Let's lead together

A toolkit for girl-led programme planning.

Created by Girlguiding North East England's youth network to help girls of all ages have their say and lead the way.

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Leader Information

12 August marks International Youth Day. Since 1999, UNESCO have marked the day as a chance to support our young people to have their voices heard and create a better future.

Girlguiding North East England's youth network have produced this resource after reading the findings of Girlguiding's 2024 programme review. Girls reported that they want more opportunities to run and lead activities but 41% of volunteers don't involve girls in the planning and delivery of the programme. The ten activities within this guide have been tried and tested by the youth network. They have left a short note at the end of each activity.

A note on adapting activities: As leaders, you know your girls best so we have left it to you to decide which activities are most appropriate for your unit. All of the activities have been designed to be easily adapted for any section. This pack has been designed to be girl-friendly and we would really encourage you to hand this directly to your girls or young leaders.

If you would like further girl voice activity ideas then look at Girlguiding's Participation on a Plate resource available on the Girlguiding website.

We would like to thank the following members of our youth network who contributed to this resource: Amy, Becca, Charlie, Elisha, Hannah, Kerry, Madison & Toula.

You can find out more about our region youth network on our website:
https://girlguidingnortheast.org.uk/youth-network/

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5 top tips to encourage girl voice in your programme

For International Youth Day 2025, our youth network would like to share 5 top tips to encourage girl voice in your programme.

Make it a Habit: Build in short, regular opportunities for your unit to have their say.

Be inclusive: Use a mixture of activities (written, games, discussion etc.) to encourage everyone to have their say.

Communicate: Show the girls how you have used their ideas.

Age appropriate: All girls from 4-18 can help to make decisions for your programme. Keep it simple & supportive.

Reflect: Ask the girls for feedback at the end of unit meetings & trips to help make their experiences even better.

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Body Map

What you need

- Large roll of paper / A4 paper per girl / person outline one per girl
- Pens

Instructions

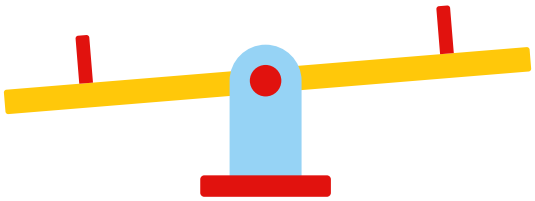
Step 1: Either find the tallest person in your unit and draw round them, draw a person on your A4 piece of paper or take your person outline.

Step 2: Use the person outline to get answers to the questions below.

- Heart – What things do you love doing with your unit?
- Legs – Where would you like to go with your unit?
- Head – What are your best memories in guiding?
- Tummy – What activities do you like to do that involve food?
- Mouth – What things are important to you or would you like to speak about? This might be things that you want to change.

Amy uses this with her Brownie unit to help to plan the term ahead. They love drawing around each other and using pictures to show the leaders what they wanted to do.

Seesaw



What you need

- UMA or skills builder cards (or any challenge pack).

Instructions

Step 1: Pick 2 girls a week to take part in this activity.

Step 2: Each of the girls should pick an activity they want to do from the selection you have prepared.

Step 3: Ask them both to pitch why they want to do the activity to the group (younger groups might need some help from a leader).

Step 4: Ask the two young members to stand at opposite ends of the room. The rest of the unit should then move to whichever idea they would prefer to do.

Step 5: Whichever one gets the most votes becomes the highest part of the seesaw and wins! Build the winning idea into your programme and remind your unit that they chose the activities.

Kerry used this with her Rainbows unit to pick UMA activities. They loved running around and having the decision-making power.

Tell us anything

What you need

- Stop watch

Instructions

Step 1: Come up with a list of topics ahead of the activity with your unit. E.g. games to play, trips, badges.

Step 2: Split your unit into small groups with one leader per group (note: the leader could be a young leader or sixer/patrol leader).

Step 3: Choose one girl to sit in the hot seat. They will have one minute to tell you their views, if they are struggling try asking open questions to keep them going and encourage them to say what they think - no thought is too random.

Step 4: Make some notes from each hot seat and use them to influence your term plan.

Becca used this with her Guide unit alongside Washing Line of Pride UMA and Bucket List Network Stage 4 Skills Builder. She also used this with her Ranger unit to decide on the programme for the term.

Feedback sheet

What you need

- Pens & paper
- template (optional) or write your own questions

Instructions

Step 1: Print off enough feedback sheets for one per young member/small group. Or write your own questions tailored to your event.

Step 2: Encourage your unit to draw or write their answers to the questions. (Note - this is best done at the event or the week after so it is still fresh in their minds).

Step 3: Collect in the sheets and group together the feedback so it can be used to plan the next event.

Charlie's Brownies unit use this activity after every event and residential to gather feedback. It encourages the Brownies to reflect on their achievements and helps the leaders to plan the next event based on their likes and dislikes.

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Feedback sheet template

Name:

My favourite memory of the weekend:

Five words to describe the weekend:

Activities I really enjoyed:

-
-
-

Something I didn't really enjoy:

-

Because:

Would you like to do this kind of weekend again? Why?

A new/better friend:

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Feedback sheet template

Next time, I would also like to: • • •	**Theme ideas for our next camp:** • • •
I will never forget:	
I am proud of myself for:	
I would like to say thank you to: **For:**	

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Quick share

What you need

- EITHER post it notes in different colours & pens or coloured objects such as sweets or counters or a dice per group

Instructions

Step 1: Choose the categories you want to focus on. For example indoor activity, outdoor activity, day trip, skills builder, badges, games.

Step 2: Assign each post it notes colour/object/number on the dice to each category. E.g. Red = day trip. Keep this secret from your group for now.

Step 3: Ask your unit to choose a selection of different colours/objects or start rolling the dice.

Step 4: Reveal your different categories and ask young members to come up with ideas for the different categories for each colour/object chosen or when they roll the number.

Step 5: Collect the ideas and build your programme.

Hannah's Ranger unit regularly do this activity. It helps them easily plan their own programme and is quick to do. A bonus is that it covers a UMA too!

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Have a vote

What you need

- Paper
- Pens
- Ballot box
- Optional: a list of activities to vote on. Or challenge your unit to present their ideas.

Instructions

Step 1: Present the options to your unit. Alternatively you could split your unit into small groups and ask them to present their own ideas.

Step 2: Explain to your unit that they now need to pick their favourite activity and vote by placing their ballot within the ballot box. Let them know that their votes will be anonymous so to choose the one they really want to do.

Step 3: Count up the votes and announce the winning idea.

Take it further: Parliament Week is an annual activity your unit can take part in with a free badge! See: https://www.ukparliamentweek.org/en/

This is a great activity to tie into Parliament Week. Amy used it this year to get a theme for her Brownies sleepover. Each six spent some time coming up with a theme & activities. They then took it in turns to present the ideas and finished the meeting with a vote.

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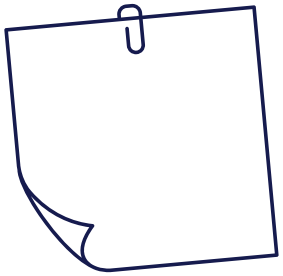
Post It



What you need

- Post it notes
- Pictures or explanations of activities stuck around the room.
- Pens

Instructions

Step 1: Stick the activities around the room.

Step 2: Ask each girl to take two Post it notes. Explain that they should draw a smiley face on one and a sad face on the other.

Step 3: They should now place a smiley post it on their favourite activity and a sad face post it on their least favourite activity.

Elisha uses this with Guides to decide badges they want to complete and where to go on trips. They love that they can see when their ideas have been used.

Leader for the day

What you need

- Programme activities
- Paper
- Pens
- Any resources needed for the chosen activity.

Instructions

Step 1: Place your programme activities around the room.

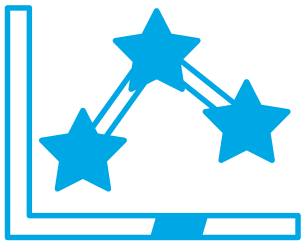
Step 2: Split your unit into small groups.

Step 3: Ask each group to plan a short activity or a full meeting. Explain that they can either choose a programme activity or design their own.

Step 4: Over the next few weeks each group should run their activity for the unit.

Madi has done this at Rangers. It helped them to all take an active role in running the unit and increased confidence.

Star charts



What you need

- Pens
- Star chart template
- Activity options if using for planning. Different aspects of an event if using for feedback.

Instructions

Step 1: Give each member of your unit a pre-filled star chart template. Or you could split into smaller groups such as sixes or patrols and give each group a copy of the star chart.

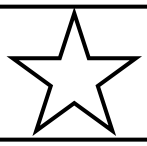
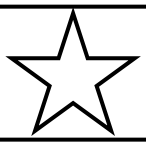
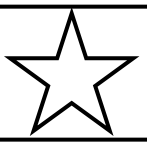
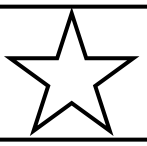
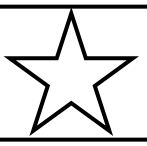
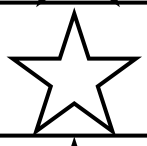
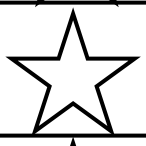
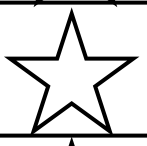
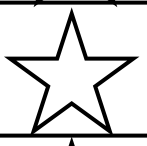
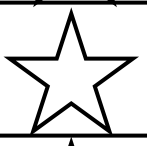
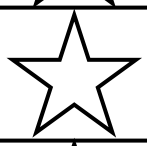
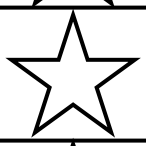
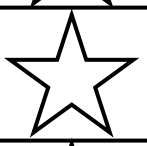
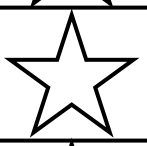
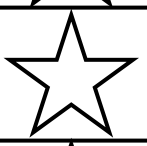
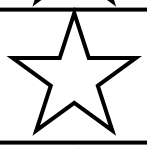
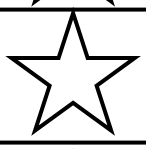
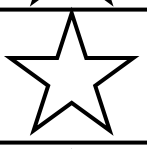
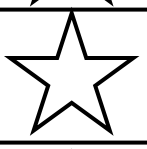
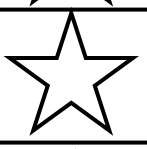
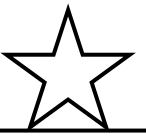
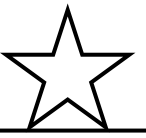
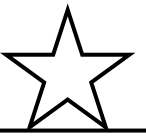
Step 2: Ask them to rate the different options on a scale of 1 to 5.

Step 3: If the girls feel confident enough then ask them to share their top activity with the rest of your unit. Alternatively, leaders to collect the sheets and share with the girls the most popular activity from each group.

Step 4: Leaders look at planning in these activities to the term so girls can see how their voice has influenced the activities, events or trips in that term.

Becca used this with her Guide unit to help her and other leaders plan and book onto Region events that the Guides want to attend.

Star chart template

Activity	1	2	3	4	5
					
					
					
					
					

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Corners

What you need

- Nothing

Instructions

Step 1: Label the four corners of the room with different options. E.g. skills builders, UMA cards, trips.

Step 2: Ask your group to run around the space.

Step 3: Shout corners. They should now run to their favourite activity.

Step 4: Tally how many people are in each corner. The corner with the most people wins.

Hannah used this with Rainbows to quickly get a decision on which game to play at the start of a meeting.

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