>
<tr>
<td>Patrol subscriptions, 44</td>
</tr>
<tr>
<td>Patrol System, 21</td>
</tr>
<tr>
<td>Personal Pathway, 40</td>
</tr>
<tr>
<td>Petty Cash Book, 42</td>
</tr>
<tr>
<td>photographs, 10</td>
</tr>
<tr>
<td>Policy for keeping documents, 41</td>
</tr>
<tr>
<td>Post Box, 30</td>
</tr>
<tr>
<td>program, 21</td>
</tr>
<tr>
<td>Program book, 40</td>
</tr>
<tr>
<td>Program Resources, 23</td>
</tr>
<tr>
<td>Promise, 20</td>
</tr>
<tr>
<td>Promise ceremonies, 20</td>
</tr>
<tr>
<td>Promise Certif cate, 11</td>
</tr>
<tr>
<td>Property, 45</td>
</tr>
<tr>
<td>Provisional Leader, 4</td>
</tr>
<tr>
<td>Public Liability Insurance, 24</td>
</tr>
<tr>
<td>Q</td>
</tr>
<tr>
<td>Queens’ Guide Award, 31</td>
</tr>
<tr>
<td>Queensland on the Go, 7</td>
</tr>
<tr>
<td>Quetta, 16</td>
</tr>
<tr>
<td>R</td>
</tr>
<tr>
<td>Receipt Book, 42</td>
</tr>
<tr>
<td>Recognition of Achievement, 31</td>
</tr>
<tr>
<td>Recognition System, 31</td>
</tr>
<tr>
<td>Records, 40</td>
</tr>
<tr>
<td>Resource Centre, 16</td>
</tr>
<tr>
<td>Resource Leader, 4</td>
</tr>
<tr>
<td>risk management plan, 13</td>
</tr>
<tr>
<td>S</td>
</tr>
<tr>
<td>Service, 30</td>
</tr>
<tr>
<td>Service Flash, 30</td>
</tr>
<tr>
<td>Services, 13</td>
</tr>
<tr>
<td>Sleepovers, 23</td>
</tr>
<tr>
<td>Special Needs Girls, 36</td>
</tr>
<tr>
<td>Special Region Funds, 45</td>
</tr>
<tr>
<td>State Good Turn, 30</td>
</tr>
<tr>
<td>State Good Turns, 44</td>
</tr>
<tr>
<td>supervision ratios, 21</td>
</tr>
<tr>
<td>Supervision requirements, 25</td>
</tr>
<tr>
<td>Support, 13</td>
</tr>
<tr>
<td>Support Centre, 14</td>
</tr>
<tr>
<td>Support Group, 6</td>
</tr>
<tr>
<td>T</td>
</tr>
<tr>
<td>talent release, 11</td>
</tr>
<tr>
<td>Taps, 38</td>
</tr>
<tr>
<td>The Falls, 16</td>
</tr>
<tr>
<td>Thinking Day Fund, 29</td>
</tr>
<tr>
<td>trainings, 51</td>
</tr>
<tr>
<td>travelling overseas, 30</td>
</tr>
<tr>
<td>Trefoil Guild, 6</td>
</tr>
<tr>
<td>Triple Treat badge, 33</td>
</tr>
<tr>
<td>U</td>
</tr>
<tr>
<td>Unit Helper, 4</td>
</tr>
<tr>
<td>Unit Leader, 2</td>
</tr>
<tr>
<td>appointment, 2</td>
</tr>
<tr>
<td>responsibilities, 2</td>
</tr>
<tr>
<td>Unit Names, 20</td>
</tr>
<tr>
<td>Unit record, 40</td>
</tr>
<tr>
<td>Unit Report, 8</td>
</tr>
<tr>
<td>Unit Structure, 20</td>
</tr>
<tr>
<td>Unit subscriptions, 43</td>
</tr>
<tr>
<td>V</td>
</tr>
<tr>
<td>videos, 10</td>
</tr>
<tr>
<td>voice recording, 10</td>
</tr>
<tr>
<td>Voluntary contributions/Levies, 43</td>
</tr>
<tr>
<td>W</td>
</tr>
<tr>
<td>WAGGGS, 29</td>
</tr>
<tr>
<td>Water Activities, 26</td>
</tr>
<tr>
<td>Water Activities Centre, 16</td>
</tr>
<tr>
<td>website, 7</td>
</tr>
<tr>
<td>welcome kit, 11</td>
</tr>
<tr>
<td>Wilma Torney Fund, 44</td>
</tr>
<tr>
<td>Working with Children Check, 12</td>
</tr>
<tr>
<td>World Centres, 29</td>
</tr>
<tr>
<td>World Regions, 29</td>
</tr>
<tr>
<td>World Thinking Day, 29</td>
</tr>
<tr>
<td>Y</td>
</tr>
<tr>
<td>Youth Leadership training, 34</td>
</tr>
</tbody>
</table>