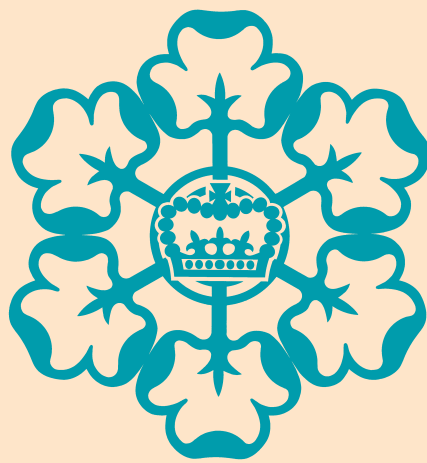


Queen's Guide award



Queen's Guide award

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Introduction

The Queen's Guide award is the highest award you can work towards in Girlguiding. 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're already doing in guiding, meaning you can get more than one award for the challenges you're 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 coordinator 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 volunteer 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 don't 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're going to ask when you are planning, so you have time to approach them and ensure they're happy to assess you. Make sure you show your assessors the 'Message to assessors' on page one 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 can't be counted towards more than one challenge or element within the award, so take care when planning what you're going to do. Projects that you're 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're unsure if something can be counted or not, discuss it with your mentor.

Planning

You need to put together a plan of what you'll do towards your Queen's Guide award and have activities agreed prior to starting them. On page five is an example of a completed plan. This planning template can be downloaded from girlguiding.org.uk/globalassets/docs-and-resources/programme-and-activities/queens-guide-award-planning-template.pdf. 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/Brownie 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 girlguidingshop.co.uk, order code 6322). You might also like to put together a more detailed record of what you've 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's 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've completed all the clauses, complete your record book and send it to your Queen's Guide award coordinator. She will send the book to Girlguiding HQ. They'll confirm that you've completed the award, and give it to the chief guide to sign. They'll then send it back to your coordinator, who'll inform your country/region office and arrange for your award to be presented.

It's 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's a great chance for your family, friends and others who supported you to share in celebrating your fantastic achievement.


Girlguiding invite Queen's Guide award recipients to a national celebration to mark their achievement. Priority will be given to those who achieved their Queen's Guide award first and so it can be up to 18 months until you receive an invitation. To be eligible for an invitation you must remain an active member of Girlguiding and your Queen's Guide award should be visible on your GO record. Invitations are sent out once a year (normally in January) where you will be able to choose from several dates on a first come, first served basis.

Support

There are a number of Girlguiding resources and programmes which can help you further. For example, the Going Away With scheme (available from girlguidingshop.co.uk, order code 6478).

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 your Duke of Edinburgh's Award. If using an activity for



more than one award or qualification you'll 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 can't use the same residential event for both element one (practical service) and element two (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/Rangers).

Element one

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.

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

Element two

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'll tackle the challenge.

Element three

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 four

Take an active part in developing an area of Girlguiding. Track progress and give feedback on your experiences to a local unit.

This element is an opportunity to get involved in guiding projects and have an impact at a county level or above.

It's your chance to contribute to the development of Girlguiding. There are several things to consider when deciding what to do:

1. Who

Your project must involve a specially formed team, where you've been brought together for a specific purpose. For example, a working group to create a new event for your country/region.

This might involve you joining a team that's already formed i.e. a committee, or a country/region adviser team. Or you might want to propose your own project to your county or country/region and then form your own team. See below for more information about how this could work. This is your chance to work alongside others shaping the future of Girlguiding.

2. Where

This is your chance to get involved in Guiding at a level you haven't done before. This must be at least at county level, or country/region level if you've worked at a county level before. You also need to mix and meet with people outside of your normal guiding circle.

Top tip

If you want to do something at a county level, it doesn't necessarily have to be your home county.

3. Development

Whatever you decide to do, there must be a focus on developing or improving an area of Girlguiding. You could join the working group for a new country/region level event, as you'll help create a new opportunity for our young members. Or, it might be your county Guiding development committee. Decide what you are passionate about and look out for opportunities that excite you. For example, if you want to help offer more international opportunities, why not volunteer to organise a county-wide trip to a world centre?

4. Time

Your project should involve commitment over time, not just a one-off involvement. This might be done by two intensive weekend meetings, or meetings over Skype for several months. You need to be able to show how the project has evolved over time and how you've sustained your commitment and involvement.

5. Feedback

As you go along, keep a record including: what you've changed, learnt, who you've met, how your project has evolved and what impact you've had on the area you chose to look at. You'll need to feedback on your project to a local unit once you've finished. This is your chance to engage our young members on what it's means to be a Queen's Guide.

6. Challenge

As with every part of the Queen's Guide award, you need to make sure you're challenging yourself (whilst still enjoying it!). Don't choose something you might have done before, or something for the sake of it.

What sorts of opportunities are there?

Task and Finish groups

Task and finish groups are usually created at a country/region level or above. They are formed to help solve a problem or create something new. For example, Girlguiding uses Task and Finish groups to create new Peer Education resources. They will generally involve doing an application, some research/work before and in-between meetings, and attending meetings to help shape the new resource.

Working groups

These are similar to Task and Finish groups. It's a group formed to work on a project, like an event. If you decide to join a working group, make sure what you are working on is going to create something new or develop something that already exists further.

Committees

These are formed at a variety of levels and make decisions collaboratively to steer specific parts of guiding in their area. For example, a county programme and events committee meet to create new opportunities for other members to enjoy. If you want to join a committee, you'll need to make sure you take an active role and decide how you want to make a difference to that area.

Volunteer adviser/coordinator roles

You can also hold an adviser/coordinator role at county level or above and use it to count for this element. However, you need to make sure what you do in this role develops the area you are working on and doesn't just 'caretake' it. For example, if you hold the role of county outdoor activity adviser, you could use it to work to increase participation in outdoor activities and create outdoor events and training that weren't previously offered before.

It's important if you are going to use an adviser/coordinator role that the leadership team for that role are aware of the work you want to do. They can tell you if it fits into their plans for the county or country/region. Also bear in mind that some roles can last for three years or more, so you need to make sure you can commit to the full role, not just while you want to complete your Queen's Guide award.

If you're taking on a county level role, you should inform the country/region coordinator/adviser of your plans and they can act as your assessor. If you are doing it a country/region level, inform the chief commissioner team and they can assign you an assessor.

If you decide to take on a role, make sure you are involving other volunteers with the work you are doing.

Some other examples of what you could do:

- Joining your Country or Region's council or forum.
- Joining the British Youth Council delegation.
- 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.

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.

Service in guiding icon

To help you know what can count for this element, look out for the icon below on website pages and opportunity flyers as this means it counts for element four.



If you see something you think might count, but doesn't have the icon on it, chat to your coordinator. They'll be able to help decide if it does or doesn't count.

Remember to let your coordinator/mentor know of what you're planning to do for this element.

Top tip

To find out about opportunities with Girlguiding, go to the event and opportunity finder:
www.girlguiding.org.uk/what-we-do/events-and-opportunities/event-and-opportunity-finder/

Outdoor challenge

Develop leadership and teamwork skills in an outdoor environment.

This challenge is about developing your leadership and teamwork skills by preparing for and undertaking an exploration or expedition. This challenge consists of two elements.

- Element one - this provides you with the opportunity to lead a residential* event to practice and prepare for your main expedition or exploration (element two). You will get the chance to put your skills and knowledge into practice.
- Element two- this is where you'll undertake an expedition or exploration for 4 days and 3 nights.

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 them prior to making any bookings. They will make sure you have access to any training and support you need. If your challenge is to be carried out overseas, then the international adviser must also be included in your early planning discussions.

*What's a residential?

A residential is a trip away from your normal meeting place for one night or more.

Element one

Prepare for your expedition or exploration by leading a residential for two or more nights.

This is your chance to develop your leadership skills and take charge of a residential. Depending on your current role in Girlguiding and your age, this can be done with either with peers or young members:

A Ranger/young leader	Adult member	
<ul style="list-style-type: none">○ Complete the Lead Away permit (challenges one to seven).○ If you've already got the Lead Away permit or The Senior Section permit (modules one to six), your outdoor activity adviser can sign this element off as completed. Move straight to element two of this challenge!	<ul style="list-style-type: none">○ Plan and lead an 18-30 residential trip following the guidance for 18-30 residential. This will need to last for at least two nights, for a minimum of four participants (including yourself).○ If you've already planned and led an 18-30 residential for two nights or more before with a minimum of four participants, your outdoor activity adviser can sign this element off as completed. Move straight to element two of this challenge!	<ul style="list-style-type: none">○ Complete modules one to seven of your Going Away With licence to plan and lead a trip with young members.○ If you've already got your Going Away With licence, your outdoor activity adviser can sign this element off as completed. Move straight to element two of this challenge!

What will element one cover?

1. Plan a residential event.
2. Organise and run 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 and plan the programme.
7. Look after the facilities you use.

Whilst as an adult member you may not be required to complete a qualification to take your peers away, you'll need to follow the guidance for all adult residentials.

Who counts as a peer?

If you are a Ranger or young leader aged 18 or under, your peers should be fellow Rangers or young leaders (see the guidance in the Lead Away permit about who you can take).

If you're an adult member of Girlguiding, then your peers should be other adult members (aged 18-30). The exception to this is if you are completing your Going Away With licence, which will be done with whatever section you currently lead with.

If you aren't completing the Going Away With licence, your group will need to be between four to eight peers in total (including yourself).

Further training as required to prepare you for your challenges

Speak to your mentor and your outdoor activities adviser to establish your training needs for both elements one and two. You may be very experienced and need little further training, or this could be your first real experience of leadership in the outdoors.

Some types trip will require you to complete a Girlguiding or other qualification, such as:

- Canoeing (with British Canoeing)
- Sailing (with Royal Yachting Association)
- Walking (Girlguiding's Walking scheme)
- Narrowboating (Girlguiding's Narrowboating scheme)

Ensure that your whole group has enough skills and experience to enable them to take part. 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 two

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 dynamic in your group.

These are some ideas, so take time to think about what you would like your purpose to be and discuss it with your group.

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

Explorations

An exploration is a trip to discover somewhere new or deepen your understanding of somewhere you've been before. Generally, you will stay in one place and go out each day to explore. For example, staying in a youth hostel to explore historical places in a city.

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

An expedition is a trip where you travel somewhere new each day, by your own physical effort. For example, travelling across countryside on foot and staying a new campsite each night.

The group

Members of the group can be anyone aged between 14 and 30 (inclusive) and need not be members of Girlguiding. At least one other member of the group must be female.

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.
- Your group cannot be smaller than four people and no bigger than seven.
- You must complete the relevant Girlguiding forms and obtain the necessary permissions. See girlguiding.org.uk for more information.
- You must adhere to the requirements set out in *The Guiding Manual*.
- A maximum of four members of the group can be being assessed for their Queen's Guide award on an expedition/exploration. Each candidate must take a leadership and planning 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 leadership tasks or you could rotate), as well as playing their part in the group.

Where?

The area where you carry out your exploration or expedition is your decision, but you must demonstrate an understanding of The Guiding Manual (go to girlguiding.org.uk/girlledresidential) requirements to show you are going to be safe there. Where possible, find an adult who 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. See girlguiding.org.uk/residential for more information.

You may stay in any type of accommodation, such as a youth hostel, camping barn or campsite, as long as it's guiding approved through the REN form process. You'll be responsible for having the correct equipment that's fit for purpose 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 to an interested group and get your Queen's Guide award record book signed by your assessor.

The different modes of travel (expedition only)

You can complete your expedition on/by:

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

For whichever method you chose to travel in, you must complete at least eight hours of activity time per day, and at least four hours must be spent journeying.

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.

If you are doing your DofE Gold through another licensed organisation (for example, your school), you can still use the expedition for your Queen's Guide award Outdoor Challenge. You won't need to collect or fill in Girlguiding forms as this isn't a Girlguiding trip. However, you'll need to make sure you get a leader to assess you and can evidence your leadership and teamwork skills the same as if planning it through Girlguiding.

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 one. These can be worked towards during the expedition or exploration you are undertaking.

Group members may need to undertake additional training/qualifications to participate in the expedition. Once you've decided the mode of travel, speak to your county outdoors activity adviser; they'll be able to signpost you to training and other advisers who can help your group gain the skills and knowledge required.

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!

Twelve months is a fairly long time to develop a skill so you'll 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've enjoyed; what you've 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 one

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.

It's 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 about 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 girlguiding.org.uk/girls-making-change/girls-attitudes-survey. 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're 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 two

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, to show them what you've 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's 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
Parenting and childcare	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?
Health	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?
Women's rights	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.
Water pollution	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's much easier than you think).

There are many opportunities within guiding at Girlguiding Activity Centres or events such as Peer Education Basic Trainings. To find out what residential events are coming up, look at [girlguiding.org.uk/what-we-do/events-and-opportunities](https://www.girlguiding.org.uk/what-we-do/events-and-opportunities) or *guiding* magazine.

The event doesn't 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'll 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's long enough!
- Speak to your county Queen's Guide award coordinator and look at websites belonging to other organisations you'd like to go away with for more ideas.