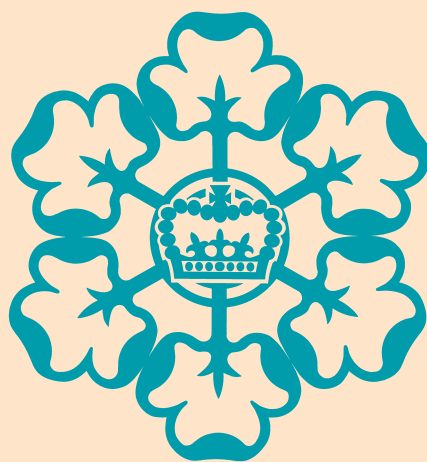


# Queen's Guide Award



**The  
Senior Section**

# Queen's Guide Award

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# Introduction

The Queen's Guide Award is the highest award you can work towards in guiding. It gives you the chance to develop your skills while contributing to guiding and your local community - at an impressive level! It is open to members aged 16 to 25 and must be completed within three years from the start date or before your 26th birthday, whichever is sooner.

## Why do the Queen's Guide Award?

The Queen's Guide Award isn't just a great achievement to share with other members of guiding. Potential employers and further education institutions will also be impressed with your accomplishment, which shows you have challenged yourself and achieved your goals in a range of different areas.

The Queen's Guide Award programme can be matched with activities you are already doing in guiding, meaning you can get more than one award for the challenges you are undertaking.

## What you have to do

The award is based on the concepts of personal challenge and participation, so don't rush it or take the easiest options. Your Mentor or Adviser will be able to help you decide if something is a challenge for you or not.

The award is split into five sections.

- **Service in guiding** - Take an active role in guiding at a range of levels.
- **Outdoor challenge** - Build your teamwork and leadership skills in a glorious outdoor setting. Where you go and what you do is up to you!
- **Personal skill development** - Try a new skill and develop it, or take an existing skill to a new level for a minimum of 60 hours over 12 months. A personal skill could be anything from ballet to circus skills, or from performing magic tricks to becoming a technology whizz!
- **Community action** - Get more involved with the world around you and gain a greater understanding of it through practical and research projects of your choice.
- **Residential** - spend two nights and three days away from home with new people.

## Don't forget

If you haven't made your Promise, you'll need to before the end of your second year working for the award to show your commitment to guiding.

## Getting started

Get started by talking to your local Commissioner or Unit Leader. They will put you in contact with your County Queen's Guide Award Coordinator and arrange for your Go! record to be updated.

## Mentors and assessors

You will need a Mentor to support you while working towards the award. Before you start, you should agree a plan of what you will be undertaking for the award with your Mentor. This is a good time to work out what you are doing that can count towards other awards and qualifications.

Choose a Mentor who you know through guiding and who can offer you advice and guidance while you are working on the award. Any changes to your initial plan should be talked through with your Mentor. You should also keep your Queen's Guide Award Coordinator informed.

Before starting each clause or element, you will need to pick someone to be an assessor, who will confirm you have completed the challenge at the end. Agree your choice of assessor with both your Mentor and Coordinator.

For each element, ask somebody involved in the activity to be your assessor. It could be a Leader in

the unit you work with or it could also be someone outside guiding who is an expert on the topic your challenge relates to, for example a sports coach. If you are working with new people, it may be someone you do not know very well. Make sure you ask the person to be your assessor as early as possible so that they can review your progress with you throughout the activity. You should think about who you are going to ask when you are planning, so you have time to approach them and ensure they are happy to assess you. Make sure you show your assessors the 'Message to assessors' on page 1 of your *Queen's Guide Award Record Book*.

## What counts?

Projects that you are undertaking for other awards may be counted towards your Queen's Guide Award as long as this is included in your initial plan. Activities should not be counted towards more than one challenge or element within the award, so take care when planning what you are going to do. Projects that you are doing at school, college or work may not be used, although if you wish to develop these projects further then they may count towards your award. Remember, each project or event can be used for only one clause or element. If you are unsure if something can be counted or not, discuss it with your Mentor.

## Planning

You need to put together a plan of what you will do towards your Queen's Guide Award and have activities agreed prior to starting them. On page 5 is an example of a completed plan. This planning template can be downloaded from [www.girlguiding.org.uk/theseniorsection](http://www.girlguiding.org.uk/theseniorsection) > [What can I do?](#) > [Awards and qualifications](#) > [Queen's Guide Award](#). You need to make sure you share your plans and any updates with your Mentor and Queen's Guide Award Coordinator.

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1				Meet mentor/sign up to Award	1-Help at Rainbow/Unit Leader sign-off		Break for finals/job hunting					
2		1-Cook at Brownie Holiday/Leader sign-off			2-Permit & DoJE practice expedition/DoJE Supervisor sign-off		2-Expedition & qualifying DoJE expedition/DoJE Assessor sign-off	5-Visit Our Cabaña/Staff or trip leader sign-off	Break for travelling after Mexico	3-Start animation evening school	4-Decide topic with mentor	
3	1-Planning meeting for District Brownies	4-Start project	1-Planning meeting for District Brownies		1-District Brownie Adventure Day/Event Organiser sign-off							
4		4-Present project at District event	Present Award for County sign-off									

**Notes**

1-Service in Guiding

2-Outdoor Challenge

3-Personal Skills

4-Community Action

5-Residential Experience

Task and finish group - to be confirmed, no relevant opportunities at present - have subscribed to webpage.

## Taking a break

You can take up to 12 months out from the award. There are many different reasons you might want to take a break, for example to fit around starting a new job, exams, travelling or other personal circumstances. This can be in one go or split into smaller breaks. If possible, breaks should be planned in at the beginning of the award. However, it is possible to arrange time out during the award if the need arises by discussing it with your Mentor and Queen's Guide Award Coordinator.

### Top tip

Over the three years your plans may change. Remember to share your updated plan with your Mentor and Queen's Guide Award Coordinator.

## Recording what you have done

Keep track of what you have done using the *Queen's Guide Award Record Book* (available from [www.girlguidingshop.co.uk](http://www.girlguidingshop.co.uk), order code 6322). You might also like to put together a more detailed record of what you have done. This will allow you to include more information and evidence of what you have achieved. You can do it through video journals, blogs, scrapbooks, a display, a written journal, a calendar and so on.

Keeping a record of your accomplishments will help you in the future. Your Queen's Guide Award will open doors to you as it shows your commitment and perseverance - virtues many employers for one look for.

It is up to you, in agreement with your Leader and Mentor, to decide how you are going to present what you have done for the award. Be creative and use your imagination.

## Finished?

Once you have completed all the clauses, complete your record book and send it to your Queen's Guide Award Coordinator. She will confirm that you have completed the award, send the book to Girlguiding Headquarters to be signed by the Chief Guide and inform your Country or Region office.

It is a good idea to take a photocopy of your record book before you send it to anyone, and to always to send it by recorded or special delivery.

After your award is confirmed, it's time to party! It is a great chance for your family, friends and others who supported you to share in celebrating your fantastic achievement.

Girlguiding will also invite you to a celebration of your award, where you can share your success with other Queen's Guides. You will be invited to three events to choose from (which may be different times on the same day). If there are special circumstances, such as graduation, exams or working abroad that make it difficult for you to attend the dates offered, please let Girlguiding know and we will do our best to accommodate you.


## Support

There are a number of Girlguiding resources and programmes which can help you further.

- *Going Away With Guiding* (available from [www.girlguidingshop.co.uk](http://www.girlguidingshop.co.uk), order code 6478)
- Activity suggestions in Look Wider and More, available to download from [www.girlguiding.org.uk/theseniorsection](http://www.girlguiding.org.uk/theseniorsection) > [What can I do?](#) > [Look Wider](#).

## Don't forget

Check if what you are planning to do for your Queen's Guide Award can be counted towards your other awards and qualifications, for example Look Wider or your Duke of Edinburgh's Award. If using an activity for more than one award or qualification you will need to decide and plan this beforehand, as the requirements for the different awards could vary slightly and you need to make sure you fulfil the requirements for all.



If you decide to stop working on the award, you can restart after at least a year's gap. Bear in mind that you can restart only once. Any challenges that you completed during your first attempt cannot be counted towards a second attempt, but any that were planned and not started the first time round can still be used.

# Service in guiding

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

Complete all four elements. At least one element should involve working with a minimum of two guiding sections.

This clause is your opportunity to make a personal contribution to guiding. It requires a significant commitment to the charity but is extremely rewarding when completed.

You should plan all four elements carefully, as one activity cannot be counted twice. So, for example, you cannot use the same residential event for both element 1 (practical service) and element 2 (taking on a new responsibility). Also, don't forget that at least one of the elements must include two different guiding sections (Rainbows/Brownies/Guides/The Senior Section).

## Element 1

Carry out practical guiding service for a period of 60 hours. At least 20 of these hours should be dedicated to one particular activity or project.

This element is meant to demonstrate a sustained commitment to guiding, so you should try to make sure that the service is done over a period of a few months rather than during one residential event.

You can use a variety of activities to count towards this element. A few examples are:

- regular unit meetings as a Young Leader or Leader
- volunteering as an Adviser, Trainer or Commissioner
- working as a member of a service team at a camp
- taking part in a GOLD project
- volunteering at a Girlguiding shop
- volunteering at a campsite or activity centre
- running peer-education sessions for other girls through 4.

There are many other forms of service. If you have any other ideas, talk them through with your Mentor.

## Element 2

Attend a residential guiding event and accept a responsibility that is new to you or that furthers your guiding experience. The responsibility should be appropriate to your capabilities and the event should last for at least two days and two nights.

A large part of giving service in guiding is the ability to take on new challenges. This element will give you the opportunity to take part in a residential guiding event and to expand your skills.

There are many activities you could take responsibility for, such as:

- take charge of games and activities at a camp or holiday
- be leader-in-charge at a camp or holiday
- be a nominated first aider at a camp or holiday
- become a Trainer and run some sessions at an event
- lead a group at an international event.

Don't forget that there are many Girlguiding training opportunities that may help you to complete this element. These includes 1st Response and the Going Away With Scheme. Have a chat with your Mentor about the role you'd like to take on and how you will tackle the challenge.

## Element 3

Take an active part in the planning of an event that involves the participation of at least two units.

This element will require you to work alongside others and develop teamwork skills.

It will also require you to prepare well and communicate with other members of your working group.



Some ideas could include:

- Rainbow Fun Day
- Brownie Adventure Day
- Guide Activity Day
- Division campfire
- World Thinking Day celebration.

Contact your local Commissioner to see if she can help you with some ideas of what to do.

## Mentor help

Your Mentor will help you decide what type of event to organise and will give you some tips on getting enough support for the event.

## Top tip

Remember to make sure you have qualified instructors for any adventurous activities you might be running.

## Element 4

Actively participate in a working group or committee run by Girlguiding or your Country or Region, or get involved in a Girlguiding issue. Track progress and give feedback on your experiences to a local unit.

This element is an opportunity to get involved in guiding projects outside your own County. It is also a chance to contribute to the development of Girlguiding. There are a number of ways to get involved, including:

- joining your Country or Region's council or forum
- joining the British Youth Council delegation
- volunteering for a task and finish group
- volunteering for a working group working on a UK-wide event
- visiting and taking part in a WAGGGS seminar
- joining the Scottish Youth Parliament delegation
- joining the national SSAGO executive committee.

Again, have a chat with your Mentor to decide on an appropriate project to become involved in. Track the progress of the project and then pass on your experiences to a local unit so that they know what's going on.

## Top tip

To find out about opportunities with Girlguiding, [www.girlguiding.org.uk](http://www.girlguiding.org.uk) > [Members' area](#) > [What's happening](#) > [Volunteering opportunities](#). Keep an eye also on [www.girlguiding.org.uk/theseniorsection](http://www.girlguiding.org.uk/theseniorsection), YeSS e-newsletter and Country or Region communications for more opportunities.

# Outdoor challenge

**Develop leadership and teamwork skills in an outdoor environment.**

Participate in an outdoor challenge and demonstrate leadership skills as well as the ability to be part of a team by completing both elements.

When taking part in a residential event and outdoor activities you must be able to lead your peers as well as work with them. The outdoor challenge is about developing your leadership and teamwork skills by preparing for and undertaking an exploration or expedition. To complete the clause, you must participate in two elements of an outdoor challenge and be able to demonstrate leadership skills and the ability to be part of a team while doing both.

The County Outdoor Activity Adviser, or the person who has responsibility for outdoor activities in your County, has overall responsibility for this clause and will coordinate the assessment. You must discuss your detailed plans with her prior to making any bookings. She will enable you to have access to the training and support you need. If the challenge is to be carried out overseas, then the International Adviser must also be included in early planning discussions.

## Element 1

Before undertaking the challenge you must have undertaken and completed the following.

**The first six modules of either The Senior Section Permit or the Going Away with Scheme.**

1. Plan a residential event.
2. Organise and administer a residential event.
3. Plan for safety and security of yourself and others (including risk assessments).
4. Make health and first aid arrangements.
5. Organise catering arrangements.
6. Organise and maintain equipment for activities. (In the Going Away With Scheme you need to complete only some of module 6.)

During your expedition or exploration for Element 2, you should have or be working towards other modules as appropriate to fulfil the requirements in *The Guiding Manual* ([www.girlguiding.org.uk/guidingmanual](http://www.girlguiding.org.uk/guidingmanual)) regarding your group members - who they are, their ages and the venue for your event. If you already hold a qualification, it does not have to be redone.

**Further training as required to prepare you for the challenge.**

Speak to your Mentor and your Outdoor Activities Adviser to establish your training needs for your chosen event. You may be very experienced and so need little further training, or this could be your first real experience of leadership in the outdoors. Some types of exploration or expedition will require you to complete a Girlguiding or other qualification, such as:

- canoeing (with British Canoe Union)
- sailing (with Royal Yachting Association)
- rowing (Girlguiding's Rowing Scheme)
- walking (Girlguiding's Walking Scheme)
- power cruising (Girlguiding's Power Cruising Permit)

Ensure that your whole group has sufficient skills and experience to enable them to take part in the exploration or expedition as planned.

Remember to discuss your detailed plans and purpose with the County Outdoor Activities Adviser (and the International Adviser, if appropriate) prior to making any bookings. Discuss your ideas with your Mentor and Queen's Guide Award Coordinator too and keep them informed throughout.

## Element 2

Participate in an exploration or expedition to last four days (three nights) accompanied by your peers.

## Purpose and plan

Your exploration or expedition should have a purpose (decided prior to the trip and approved by your Mentor and the County Outdoor Activities Adviser) and a clear plan as to how you are going to achieve it. You can choose anything that appeals to you, such as:

- exploring historic buildings
- examining town layouts or architecture
- examining the flora and fauna of an area
- looking at the development of the group dynamic in your team.

These are sample ideas only so take time to think about what you would like your purpose to be and discuss it as a team.

Every award expedition or exploration undertaken is different and therefore looked at individually to guarantee fair assessment.

## The group

Members of the group can be anyone aged between 14 and 25 (inclusive) and need not be members of Girlguiding. At least one other member of the group must be female. The need for flexibility at the upper age range is recognised, however, and may be extended by the Outdoor Activity Adviser (or equivalent), on a case-by-case basis, by up to two years.

The following conditions are very important.

- You must have the written consent from an adult with parental responsibility for anyone under the age of 18 and these adults must be notified if the group is to include males.
- Every person attending must complete a Health Information form.
- There must be a minimum of four in the group and a maximum of seven.
- You must complete the relevant Girlguiding forms and obtain the necessary permissions.
- You must adhere to the requirements set out in *The Guiding Manual*.
- A maximum of four members of the group may be assessed for the award, and each candidate must take a leadership role during the challenge.
- All members of the group being assessed must prepare a report of the challenge in a format of their choice for the assessor, showing where and how they actively took a leadership role (there may be a number of leader tasks or you could rotate), as well as playing their part in the team.

## Where?

The area in which you carry out your exploration or expedition is your decision, but you must demonstrate an understanding of *The Guiding Manual* requirements to show you are going to be safe there. Where possible, ask that an adult is easily contactable and available within that area. This is done through the notification process and your Outdoor Activities Adviser will be able to help.

You may stay in any type of accommodation, such as a youth hostel, camping barn or campsite. You will be responsible for having the correct equipment and for making sure that it is carried by you or available to you when and where needed. Arrangements for any members of your group with special needs can be discussed with your County Special Needs Adviser as well as the Outdoor Activities Adviser.

## Your report

Keep a record or a log of events during the exploration or expedition, including how your leadership and teamwork skills have developed. The report can be in any format, as agreed with your Mentor and Outdoor Activities Adviser. You may wish to use:

- photographs
- video/audio recording
- drawing
- poetry
- written report
- PowerPoint presentation.

On your return, present your report (where possible to an interested group) and get your record book signed by your assessor.

## Explorations

If you choose to do an exploration, it should be at least 30 miles from your home, preferably in a location (urban or rural) that is not known to either you or the other members of your group. If you have visited the area or place before, your exploration must challenge and extend your knowledge of it.

## Expeditions

If you choose to do an expedition you may travel by various methods, the minimum distances are set out in the table below.


Expedition type	Distance
Foot	50 miles
Bicycle	170 miles
Horseback	75 miles, 6 hours per day
Canoeing	6 hours per day
Canoeing on rivers and canals with locks	40 miles
Canoeing on the Norfolk Broads	50 miles
Canoeing on rivers with white water (BCU 2)	40 miles
Sailing offshore	100 miles
Sailing inshore	80 miles
Sailing on the Norfolk Broads or other inland waterways	60 miles
Dinghy sailing	60 miles
Rowing	6 hours per day
Rowing on rivers	30 miles
Power cruising including travel through locks	8 hours per day

## Overseas

If the exploration or expedition is to be carried out overseas, you must fulfil the same requirements as for an exploration or expedition in the UK. From the beginning, talk with your County International Adviser as well as your County Outdoor Activities Adviser. The International Adviser can assist on the overseas aspect, and may be able to help in establishing useful contacts.

## Top tip

If you intend to use your expedition for your Duke of Edinburgh's Award Gold Expedition, you need to check with both your Queen's Guide Award Coordinator and DofE Adviser that you are fulfilling the



requirements of both awards. Make sure everyone who needs to know you are planning to do this does so when you start planning your Queen's Guide Award.

### **Don't forget**

You need to have the correct licence for the expedition or exploration you are undertaking. This might mean doing additional modules to those completed in Element 1. These can worked towards during the expedition or exploration you are undertaking.

# Personal skill development

**Develop a personal interest or hobby.**

For a minimum of 60 hours over 12 months, take an existing skill to a new personal level or start a new skill and develop it.

It will allow you to develop practical and social skills, meet new people, organise and manage your time, work with others and have fun! If you are stuck for ideas have a look at the activity suggestions in the *Look Wider* download from [www.girlguiding.org.uk/theseniorsection](http://www.girlguiding.org.uk/theseniorsection) > **What can I do?** > **Look Wider**.

Twelve months is a fairly long time to develop a skill so you will need to set yourself targets along the way. You should discuss your proposed targets, dates for review and evaluation with your assessor and then inform your Mentor of your proposed plan. If during the progress of this challenge you feel that your targets should change because they were too easy or unrealistically high, then discuss the matter with your Mentor and assessor and adjust your targets if necessary.

Your assessor for this challenge should be someone who is experienced and knowledgeable in your chosen activity or someone who holds an appropriate governing body or professional qualification, such as a coach or tutor. Discuss with them how you have developed your skill over the last 12 months: what you have enjoyed; what you have found most challenging; and how you could continue to develop your skill if you wished to.

# Community action

Encourage active participation in the world in which we live.

This clause will allow you to develop a greater understanding of the world around you and become more involved. Your topic does not have to be related to guiding and should include working in partnership with others in your community.

Over a 12-month period, undertake two projects on a chosen topic. One should be of a practical nature and the other should be research oriented. You have 12 months in which to complete this clause, giving you enough time to finish the projects. Plan well to make use of the whole year. The evaluation should also be carried out within this time.

## Element 1

Your chosen topic must enable you to become involved practically at a local or UK-wide level, and allow you to undertake further research to deepen your understanding of the topic at a UK-wide and international level.

Completing the practical and research projects It is up to you if you want to undertake the practical or research part of this challenge first or if you want to do a combination of the two throughout the year.

While undertaking both practical and research areas of this challenge make sure you think the following.

### a) Your chosen topic

Make it as dynamic as possible. It could include gathering information from local people about the topic using survey methods, or more traditional sources of information such as books and TV. You could use information from Girlguiding's Girls' Attitude Surveys, available at [www.girlguiding.org.uk](http://www.girlguiding.org.uk) > **Our research**. Search the web as well for other useful sites. You could also collect case studies during your practical action.

### b) Your aim

Think about what you want to achieve from your practical and research projects. It doesn't matter if you are researching an issue to inform your practical project or vice versa, but deciding this in advance will help.

### c) Evaluating your role and the effectiveness of your projects

Evaluate the projects with those you have worked with. Reviewing your projects is very important so it is essential to do it thoroughly. Think of the following.

- What did you learn from the projects?
- Did you achieve your aims and objectives?
- What difference did you make to others?
- If you did it again, what would you do differently?

## Element 2

At the end of your 12 months, you should present the findings of your research project and an evaluation of the practical project to those who have been involved or to another group of people to be agreed with your Mentor.

The assessor for this clause should be someone working on the projects with you. Discuss with the assessor your ideas from both the research and practical projects. Your evaluation and research should be presented with originality and at an appropriate time so those involved can attend. You may wish to invite a local Guide or Brownie unit, or a group from The Senior Section, to show them what you have done and how they can make a difference within their community.

## Topics

Below is a list of topics that you may wish to consider. It is by no means exhaustive. The topic you choose will depend on your own situation and where you live. Discuss your chosen topic and how you propose to tackle the projects with your Mentor.

- Animal cruelty
- Bullying
- Crime and disorder
- Democracy and citizen involvement
- Discrimination (racial, disability, educational, financial, religious, sexual)
- Drugs (including smoking and alcohol)
- Environment (pollution, recycling, traffic, litter, energy, conservation)
- Food and diet (GM foods, fair trade, exploitation)
- Health
- Homelessness
- Information (access to information)
- Justice
- Literacy
- Parenting and childcare (play needs for children, needs of young parents)
- Personal safety
- Politics
- Poverty
- Refugees and asylum seekers
- Rights (women's rights, human rights, children's rights)
- Sexuality and relationships
- Violence against women and girls



The table below shows how sample issues could be explored across the different spheres.

	Local	UK	International
<b>Parenting and childcare</b>	Carry out research into local facilities for childcare. Are they adequate? How can they be improved? Contact some local agencies to organise a project in your area.	Find out what children's charity organisations are doing around parenting and childcare. What initiatives are they running? How effective are they?	How do other countries' childcare provisions compare with the UK's? Do other governments have legislation in this area? Are there any organisations around the world working on such issues?
<b>Health</b>	Find out about local services for people with HIV/AIDS. Get involved with initiatives that are being run in your area.	Which communities are at greatest risk from HIV? What organisations are working on preventing infection? What work is being done to find a cure?	Which countries are most affected by HIV/AIDS? What is or isn't being done about it?
<b>Women's rights</b>	Find out about provisions and organisations for women in your area. Start a women's group and look into issues facing women in your area.	Find out about any legislation that may be going through Parliament that could affect women's rights. What effect would it have? How could you influence this process?	Women's rights vary around the world from culture to culture. Explore the differences and try to find out what different women think about their lives.
<b>Water pollution</b>	What are the waterways in your area like? How has this changed over the last few decades? Start a canal cleaning group and see what difference you can make.	Are there similar problems elsewhere? Is anything being done about it?	What state is the world's freshwater supply in? Is water contamination a big issue elsewhere?

# Residential experience

**Develop interpersonal and communication skills in a residential setting.**

This is an opportunity for you to go away from home, to participate in a new experience, to make new friends and learn about each other and to work together as a team.

The residential experience clause has no limits and provides unlimited opportunities. The basic requirements are that you take part in a residential event for a minimum of two nights and three days and attend an event where the majority of participants are unknown to you (this may sound daunting at first, however it is much easier than you think).

There are many opportunities within guiding at Training and Activity Centres (TACs) or events such as 4 Basic Trainings and Innovate. To find out what residential events are coming up, look at [www.girlguiding.org.uk/theseniorsection](http://www.girlguiding.org.uk/theseniorsection) or *guiding* magazine.

The event does not need to be organised by Girlguiding. This means that you could spend a weekend away with the National Trust or the Scout Association, or perhaps even go abroad with WAGGGS.

It will be your responsibility to book the residential and raise funds to enable you to attend. Make sure you book in advance as some residential events are very popular and some may require you to take part in a selection process.

You will need to find somebody who is willing to sign your record book and monitor your progress throughout the event. Once you have booked and confirmed your residential, speak to the organiser to explain that you are undertaking the challenge as part of your Queen's Guide Award, and ask if they would be prepared to be your assessor. If they are not involved in guiding they may ask you to send a copy of the relevant part of the syllabus. The assessor will need to see you play an active role throughout the event, and sign your record book at the end of the event.

## Top tips

- If you are working towards your gold DofE you could do one residential to count towards both awards - you just need to make sure it is long enough!
- Speak to your County Queen's Guide Award Coordinator and look at websites belonging to other organisations you would like to go away with for more ideas.