



WE DISCOVER, WE GROW

Girlguiding



Growing Guiding Challenge

Introduction

As a member of Girlguiding, you know first-hand the amazing opportunities that our charity offers women and girls. We are always seeking new and creative ways to give these experiences to even more new members.

Growing Guiding isn't just about increasing the number of girls and volunteers in guiding. It's also about ensuring we give everyone a warm welcome and a great-quality guiding experience.

Girlguiding's current strategy for Growing Guiding contains the following four key messages - which you should see running throughout this challenge.

- Remember every girl matters - try to involve just one more!
- Make that welcome warm - new members of all ages want to feel they belong.
- Make every meeting great - girls vote with their feet!
- Ask for help - more volunteers mean more benefit for both adults and girls.

The aim of this challenge is to provide girls with practical ideas to promote guiding and recruit new members - both adults and girls. Use it with the girls in your unit to encourage them to explore the ways that they could grow guiding, and then to put their ideas into action.

It might be that the girls come up with solutions that you have never thought of - please let them trial their ideas and evaluate them. Girls who have ownership of recruiting new members for their unit are more likely to work proactively to achieve the goal.

You can complete this challenge even if your unit has enough adult help and girls. Talk to your local Commissioner or Growing Guiding contact to see where you can help. For example, another unit may need more girls or adults, a Leader might be needed to open a new unit, or there might be local admin roles that are vacant.

The challenge's seven stages should help to structure the girls' thinking, but there are no right answers, and each unit will have different needs and solutions. Stages 1 to 4 help you identify who is needed, stages 5 and 6 focus on recruiting these people in the best way, and stage 7 encourages groups to evaluate their success. All stages can be adapted to a variety of situations.

Once you have completed all seven stages, each member of your unit can gain a Growing Guiding Challenge badge - all they need to do is write and tell us how it went. See page 10 for more details about the badge.

Stage 1: Who do we need?

Before any recruitment can begin, you and your girls need to decide who you are going to recruit. For some units this might be obvious, but for others you may need to encourage the girls to think about the benefits of having more adults and/or girls.

Section: All

Time: 10 to 20 minutes

You will need: Paper/flipchart, pens

What to do:

1. Arrange the girls for a Rainbow Chat or into Sixes, Patrols or other small groups and explain that the purpose

of the challenge is to get more adults/girls into the unit. They need to decide as a unit if they need more adults, more girls, or both.

2. Ask them to think about the benefits that having more adults/girls will bring to the unit. You may need to give them suggestions relevant to their age - for example, more adults would allow the girls to go out on trips or have a sleepover, go camping or on longer residential events. Or maybe having some younger girls in the unit would balance the age groups (if there are lots of older girls who will soon be moving on to the next section).
3. If recruitment is going to focus on adults, it might be useful to explain the unit roles at this stage. The girls will probably see all adults as Leaders but each role has different responsibilities and requirements that they may not be aware of. For example, Unit Helpers can be male or female and do not have to complete any Girlguiding qualifications. A Unit Leader will need to undertake the Girlguiding Leadership Qualification and have overall responsibility for running the unit, so needs to be able to give more time and commitment. Further information about roles can be found in *The Guiding Manual* - www.girlguiding.org.uk/guidingmanual > Supporting info > Roles in guiding > Unit roles.
4. Write up the girls' suggestions (or ask one of the group to keep notes) and encourage discussion to produce a finalised list.

Stage 2: What skills do we need?

Once the unit's need has been agreed, the groups can think about what skills these people should have.

Adults

If the girls have identified a need for more adults, allow them to be as creative and imaginative as they want when making their plans for recruitment!

Section: Rainbows

Time: 10-20 minutes

You will need: Lining paper or a roll of paper, pens

What to do:

1. In a Rainbow Chat, remind the girls that they previously agreed that they need adults to grow guiding in their unit. Explain that they now need to think about the skills that these people should have.
2. Ask one of the Leaders to lie on a piece of lining paper and choose a couple of Rainbows to draw around her.
3. Ask the girls to write or draw the skills that their adult helper would need on the paper. At this stage do not discourage any suggestions - for example if the girls say that they want a Leader who is happy, they can draw a big smile on the face.
4. If girls find it hard to think about skills then you may need to prompt them - for example, someone who is organised or has fun activity ideas. Again, the girls can write/draw these on the picture.
5. Encourage the girls to prioritise the suggestions by highlighting the most important ones.

Section: Brownies/Guides

Time: 20-30 minutes

You will need: Selection of craft materials, glue, lining paper or roll of paper, pens

What to do:

1. Arrange the girls in Sixes or Patrols and remind them that they previously agreed that they need adults to grow guiding in their unit. Explain that they now need to think about the skills that these people should have.
2. Give each group a length of lining paper and ask them either to draw an outline of a Leader or to draw around one of the Leaders.
3. As a group, they should share the skills they think the unit needs and record them on the paper, by drawing or using craft materials.
4. After a few minutes, ask each group to feed back their ideas. At this stage do not discourage any suggestions even if they focus on features rather than skills - for example, 'has a big smile' or 'won't shout at us'. Leaders may need to focus the groups' thinking if they are distracted by decorating their piece of paper.
5. If girls have found it hard to think about skills then you may need to prompt them - for example, someone who is organised or has fun activity ideas. Groups should then think again about skills and add any further ideas to the picture.
6. Encourage each group to show their completed picture to the rest of the unit.
7. When all the ideas are shared, encourage girls to prioritise the suggestions by highlighting the ones that they think are the most important.

Section: The Senior Section

Time: 10 minutes

You will need: Paper, pens

What to do:

1. Remind everyone that they previously agreed that they need adults to grow guiding in their unit. Explain that they now need to think about the skills these people should have.
2. Allow the girls and young women to share their initial suggestions and get one of the group to record the ideas in any format they choose.
3. Prompt the girls if they find it hard to think about skills.
4. When all the ideas are collated, encourage the girls and young women to prioritise the suggestions by highlighting the most important ones.

Girls

The groups may want to focus on a certain age group that the unit is missing. Or you may need to think more deeply about who to target - could you reach out to girls from different schools that aren't yet represented? Or target girls who haven't previously been members?

Section: All

Time: 10 minutes

You will need: Paper, pen

What to do:

1. Remind the girls that they previously agreed that they need girls to grow guiding in their unit. Explain that they now need to decide if there is a certain age group that the unit is missing. Alternatively they should think about the characteristics of the girls in the unit - for example, are they all from the same school? This will be harder for younger girls and they may quickly come to the consensus that any new members would be good. Older girls may enjoy reflecting on the characteristics of the group.
2. This discussion would be done best as a whole group so that it can be facilitated by a Leader. You should ensure that members of the group are not singled out when characteristics are being discussed.
3. The Leader or a young member can document the ideas and then consolidate them so that the final list is agreed by all girls.

Stage 3: Who has these skills?

Now that the groups have identified the needs of the unit and the skills or characteristics they want their new members to have, they need to think about who these people are.

Section: All

Time: 10 to 20 minutes

You will need: Paper, pens, glue, images of people in different professions - for example, police officer, teacher, chef, builder. These can be male or female images from magazines or clip art images from the internet. You will need at least one for each group.

What to do:

1. In a Rainbow Chat, Sixes, Patrols or small groups, give the girls an image of a profession and ask them to think about the skills and characteristics that these people have.
2. The group can glue the image in the middle of the paper and write their ideas around the outside.
3. After a few minutes, swap the images around the groups so that they can discuss the ideas and add their own suggestions.
4. Continue to do this until each group has had a chance to comment on all the images.
5. Each group can then feed back to the whole unit and Leaders can encourage further ideas if necessary.

Section: All

Time: 10 minutes

You will need: Flipchart, pens

What to do:

1. In a Rainbow Chat, or in Sixes, Patrols or small groups, ask girls to think about people they could ask to join who have the skills or characteristics they have identified. Try different methods of helping girls develop their ideas: drawings, lists, spider diagrams, mind maps.

- Girls will probably identify parents as potential adult helpers and their friends as potential new members. Record this on the flipchart.
- To encourage them to think a bit wider and test girls' knowledge, Leaders can ask these questions.

Adults

- Do adults need to be female? [Answer - no, Unit Helpers can be women or men aged 18 or over.]
- Do adults have to come to every meeting? [Answer - no, adults may help on a temporary or rota basis.]
- Can adults just help us when we go on residential? [Answer - yes, Residential Occasional Helpers can just attend holidays or camps but must have a criminal record disclosure check and complete reference checks.]
- Can young people help us? [Answer - yes, Guides can help at a Rainbow or Brownie unit as Rainbow or Brownie Helpers. Girls aged 14 to 18 can help as Young Leaders.]
- Can older people help us? [Answer - yes, adults of any age can help. Leaders aged over 65 can't be the Leader in charge of a unit but could be an Assistant Leader or Unit Helper.]

Girls

- Can we recruit boys? [Answer - no, Girlguiding is for girls and young women and allows a space for girls to be themselves and have fun without boys.]
 - Can any girl join? [Answer - yes, as long as they are the correct age. Guiding is for all girls and young women, whatever their background and circumstances.]
 - Do girls have to believe in God? [Answer - no, Girlguiding is a non-religious organisation and girls and young women of all faiths or none can join.]
 - Do girls have to make the Promise to be part of the unit? [Answer - no, the Promise is at the heart of Girlguiding and each member should be comfortable and committed when making it. It should be made when the member is ready but from her first meeting she can take part in all of the activities with the rest of the unit.]
- Collect all the suggestions in one place to create a list that all girls can agree with. Use them as a starting point for stage 4.

Stage 4: Where can we reach these people?

The girls now need to think about the places where the identified people spend their time.

Section: All

Time: 20 to 30 minutes

You will need: Map of the local area (optional)

What to do:

- On a walk around your local area, ask girls to think about the people that work in, live in or might visit each place on the route. Older girls might want to go off in small groups to do this independently.
- Try not to pre-empt girls' suggestions. They may have better local knowledge than the Leaders and identify specific people that they know who could be approached.
- As you walk around, people may stop and ask you what you are doing. This is a perfect recruitment opportunity!
- Back at the meeting place, each group can share their results.

When going outside your meeting place, make sure you have enough adults for the number of girls participating.

Always carry out a risk assessment to ensure you have considered the risks involved in your chosen activities and know how to manage them. A risk assessment form for you to use is available at www.girlguiding.org.uk/guidingmanual > Supporting info > Risk assessment and accidents. Risk assessments should be regularly reviewed and amended as necessary throughout an activity, and safety measures should be proportionate to the severity of the risk. You must also take into account any individual needs, such as food allergies or disabilities - these should be covered in your risk assessment.

Always inform your Commissioner if you are leaving the meeting place as part of an activity, and if you are unsure about an activity, contact your Commissioner and make sure you have let her know your plans.

Section: All

Time: 10 to 20 minutes

You will need: Flipchart, pens

What to do:

1. In a Rainbow Chat or small groups, remind the girls of the list that they created as part of stage 3 and the people they identified on their local area walk. Explain that they now need to think further about the places where these people spend their time so that they can be asked to join.
2. Allow the girls to suggest places, encouraging them to think more widely if they quickly get stuck. It may be useful to talk about each kind of person separately and think about the sort of thing that they would do.
 - A parent with a young baby might go to the local shops, the doctors, the community centre to get their baby weighed, the supermarket and the local school to pick up other children. They might use parent websites (like Mumsnet or a local Facebook group) to keep up to date, for advice, and for suggestions of things to do.
 - A student will go to the university campus and might go to the local pub, the library, the supermarket, the cinema and the local shops. They will probably access social media very regularly and use a mobile phone for most communication.
 - A woman who doesn't go to work might go to the local shops, the allotments, the doctor, the gym, the hairdresser and the library.
 - Someone who commutes to work might use the train station to get in and out of work, grabbing a morning drink from the platform café and the morning paper from the station shop.
3. When thinking about young members, girls will probably have a better idea of what activities take place and where, so allow them to suggest these to the group.
4. Record all the ideas on a flipchart so that the girls can see the finalised list. For older girls, allow each group to feed back to the unit and record the ideas on one final list.

These first four stages may take only a short amount of time to complete, or may generate lots of discussion. Giving girls the chance to think about how they need to grow guiding in their unit means they will be more engaged and feel ownership of the unit.

Stage 5: How can we reach these people?

This stage will require the most creative thinking from girls to ensure that the identified people are targeted in the best way.

Section: All

Time: 20 minutes

You will need: A selection of different marketing materials - for example: flyers, emails, charity donation bags, posters, postcards, newspaper adverts, radio adverts. Sticky tack or sticky tape.

What to do:

1. In Sixes or Patrols, or in small groups, ask each group to discuss what they like and don't like about a selection of materials and if they think they are a good tool for getting the message across. Encourage groups to focus on the design and colours used as well as the message.
2. Each group can then rank their examples from best to worst and agree on the reasons why.
3. Groups should then share their top-ranked example with the rest of the unit, explaining why they like it.
4. Then get the unit to pick their favourite by sticking up each group's choice around the meeting place. Girls can vote for their favourite by standing by it.
5. This could be repeated with the worst examples so that the group gets the chance to talk about what they don't like or think doesn't work.

Take it further:

Leaders could ask each group to rate each example from 0 to 10, then place their example at the correct number on a scale represented by a rope or chalk line on the floor. The group should then decide if they agree with where it is on the scale.

Section: All

Time: 1-2 meetings - discussion and preparing materials

You will need: Paper, pens

What to do:

1. As a unit, recap all the stages you have worked through to get to the list of who to approach and where they might be. Explain that the next stage is to get information to these people in the best way.
2. Go through each person on the list and talk about the most appropriate method of reaching them. For example, a poster in the library will be seen by adults, but putting colourful flyers that the girls have drawn in the children's section could encourage potential members to pick one up and show a parent/carer. Bag-packing in a local supermarket will allow the whole community to see the girls in action and learn more about how they could be involved.
3. As a unit, decide on the best methods for different people. Use the information below to suggest ideas or get girls thinking of more innovative ways to reach people.
4. When the girls have agreed on what they want to produce, they can work in groups or individually to prepare the materials. This may take a couple of meetings including the planning and preparation.
5. Girls can use the findings from the marketing materials that they have already looked at to ensure that they are designing materials that will get people's attention and get their message across.

Useful ideas for Leaders and girls

Letter to parents

Girls could write a letter to parents explaining the need for adult help and the extra things that the unit would be able to do if it had more help. This doesn't need to be formal and girls can be as creative as they want.

Include a *Volunteer - Be part of it!* leaflet (code 6958) to give parents more information.

Posters/leaflets

Posters and leaflets are a very visual way of increasing people's awareness of guiding and girls can use a variety of creative methods to make these. These can then be displayed in places identified by the girls.

Posters for different sections are available free of charge from Girlguiding volunteer shops.

6982 - Rainbows poster (10pk)

6983 - Brownies poster (10pk)

6984 - Guides poster (10pk)

6985 - The Senior Section poster (10pk)

6958 - Girlguiding - Be part of it! (10pk)

Adverts

Girls can write an article for a newspaper, newsletter, magazine, website or social media site to promote guiding and appeal for more members. Showing the fun that members have or the difference that they can make may be more interesting than a straight article asking for help, but both might be appropriate.

Adverts could also be placed in shops or libraries. Including a photo is a great publicity tool, but ensure that you have parents'/carers' written permission and the permission of the photographer. Find more information and a publicity/promotions consent form to send to parents/carers at www.girlguiding.org.uk > Resource library > PR Adviser resources > Working with the media.

You could also explore putting an advert on a local radio station or asking to be part of a radio show where you or your girls can promote guiding. Your local Public Relations Team should be able to give you advice and support.

You might like to invite a local journalist or radio presenter to your meeting or to join you on an activity so that they can help get the Growing Guiding messages out too.

Social media

This is an ever-growing world that girls will be familiar with, even if they are not old enough to use it themselves.

For girls under 13, Leaders could create a unit website or Facebook/Twitter account for the unit to communicate with parents, share the unit's fun and encourage new members to join. Include girls in creating the content and share any positive feedback you get.

Guides over 13 and members of The Senior Section can create a unit website or Facebook/Twitter account and decide how it will be monitored and managed themselves as long as Leaders are aware of all social media

activity. The good practice guidelines at www.girlguiding.org.uk > Members' area > Running your unit > Safety > Communication and online safety will help you and your unit make the most of social media safely.

You can interact on Twitter by following [@GrowingGuiding](https://twitter.com/GrowingGuiding) or [@Girlguiding](https://twitter.com/Girlguiding) and connecting with other Districts, Divisions, Counties or even Country/Region Twitter or Facebook accounts. There may also be local community Twitter or Facebook groups that you can join to promote guiding and encourage people to support you.

Another way for units to share what they are doing and attract potential new members is via a blog. This can be managed by the Leader, with girls involved in writing the content. Groups of girls might like to make a video diary or blog to show girls who are not members what guiding is and the benefits and fun that they get from being a member.

Posting comments, adverts or information on local social media sites is another avenue for getting your messages out into the community.

Students

Depending on where you live, girls may not identify students as potential helpers/members. Even if there is not a university near your unit, most areas have colleges with post-school-age students.

Students may be able to offer specific skills linked to their course, or may want to help or attend on a regular basis. Many students have been Rainbows, Brownies or Guides themselves and want to give something back. Students' academic terms are often shorter than guiding terms so they may be able to offer more support for events or residentials in the holidays. It is also a good opportunity for them to gain experience if they want to work with young people in the future.

There is lots of information about student support at www.girlguiding.org.uk > Members' area > Growing Guiding > Reach more adults > Student support, and student recruitment materials are available free of charge from Girlguiding and volunteer shops.

6955 - Student postcard (50pk)

6956 - Be part of it! Student poster (10pk)

6957 - Student leaflet (10pk)

At the start of a new academic year, Leaders may be able to attend a fresher's fair or volunteering fair. Involve girls in planning your stall or activities and if possible get some of them to attend and help.

Your local Student Scout and Guide Organisation (SSAGO, www.ssago.org.uk) may be able to provide Leaders on an occasional basis or additional help for a special event.

Assemblies

One way of reaching more girls is to visit local schools and run a presentation on guiding. Find our tops tips at www.girlguiding.org.uk > Members' area > Growing Guiding > Reach more girls > School rules > School assembly ideas.

Use existing members in your presentation and if possible follow up by sending home a letter for parents with contact details if their daughter is interested in joining.

Recruitment stand

The key thing for this type of recruitment is to attract people to come and talk to you! A good display works wonders (see 'Your recruitment stall checklist' at www.girlguiding.org.uk > Members' area > Growing Guiding > Recruitment guidelines).

Having a practical activity for people to try will help break the ice. And ideally it should challenge the perception of guiding - for example an adventurous activity or one which looks at the role of women in society. Existing members can also entice people to visit your stand - who can resist the smiling face of a Rainbow? Girls might like to prepare a small item to give away, for example a loom band bracelet in the section colours, a keyring or a bath bomb.

When girls or adults express an interest in joining, it is important that as well as giving them your contact details, you direct them to register their interest at www.girlguiding.org.uk/interested.

Stage 6: What should we do?

Once you have potential members interested, you need to invite them in to experience what guiding has to offer - and girls can play a key part in organising this. Let your local Commissioner and Growing Guiding contact know of your plans so that they can support you.

The following ideas are just suggestions to help your unit think of ways that you can show interested girls and adults what guiding is and what it can offer them. Your unit may have other ideas and these should be encouraged.

Drop-in session - girls

Ask existing girls to bring a friend to a meeting or event to experience guiding first-hand. We've got more ideas at www.girlguiding.org.uk > Growing Guiding > Reach more girls > Bring a friend.

Drop-in session - parents

This type of session is ideal to recruit potential adult helpers, especially parents. Inviting parents into the meeting to see what their daughter actually does each week (and the benefit to them) can be very powerful.

Section: All

Time: 20 minutes planning, one meeting to invite parents in

You will need: Depends on activities chosen by the girls; recruitment materials for parents to take away.

What to do:

1. Discuss with the girls what activities they would like their parents to try out. Encourage girls to think of a variety of activities to challenge their parents' perceptions of guiding.
2. Younger girls may not realise that Leaders have a plan for meetings, so you could go through an evening plan and make them aware of how long they have for activities.
3. If possible, small groups of girls can plan the activity and run it on the evening for the parents to do. Older girls can be given the added responsibility of sourcing and preparing the resources needed.
4. Girls can make and send invitations to parents and ask for an RSVP so they can plan according to the numbers.
5. At the meeting, encourage parents to join in with everything including coming together at the start and end of the meeting, games and activities.
6. Use the opportunity to talk to parents about volunteering and what the unit needs to grow and continue to offer girls a great experience.
7. At the end of the meeting give interested parents recruitment materials and contact details - or even better, ask them to sign up and commit to, for example, putting their name on a parents' rota once a month.

Take it further:

Girls could prepare a creative presentation or performance promoting guiding to show parents at the meeting.

These events could be expanded to specific parent/daughter events, for example a Mother's Day evening where the girls pamper their mums, or a parent/daughter camp.

Drop-in session - interested adults

Interested adults may previously have been members so have an outdated idea of what happens in guiding. As with recruiting parents, girls should be involved in planning a selection of activities for adults to do at a special meeting. During the meeting girls and Leaders can talk further about what the unit needs to grow and continue to offer girls a great experience. Try to make the activities as varied as possible to show the range of opportunities available and challenge their perception of guiding.

Smaller groups of interested adults may prefer to visit the unit to observe the girls involved in a meeting. Involve girls in planning a meeting that shows a variety of activities and encourage the adults to join in.

Girls might like to prepare a presentation or performance to promote guiding. Discuss the messages that girls want to get across and then let their imaginations run wild preparing it!

Drop-in session - interested girls

Running a session for girls can show the diversity of activities that guiding offers, but girls should ensure that when planning, the core programmes and resources are referred to. Potential members should get a realistic reflection of the programme and know that abseiling or outdoor cooking don't happen every week!

Section: All

Time: 20 minutes planning, one meeting to invite girls in

You will need: Depends on activities chosen by the girls; recruitment materials for girls to take away.

What to do:

1. Discuss with the girls what activities they would like to get the potential new members to try out. Encourage them to think of a variety of activities so that the core programmes and resources are referred to and potential members get a realistic reflection of the programmes. See below for some suggested core resources that you could use.
2. Younger girls may not realise that Leaders have a plan for meetings so you could go through an evening plan and give them an idea of how long they have for activities.
3. If possible, small groups can plan the activities and run them on the evening for the girls to do. Older girls could be given the added responsibility of sourcing and preparing the resources needed.
4. Girls can make and send an invitation and ask for an RSVP so they can plan according to the numbers.
5. At the drop-in meeting, encourage the new girls to join in with everything including coming together at the start and end of the meeting, games and activities.
6. During the meeting, girls can talk about what they do as a member of guiding and why they think more girls should join.
7. At the end of the meeting, give girls recruitment materials and contact details if they are interested in joining. Allow time for girls' parents to approach you with any questions.
 - For Rainbows, Leaders could base the meeting around one of the Roundabouts or choose one activity each from Look, Learn, Laugh and Love to highlight the variety of the Rainbow programme.
 - Brownie Leaders could use activities from the Brownie Adventure Files 1, 2 and 3 (code 6845 for special offer of all three) as they are full of ideas, as well as activities in *Brownie Adventures* (code 6807)
 - The Brownie interest badges can be found at www.girlguiding.org.uk/brownies or in the *Brownie Badge Book* (code 6801).
 - A list of Guide Go For Its! and interest badges can be found on the Guide website www.girlguiding.org.uk/guides - you could use these activities to show the variety of the Guide programme.
 - Find details of the Look Wider octants at www.girlguiding.org.uk/theseiorsection > What can I do? > Look Wider.

Leaders need to involve girls in providing a warm welcome for potential new members, both girls and adults, especially if they are new to guiding or do not know anyone else in the unit.

The best way to show girls what it's like to be a young member is through the other girls! Girls often have no reservations when talking to new people so are great at making potential adult helpers feel welcome. More hints and tips on creating a warm welcome are at www.girlguiding.org.uk > Members' area > Growing Guiding > Reach more adults > Nurture your volunteers.

Stage 7: How did it go?

Hopefully the effort that the girls and Leaders put in to growing the unit was successful. Even if it wasn't, Leaders should encourage girls to evaluate what they did as this is an important part of planning for the future. This process does not have to be negative, even if no new members were recruited. It is a chance to celebrate with the girls the work that they put in.

Section: All

Time: 15-30 minutes

You will need: Flipcharts from previous stages, pens, pencils, paper

What to do:

1. Display all the materials from the challenge sessions and as a unit look through them to remind the girls of the stages that they went through. In a Rainbow Chat, Sixes, Patrols or small groups, discuss what worked, what didn't and what they could have done differently. With hindsight, the girls may identify people, skills or places that they missed and can target in the future.
2. Leaders can find more interactive evaluation activity ideas (especially useful for younger girls) at www.girlguiding.org.uk > Members' area > Running your unit > Programme > Participation on a plate.
3. Once you have evaluated each stage, take the time to discuss the overall challenge and what the girls did and did not enjoy.
4. If you have recruited new adults or girls, ask them what worked well or didn't work.

5. Each group can then produce a case study of the processes that they went through to submit to the Growing Guiding team. Rainbows can draw pictures or write about the activities that they completed as part of the challenge.

Girlguiding wants to hear about your Growing Guiding Challenge plans and successes so that we can share ideas with others. Send your case studies and photos to growingguiding@girlguiding.org.uk or Growing Guiding, 17-19 Buckingham Palace Road, London SW1W 0PT by 31 March 2015 to receive a special Growing Guiding challenge badge for each member of your unit who took part. Please include the number of badges you require and the address that they need to be sent to. This badge is free but is only available on the receipt of a case study.

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