



Queen's Guide
award

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Are you ready to be challenged and develop your guiding skills more than ever before?

The Queen's Guide award is the highest award you can work towards in Girlguiding. It's open to anyone in guiding aged 16 to 30. Could you achieve it? Read on to find out more...

Introduction

Why do the Queen's Guide award?

The Queen's Guide award isn't just a great achievement to share with your fellow Girlguiding members. It could also impress potential employers, colleges and universities. It shows you've really challenged yourself and achieved your goals in lots of areas.

The core skills you'll develop include:

Resilience: Dealing with and overcoming problems

Teamwork: Working well with others to achieve a goal together

Leadership: Inspiring, encouraging and motivating others

Communication: Expressing yourself with confidence

Independence: Being responsible for your own choices

Reflection: Thinking about what you've discovered on your journey

What does it involve?

This special award is all about setting yourself personal challenges – and working hard to achieve them!

You can read more about the 5 types of challenges, and the time you need to commit to them, from [page 12](#). You can tackle them in any order.

You need to finish all 5 sections in 3 years. You can plan in breaks if you need to. There's no need to rush, or choose the easiest options – really try to test yourself.

Some of the activities you might already be doing in guiding, or for another award (like Duke of Edinburgh), can count towards your Queen's Guide award. Check out the [Girlguiding website for more information](#) on how the Duke of Edinburgh's and Queen's Guide award cross over.

Getting started

If you're interested in working towards your Queen's Guide award, talk to your local commissioner or unit leader. They'll put you in touch with your county Queen's Guide award coordinator.

Your mentor

You'll need a mentor you know through guiding to give you support and advice while you work towards your award.

Before you start your award, plan what you're going to do with your mentor. This is a good time to work out what activities can count towards other awards and qualifications.

Talk through any changes to your initial plan with your mentor. Keep your Queen's Guide award coordinator up to date too.

Assessors

Before you start each section or project, you'll need to pick someone to assess you. They'll confirm you've completed your challenge. Agree who's going to be your assessor with your mentor or coordinator.

Your assessor should be involved in your activity. They can't be a member of your family. But they could be a leader in the unit you volunteer with, or someone outside of

You'll complete 5 sections:	
1. Personal development challenge	
2. Guiding challenge	
3. Community action challenge	
4. Lead the way challenge	
5. Social experience challenge	

guiding who's an expert on your challenge – for example, a sports coach.

Ask assessors as early as possible so they can review your progress with you throughout the activity. Think about who you're going to ask when you're planning, so you have time to approach them and make sure they're happy to assess you.

Make sure you show your assessors the assessor information guidance on the Girlguiding website.

Planning

You need to put together a plan of what you'll do to achieve your Queen's Guide award, like the example on [page 5](#).

You should share and agree your plan and any updates with your mentor and Queen's Guide award coordinator.

We suggest being in touch with your mentor and/or coordinator at least 6 times while you work towards your award. This could be by email, phone, online or face-to-face. These contacts can be planned or come up informally, but do plan in some check-ins with your mentor at the start.

Taking a planned break

If you need to, you can take up to 12 months out from your award, in one go or split into smaller breaks.

You might want to take a break for many reasons, like starting a new job, exams, travelling or other personal circumstances.

If possible, you should plan in breaks at the beginning of the award and let your mentor/coordinator know about them. But you can arrange time out during the award if you need to – discuss this with your mentor and coordinator.

If you decide to stop working on your award, you can restart. We don't count any challenges you completed during your first try towards another attempt. But you can use any you planned but didn't start. If you do restart, make sure you've thought it through and are ready for the commitment.

What counts?

You can count projects you're doing for other awards towards your Queen's Guide award, as long as you include this in your initial plan.

You can only use activities towards 1 section or project of the Queen's Guide award, so take care when planning what you're going to do.

You can't use projects you're doing at school, college or work – although if you want to develop these projects further then they may count towards your award.






If you're unsure if you can count something or not, discuss it with your mentor/coordinator.

Other people who can help you

- County Inspire adviser
- Residential adviser
- Outdoor activities adviser
- Local commissioner
- International adviser
- Duke of Edinburgh adviser

Example 3-year plan

Year 1

-  Personal development challenge
-  Guiding challenge
-  Community action challenge
-  Lead the way challenge
-  Social experience challenge

January	February	March
<p>Meet mentor face-to-face/sign up to the award</p>		
April	May	June
	<p>Project 1 Help at Brownies for 50 hours (girl focus) – unit leader to sign off</p> 	
July	August	September
	<p>Project 2 Attend a Jamboree as accessibility volunteer (inclusion focus) – event organiser to sign off</p> 	<p>Break for moving house and job hunting</p>
October	November	December
		<p>Mentor check-in</p>

Year 2



Personal development challenge



Guiding challenge



Community action challenge



Lead the way challenge



Social experience challenge

January

Learn a new craft – macramé



February

March

April

May

Complete canoeing qualification



June

July

Lead 2 x 2hr canoeing sessions



August

Lead 2 x 2hr canoeing sessions – instructor to sign off



September

Mentor check-in

October






November

December

Decide with mentor and start research on topic



Year 3

-  Personal development challenge
-  Guiding challenge
-  Community action challenge
-  Lead the way challenge
-  Social experience challenge

January

Present macramé project to mentor/lead a macramé workshop – mentor to sign off



February

Join the campaign



March

April

May

Mentor check-in


June

Inspire at local unit visits



July

National Scout and Guide Symphony Orchestra trip – event organiser to sign off



August

Break for travelling

September

Project 3
Hold a welcome event for new volunteers/young leaders (volunteer focus) – county commissioner to sign off



October

November

December

Year 4



Personal development challenge



Guiding challenge



Community action challenge



Lead the way challenge



Social experience challenge

January

Mentor check-in

February

Project 4

Organise a transition night from Brownies to Guides (growth and retention focus) – unit leader to sign off



March

Submit record book and evidence to QGA coordinator for award sign off

What will you remember most from your Queen's Guide award experience?

'The people! I met so many incredible people, across the UK and abroad, as part of my award. The shared love of guiding inspires me every day, and I am so glad to be part of the Queen's Guide community.'

Siân, Queen's Guide award holder

The Promise

If you haven't made your Promise you need to before the end of your second year of working towards your Queen's Guide award. The Promise and Guide Law are at the heart of all guiding activities. By making your Promise you're declaring your commitment to the shared values of guiding.

You can find out more about the **[Promise on the Girlguiding website](#)**.

Setting goals

Setting goals for each of the 5 sections will help you focus your planning and achieve your objectives. A great way to do this is using the SMART method, setting goals that are Specific, Measurable, Achievable, Relevant and Timebound (SMART).

SMART	Lead the way challenge
<p>S Specific: What do you want to do? How does it link back to the section's objective?</p>	<p>Specific: I want to gain my paddleboarding qualification. I will lead sessions in the water.</p>
<p>M Measurable: How will you know when you've reached your goal? What evidence will show you're making progress? Do you need to add a time for self-reflection or a 'check-in' point with your mentor/coordinator?</p>	<p>Measurable: Complete British Canoeing Paddlesport Instructor course. Record notes from course training sessions and add pictures. Check in with mentor/coordinator after I've finished the training. Lead 4 sessions and evaluate for reflection.</p>
<p>A Achievable: Is it in your power to achieve it? Do you need to make any changes or adapt anything to suit your needs?</p>	<p>Achievable: I can do it in the summer when I'm back from university so I can go to the centre near me. I have to join the national governing body which will cost me £35.</p>
<p>R Relevant: Does it challenge and develop you? Which core skills are you developing?</p>	<p>Relevant: I have been rowing at university but want to expand my water skills with paddleboarding. Then I can lead some activities at my local unit on our lake at the local park. I'll be developing my leadership, communication and independence skills.</p>
<p>T Time: How long will it take to accomplish it? (Remember to plan in points for reflection and review.) Timeframes may change – don't worry if this happens, but make sure you let your mentor know.</p>	<p>Time: The course takes 2 days and has 15 hours of teaching/learning contact time. I'll complete it in the summer and then lead 4 sessions in July and August to help with my reflection.</p>

Recording your progress

You should keep track of what you've done using the Queen's Guide award record book (available from girlguidingshop.co.uk, order code 6109). It's up to you to agree with your mentor how to present what you've done for the award. Be creative and use your imagination!

Evidence and reflection

You'll need to show how you've met each section's objectives. Just some ways you could record your progress include:

- ▶ Photographs – with short description
- ▶ Video/audio recording
- ▶ Drawing – with short description
- ▶ Poetry – with short description
- ▶ Written report
- ▶ Slide presentation for example PowerPoint
- ▶ Letter or statement from leader or commissioner (separate to assessor)
- ▶ Diary
- ▶ Notes from discussion with Queen's Guide award mentor or coordinator
- ▶ Blog
- ▶ Vlog
- ▶ Qualification/training certificate – with short description

Your reflection section should answer the questions in the template on [page 29](#).

As part of recording your evidence and reflections, you'll need to show how each activity has helped you work on 1 or more of the core skills (resilience, teamwork, leadership, communication and independence). You should discuss and agree what core skills you're aiming to cover with each activity with your mentor/coordinator. Make sure you've developed all the core skills at least once by the time you complete your award.

The table below shows where you'll need evidence in each section and how often you should be completing reflections:

Personal development challenge

Evidence – during, end, inspire

Reflection – after section is completed

Guiding challenge

Evidence – project 1, 2, 3, 4

Reflection – project 1, 2, 3, 4

Community action challenge

Evidence – research, practical, inspire

Reflection – after section is completed

Lead the way challenge

Evidence – during, end

Reflection – after section is completed

Social experience challenge

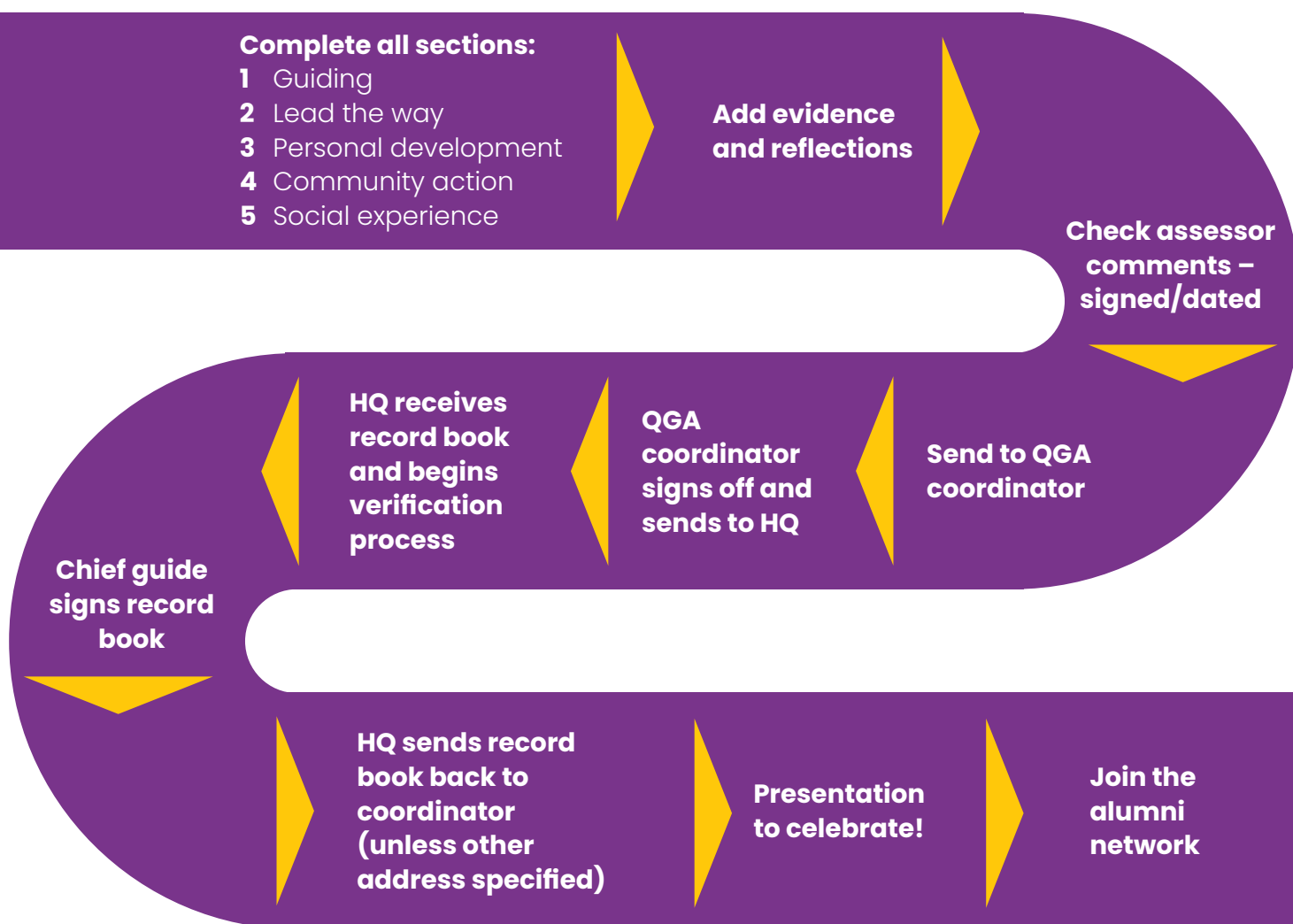
Evidence – during, end

Reflection – after section is completed

Finished?

Once you've completed all 5 sections and your record book, send it to your Queen's Guide award coordinator. They'll send the book to Girlguiding HQ. Girlguiding will confirm that you've completed the award and give your record book to the chief guide to sign. They'll then send it back to your coordinator, who'll arrange for your award to be presented.

It's a good idea to photocopy your record book before you send it, and to send it by recorded or special delivery.



What's next?

After the chief guide confirms your award, it's time to party! It's a chance for you, your family, friends and others who supported you to celebrate your fantastic achievement. Have a chat with your Queen's Guide coordinator about how you'd like to celebrate.

Once you've officially received your award, you can join the Queen's Guide award alumni network on Facebook. This is a great way to connect with others and share your experiences.

Personal development challenge



Aim: Develop a skill in or outside of Girlguiding to enhance your personal growth.

Time commitment:
Minimum of 50 hours.

This challenge is all about developing a skill of your choice, setting goals and reflecting on your progress along the way. It's not just the end result that's important, it's the journey!

At the end of your challenge, you'll get to share your new skill with others in guiding, show what you've achieved and inspire others.

'How often have you thought – "I wish I had time to be better at... or I wish I could knit/play the guitar/speak French/code/cook...?" The personal development challenge means fulfilling 1 of those dreams. Sometimes we need that push or incentive to get started – but when you prove to yourself you can do it, you then know that it's possible to achieve more!'

Hilary, Queen's Guide award holder

1. Choose a skill or hobby

2. Develop a new skill or stretch an existing skill

3. Share your skill in guiding

You need to think about:

- How are you going to use this skill in the future?
- How can you make it impactful?
- Why do you want to develop it?

 **Top tip:**

You can choose to develop a current skill more broadly. But remember that challenging yourself is key!

For example, you could choose to develop your musical abilities by having a go at composing, completing a grade/exam and trying out a new instrument. These 3 actions strengthen the 1 skill of developing your musical abilities.

Possible skills you could work on

Personal interest or hobby

- Learning a craft
- Learning a new language
- Learning a musical instrument
- Learning a new sport
- Gardening
- Cooking

Girlguiding interest

- Taking a deep dive into an element of guiding history
- Gaining a guiding qualification/activity training
- Working on facilitation skills by becoming a peer educator

Some ideas of how to share your skill and inspire others

- Run a session at your local unit
- Create an activity for a guiding section
- Provide a training session to other leaders
- Link a guiding group with an external group
- Present/show what you've gained from doing the skill to your peers/mentor/leader

Evidence and reflection

You'll need to gather 3 forms of evidence to show you've met this challenge:

1. During your skill development, decide an appropriate point for reflection with your mentor. Think through questions like: How is it going? Have you had to adapt anything? Do you need to change your skill? What are you enjoying?

2. At the end of your skill development (an assessor will need to confirm you've completed your challenge.)
3. How you've shared your skill and inspired others.

Once you have completed this challenge, you'll also need to answer the reflection questions on [page 29](#).

What difference has your Queen's Guide award made to you?

'It has given me the confidence to try things I might not have done otherwise and to learn new skills. I also had the opportunity to travel on a few international trips with other Girlguiding members which were great experiences.'
Jenna, Queen's Guide award holder

Guiding challenge



Aim: Take an active part in guiding at a variety of levels.

This challenge is your chance to make a difference to guiding. You need to choose 4 projects, each with a different theme:

- 1. Girl:** Working directly with Rainbows, Brownies, Guides and/or Rangers
- 2. Growth and retention:** Helping people join Girlguiding/supporting transitions between sections/supporting new volunteers
- 3. Volunteer:** Supporting other volunteers or taking on a new volunteer role
- 4. Inclusion:** Finding ways to improve accessibility, diversity and inclusion within Girlguiding

You should work at a different level of guiding for each project (unit, district, division, county, country/region, Girlguiding UK or World Association of Girl Guides and Girl Scouts (WAGGGS)).

One of your projects must show how you've continued and evolved your involvement and commitment over time. You'll need to commit a minimum of 50 hours or a 12-month period to this part of the challenge.

Here's an example of how this section might work in practice:

Project focus	Unit	District/division	County	Country/region	UK or WAGGGS
Project 1: Girl			Train as a peer educator and run peer education sessions *commitment over time 50 hours (Brownies)		
Project 2: Growth and retention		Be a buddy for a new volunteer in my area (Brownies)			
Project 3: Volunteer				Volunteer as part of a working group to create a new event for your country/region (Guides and Rangers)	
Project 4: Inclusion					Work as a member of a service team at a camp focused on inclusion (Guides and Rangers)

Discuss with your mentor/coordinator how each activity or role fits with the project focus and use the SMART method ([see page 9](#)) to help you set goals.

You might find an activity or role could fit into more than 1 project focus. Decide what works best with the help of your mentor/coordinator. You can't use an activity or role for more than 1 project.

For example, imagine you choose the role of working as a member of a service team at a camp:

- If your role is to deliver the programme at the camp, that is **girl focus**
- If your role is to assess wheelchair accessibility at the event, that is **inclusion focus**
- If your role is looking after the facilities at the event (and you haven't done it before), that is **volunteer focus**

You can only pick 1 project focus for the role.

Possible roles or activities you could take on

- Running regular unit meetings as a young leader or leader
- Working as a member of a service team at a camp
- Taking part in a Guiding Overseas Linked with Development (GOLD) project
- Volunteering at a campsite or activity centre
- Running peer education sessions
- Completing further training or qualifications
- Taking an active part in planning an event that involves at least 2 sections or 4 units (for example, a section adventure day, division campfire, World Thinking Day celebration or transition event for members moving on to the next section)
- Working to increase the number of young members or volunteers in your area
- Working to increase the number of young members doing qualifications (like the lead away permit and Duke of Edinburgh)

- Holding a welcome event for new volunteers/young leaders
- Being part of a welcome group for new volunteers
- Being a buddy for a new volunteer in your area
- Proposing a project to your county, country or region to develop an area of Girlguiding you feel passionate about
- Volunteering as part of a working group, committee, board or forum at any guiding level
- Volunteering as an adviser, trainer, coordinator or commissioner
- Volunteering with WAGGGS or at a World Centre
- Joining the British Youth Council delegation or becoming a Girlguiding advocate
- Delivering or taking part in a WAGGGS seminar
- Joining your national Youth Parliament delegation
- Working as part of the international service team at a large-scale event

You may have another idea for an activity or role that isn't on the list above. Speak to your mentor/coordinator to check if you can use it.

Evidence and reflection

You must provide evidence that you've completed each of your 4 projects. You should also complete a reflection (see [page 29](#) for questions) after each project.

Community action challenge



Aim: Encourage active participation in the world we live in.

Time commitment: Minimum of 25 hours.

Through this challenge you'll have the opportunity to increase your knowledge of an issue outside of Girlguiding. You'll develop a greater understanding of the world around you, become more involved, make a difference and inspire others.

You'll need to choose a cause you feel passionate about and want to make a difference in. Make sure to pick a topic you can get involved in practically!

You'll have the chance to make an impact at a local, UK-wide or international level. This might involve working with others to achieve something together!

 **Top tip:**

Your school, college or university could be a community where you can make an impact.

To choose your topic, follow these 3 steps:



Research

Why have you chosen this issue?
 What is its relevance (to you, the community, the world)?
 What is the current status of this issue?



Practical

How are you going to make a practical impact? (Consider your topic and what action is most appropriate to the cause.)



Inspire

How can you share this practical experience and inspire others?

Possible topics

- Homelessness
- Environment/climate change
- Poverty
- Violence against women and girls
- Racism
- Inclusion
- Diversity

Possible ideas

- | | |
|---|--|
| Volunteer | Join a campaign |
| Fundraise | Create a resource |
| Do a personal challenge (for example, running a marathon) | Activism (for example, writing to an MP or organising a demonstration) |
| Raise awareness | |

Possible ideas

- | | |
|---|------------------------------------|
| Connect to a charity/group | Get girls involved during or after |
| Lead a session/activity at a local unit | Create a resource for units to use |

Examples of what you might do

Example 1

Step	Action	Number of hours (approx.)
1. Research	Research the Trussell Trust's Stop UK Hunger campaign.	4 hours
2. Practical	Take part in the Trussell Trust's Step Up September fundraising challenge – walk 30 minutes a day each day in September.	15 hours – walking 2 hours – fundraising promotion/awareness
3. Inspire	Hold an information session for Rainbows/Brownies/Guides/Rangers in my local area. Get my local units to organise donation boxes to our local foodbank.	4 hours
		Total = 25 hours

Example 2

Step	Action	Number of hours (approx.)
1. Research	Research the Walk the Walk breast cancer charity.	3 hours
2. Practical	Volunteer in the office of Walk the Walk.	2 hours per week x 12 = 24 hours
3. Inspire	Hold a Girlguiding volunteers meeting about breast health and breast cancer awareness.	1 hour
		Total = 28 hours

Evidence and reflection

You must provide evidence after each of the 3 steps (research, practical and inspire). You should also complete a reflection (see [page 29](#) for questions) at the end of this section.

Lead the way challenge



Aim: Take on a leadership role in an outdoor environment.

In this section you'll try something new and adventurous! You'll also improve your leadership and teamwork skills. There are different options on who you do this with: Your unit or your peers (guiding or non-guiding).

You have 3 options to choose from to complete your lead the way challenge:

Option 1: Residential with a unit or guiding peers

Lead a residential
Choose A, B, or C below



Time commitment:
Minimum of 1 night, 2 days

- A) **If you're a Ranger or young leader** – complete the **lead away permit** (challenges 1 to 7). Or **lead a residential with guiding peers** if you already have the lead away permit.
- B) **If you're an adult volunteer** – complete the necessary modules of your **going away with licence** to plan and lead a trip with young members.
- C) **If you're an adult volunteer** – plan and lead an **18–30 residential trip** following the guidance for 18–30 residential. This will need to be for a minimum of 4 people (including yourself).

Check out the residential criteria flowchart on page 27 to help you decide if your plan qualifies towards the Queen's Guide award.

Option 2: Outdoor activity with a unit or peers (guiding or non-guiding)

Lead or assist (deliver part of the session) an outdoor adventurous activity



Time commitment: Minimum of 8 hours, excluding training if required

If you hold a qualification already, you can jump straight to 8 hours of leading the activity.

Possible examples

- Canoeing (with British Canoeing)
- Sailing (with Royal Yachting Association)
- Walking (Girlguiding's walking scheme)
- Narrowboating (Girlguiding's narrowboating scheme)
- Climbing (Girlguiding's climbing scheme)
- Rowing (Girlguiding's rowing training scheme)
- Archery (Archery GB)

Examples of what you might do

- 8 x 1-hour canoe sessions
- 2 x 4-hour walks
- 1 x 8-hour boat helming



Top tip:

If you get an activity training qualification let your local guiding activity centre and your county outdoor activities adviser know so they can contact you if activity instructors are needed for events in the future.

Option 3:**Expedition/exploration with peers (guiding or non-guiding)**

Lead or support (lead part of the trip) an expedition/exploration



Time commitment: Minimum of 2 day trips, or 1 night, 2 days

Check the flowchart on page 28 to help you understand what procedures to follow depending on your trip.

An **exploration** is a trip to discover somewhere new or deepen your understanding of somewhere you've been before. Preferably be to location (urban or rural) you and other members of your group don't know. If you've visited the area or place before, your exploration must challenge and extend your knowledge of it.

Possible examples

- Exploring historic buildings
- Examining town layouts or architecture
- Looking at the historic development of a town or area
- Exploring the effects of industrialisation/migration/urbanisation/gentrification
- Exploring sustainable practices/conservation efforts
- Looking at the role the town/area has played in major events

You must spend at least 6 hours during the day focused on your exploration.

An **expedition** is a trip where you travel somewhere new each day, by your own physical effort.

You can complete your expedition on/by:

- ▶Foot ▶Bicycle ▶Horseback ▶Canoeing
- ▶Sailing ▶Rowing ▶Kayaking ▶Power cruising ▶Wheelchair

Whichever method you choose to travel in, you must complete at least 6 hours of activity time per day, and at least 3 hours must be spent journeying.

If you're doing your Duke of Edinburgh's award (DofE), you may want to do the same expedition/exploration for both awards. The criteria for DofE is:

Bronze: A minimum of 2 days, 1 night; 6 hours planned activity each day

Silver: A minimum of 3 days, 2 nights; 7 hours planned activity each day

Gold: A minimum of 4 days, 3 nights; 8 hours planned activity each day

If you choose an expedition or exploration, it should have a purpose (decided prior to the trip and approved by your mentor/coordinator and the county outdoor

activities adviser) and a clear plan as to how you are going to achieve it. Use SMART goal setting to help.

Evidence and reflection

Keep a record or a log of events during your residential, exploration/expedition or outdoor activity sessions. The report can be in any format, as agreed with your mentor/coordinator and outdoor activities adviser.

You should also complete a reflection ([see page 29](#) for questions) at the end of this section.

What difference has your Queen's Guide award made to you?

'It filled me with a new feeling of self-belief, because surely if I can do that, I can do anything! I met so many amazing young women and learned (as an introvert!) how to make friends in new environments, which helped hugely in preparing me for university life.'

Sophie, Queen's Guide award holder

Important!

For whichever option you choose, it will be your responsibility to ensure that all the required paperwork is completed in line with Girlguiding policy. Ask your mentor or outdoor activities adviser if you have any questions.

Social experience challenge



Aim: Challenge yourself in a new setting and focus on building new relationships.

The focus of this section is to challenge yourself in a new setting and do something you have never done before. You will develop your interpersonal skills by meeting new people, trying a new activity, attending a new event, or visiting a new place. You can do these things through Girlguiding or another organisation.

Option 1: Residential

Attend a residential in a new environment



Time commitment:
minimum of 2 nights, 2 days

- A residential is a trip away from your normal meeting place for 1 night or more

Residential ideas

- Check out the Girlguiding website for [residential opportunities](#)
- Have a look at what's going on at our [activity centres](#)

Not sure what criteria meets a residential? Check out the flowchart on [page 27](#).

Note - You may be able to use the residential you do for your Queen's Guide award for Duke of Edinburgh Gold too. Check out the [DofE](#) website.

Option 2: Event

- Take on a new responsibility at an event you have been to before
- Take on a responsibility at a new event that you have never been to



Time commitment:
minimum of 2 day involvement

Responsibility ideas

- First aider
- Caterer/cook – lead or assistant
- Member of a service team
- Resources coordinator

Event ideas

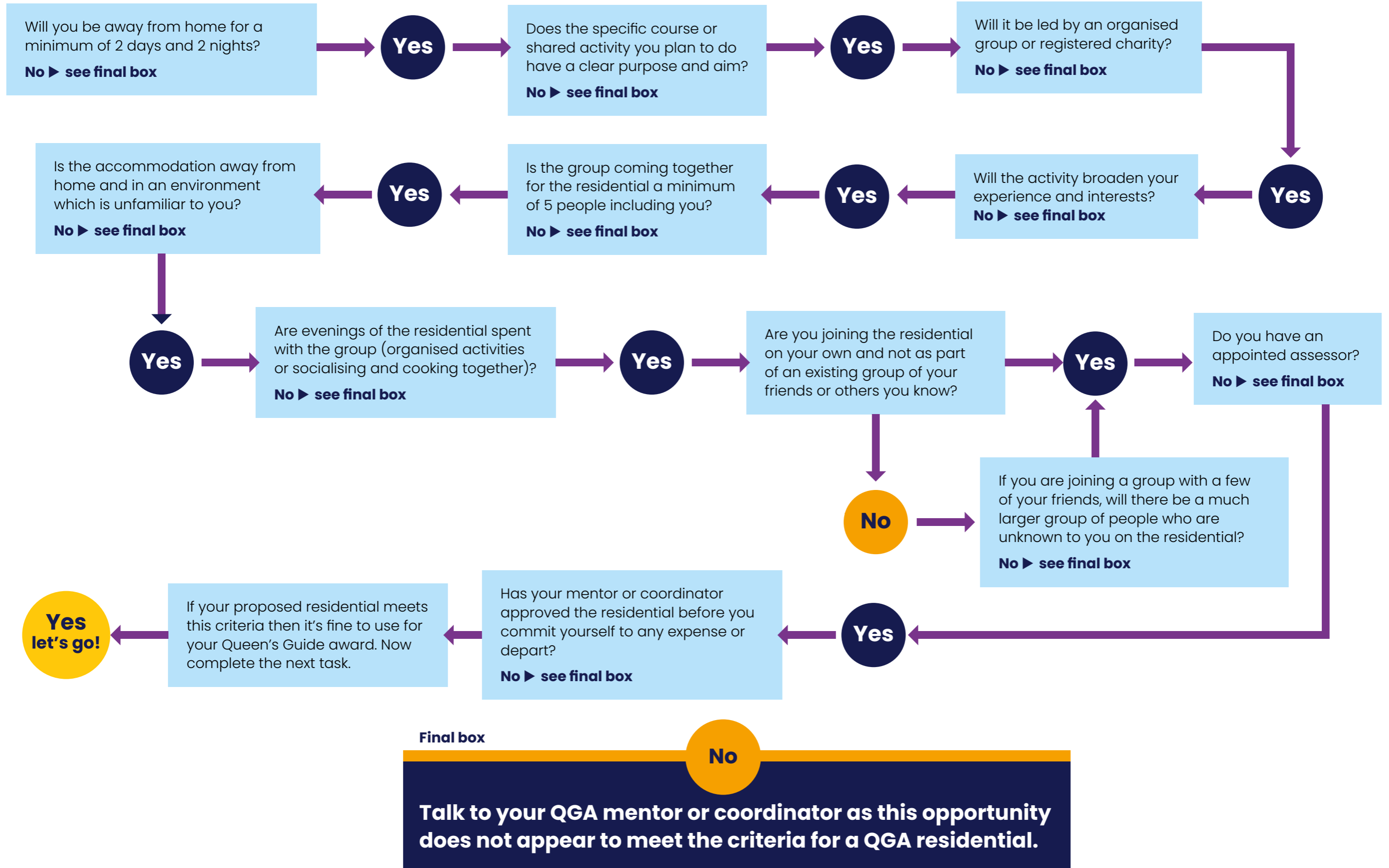
- Check out the Girlguiding website for [events and opportunities](#).

Evidence and reflection

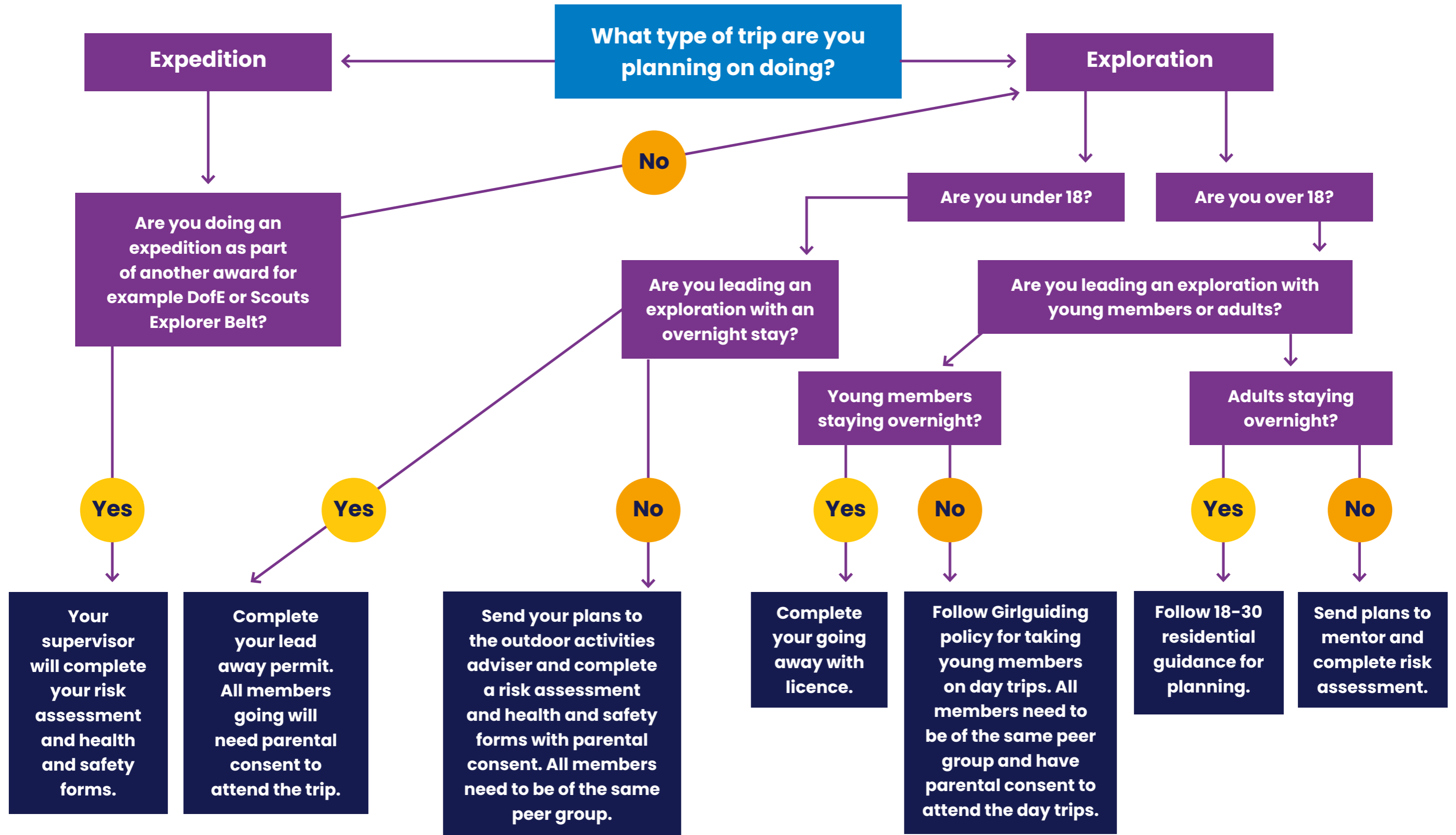
For whichever option you choose, you need to provide 2 pieces of evidence.

You should also complete a reflection ([see page 29](#) for questions) at the end of this section.

Residential criteria flowchart



Expedition and exploration procedure flowchart



Reflection section template

Below is an optional template for you to use. You can print it off and fill it in.

Reflection		
Date:	Section:	
1.	Describe your activity or role.	
2.	Why did you choose it for this section?	
3.	What have you learnt from the activity or role?	
4.	What core skill/s have you developed and how?	
5.	What would you change or improve on if you did this activity or role again? (Think about what went well or it would have gone better if...)	
6.	If applicable, how has it made a positive impact in Girlguiding (for example, on young members or volunteers?)	
7.	Any further comments	



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Published by Girlguiding

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Registered charity number 306016

Incorporated by Royal Charter

