

WE HAVE LIFT OFF! YOUR FIRST TERM PROGRAMME



**GIRLS FRIENDLY
SOCIETY**

confidence • growth • friendship

USEFUL PROGRAMME CONTACTS

Your Regional Development Coordinator is:

Email:

Phone:

Your GFS Programme Coordinator is:

Email:

Phone:

Your GFS Operations Manager is:

Email:

Phone:

Your GFS Volunteer Support Manager is:

Email:

Phone:



Your GFS Group email (if applicable) is:

You can access your account by visiting www.office.com

Visit www.girlsfriendlysociety.org.uk/portal to access useful volunteer and group-related documents and forms.

Username:

Password:



WELCOME

This first term pack has been produced as a result of feedback from GFS volunteers and Leaders who have recently set up groups for girls and young women.

GFS does not prescribe a set programme of activities, but we hope that these materials are useful as a guide for your first six weeks of running a new group.

The purpose of the pack is to provide a framework for your group sessions to include:

- 'Welcome' and 'Circle Time'
- a main activity for the session
- active games
- 'Review and Close'

The activities are drawn from the six GFS themes:



If you have any questions or are unsure about any activities in this pack, please consult your Regional Development Coordinator (RDC) who will work with you to ensure that all Leaders in your group are happy with the sessions to be delivered.

We'd love to get your feedback on this pack and any suggestions that you have to further improve the guidance and support we offer to new groups.

Good luck! We look forward to supporting you in your first term.

GFS Regional Team and Programme Staff

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SIX WEEK OVERVIEW

Each week has a number of activities that relate to that week's theme, as well as a list of resources that you will need to run it.

Week 1: LAUNCH AND ENVIRONMENT	Week 2: GETTING TO KNOW YOU	Week 3: NEW EXPERIENCES	Week 4: BEING A GIRL	Week 5: THE FUTURE	Week 6: TAKING CARE OF MYSELF
Welcome <i>GFS' History handout</i>	Circle Time <i>No resources</i>				
Setting Environment <ul style="list-style-type: none"> • A4 paper • felt tip pens • paints • canvas • craft materials (sequins, feathers, etc) 	All About Me and You <ul style="list-style-type: none"> • All About Me worksheet • pens • felt tip pens 	Earhart Experiment <ul style="list-style-type: none"> • A4 paper • sticky tape • glue • craft materials (sequins, feathers, etc) • felt tip pens • tape measure 	Assumptions Game <ul style="list-style-type: none"> • sticky notes • A4 paper • felt tip pens 	Future Self <ul style="list-style-type: none"> • white/plain t-shirts • fabric paints • paper to cover tables 	Mindful Me <ul style="list-style-type: none"> • yoga and meditation sessions (videos online or via your RDC) • fizzy indigestion tablets
Break Time <i>fruit juice or squash, biscuits and/or fruit</i>					
Parachute / Active Game (weeks 1-4) The list below covers all the different options that you could use. As such, you will not need all of these resources, just the ones for the activities that you decide to do. <ul style="list-style-type: none"> • play parachute • soft tennis size balls (different colours for Colour Toss) • soft football • marker pen or tape 					Mindful Me (continued)
Review and Close (weeks 1-4) The list below covers all the different options that you could use. As such, you will not need all of these resources, just the ones for the activities that you decide to do. <ul style="list-style-type: none"> • A4 paper (for Hands, Two Start, Aeroplanes, Warm Backs, Trash or Treasure) • felt pens (for Hands, Two Starts, Target, Face Charts) • large sheet of flip chart paper (for Target) • sticky tape (for Warm Backs) • large boxes or bins (for Trash or Treasure) • ball or string (For Washing Lines) • paper plates (for Face Charts) • camera (optional - for Snapshot) 			Drama Game <ul style="list-style-type: none"> • GFS Themes handout 		Review and Close <ul style="list-style-type: none"> • List of resources as shown in weeks 1-4.
Leaders' Session Review (weeks 1-6) <i>Review Handout</i>					

WEEK ONE SESSION PLAN

Themes covered this week:



My Community
Setting Our Environment



Be Creative
Setting Our Environment
Review and Close



Get Active
Active Games




Have Fun
Active Games

Date  Time 


Leaders running this session: 
.....
.....

Session purpose:
To launch the GFS group and welcome the girls to the organisation.

To facilitate and agree upon the environment and ground rules they would like to establish for their GFS group.

Time	Activity	Who is leading this activity?
20 mins	Welcome to GFS	.....
30 mins	Setting Our Environment	.....
10 mins	Break Time
15 mins	Active Games
15 mins	Review and Close

Notes and reminders

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WELCOME TO GFS

Focus

To facilitate a discussion with the girls as to the environment and ground rules they would like to establish for their GFS group.



My Community



Age 5-16



15 minutes



£2 (photocopying)

Resources

GFS Youth Membership badges
GFS' History handout

Preparation

Set up the room with a welcome circle of chairs for girls and an area of chairs (separate to this) for any parents that want to stay for the beginning part of the session.
Have a table set up to register the girls and take their subs.

Instructions

1. Assign a Leader who will take the register as the girls arrive and also collect their subs.
2. When the girls have arrived, ask them to come into the chair circle and take a seat. All Leaders should be sat in the circle as well.
3. Ensure that all girls and parents know where the toilets and fire exits are.
4. The start of this session is very much about welcoming the girls (and their parents) to GFS and your group.
5. Welcome them and introduce yourself and the other Leaders. Using the GFS handout (either give copies to the girls or use one as a guide for yourself) tell them about GFS' history and what our mission and vision are today. Everyone should have a greater understanding of GFS and that the purpose of the group is to create an environment to explore what it means to be a girl today, having fun and trying out new activities.
6. Briefly talk through some of the activities planned for the group over the first term. Tell them they will have opportunities to come up with ideas for things that they want to do in future sessions because it is important to us that girls and young women are able to shape the work that we do.
7. Discuss that in order to help everyone get to know each other, we are going to play an introductory game called 'Two Truths and an Untruth'. Ask everyone (including Leaders) to come up with three things about themselves, two which are true and one of which is not. Set the tone yourself by going first - ensuring that the examples you give are everyday things such as siblings, pets, family, job etc.
For example: "Hi I'm ___. I've been a volunteer for GFS for ___ amount of time, my favourite colour is ___ and my favourite food is ___."
Of these statements, one is untrue and the girls/other Leaders need to guess which one.
8. After each girl has had their turn, if some parents have stayed you could invite them to join in.
9. Once everyone has had a turn, summarise what came out of it by highlighting the shared statements such as if a few own certain pets, or share a favourite colour. Also highlight statements that are unique to individual girls, such as an unusual hobby.
10. Talk about how important it is that we celebrate both our commonalities and differences and how we encourage this throughout our GFS activities.

GFS' HISTORY

Did you know that Girls Friendly Society (GFS) is a charity and has a history dating back to Victorian times?

GFS started as a youth organisation in 1875 with the aim was to support working class young women who had left their homes in the countryside to take up jobs in the cities.

Today, we continue to support girls and young women by running local groups that provide opportunities to have fun and make friends, as well as develop confidence, self-esteem, wellbeing and resilience.

More than 170 women volunteer their time to run the groups, some of whom have volunteered with GFS for over 60 years! Many were GFS girls themselves when they were younger.

During your time at GFS you will learn about many inspiring women. The first of these is Mary Townsend (born in 1841) who founded the organisation. Her idea was that women would befriend girls who had moved to the cities. In today's world we would think of these women as 'mentors'.

Along with a group of friends, she set up GFS in 1875. Girls could join from the age of 12. By 1882 this was lowered to eight years old. Today, girls can join us from the age of five.



GFS was founded by Mary Townsend in 1875.

Today, GFS continues to develop the work that it does for girls and young women.

- **Our vision:** a world where all girls and young women fulfil their potential.
- **Our mission:** to provide opportunities for girls and young women to develop their confidence, self-esteem, wellbeing and resilience.
- **Our values:** to engage every girl, young women, parent, volunteer and member of staff with kindness, trust, respect, empathy and compassion.

SETTING OUR ENVIRONMENT

Focus

To facilitate a discussion with the girls as to the environment and ground rules they would like to establish for their GFS group.



My Community



Be Creative



Age 5-16



30 minutes



£25

Resources

A4 paper, felt pens, large canvas, paints and craft materials (sequins, feathers, etc).

Preparation

Purchase a large canvas.

Instructions

This activity follows on from the welcome to GFS and is about establishing a positive environment with the girls and leaders for the group. It should be introduced as a creative fun teamwork exercise rather than it being about writing a list of things they can and cannot do in the group meetings.

1. Whilst still in the welcome circle environment, tell the girls that they are going to split into smaller groups and discuss things they would like to do in their GFS group meetings.
Examples might include: having fun, making friends, doing new things, relaxing, time away from school or family.

Also, what things would they not like in their GFS groups?

Examples might include: being laughed at or picked on, being made to do things they don't want to, people swearing, being shouted at, etc.

2. Once they have come up with some ideas, ask them to think about how they could represent these creatively using felt pens and paper. For example, if it was about making friends they might draw a picture of two girls together. Tell them that each group will be coming up with their own ideas and then they will be brought together by creating a big canvas for the whole group.
3. Give the girls 15 minutes (or more if necessary) to think about the things that they want and don't want for the group. Then bring everyone together around the canvas.
4. Ask the girls to place (not stick) their pictures onto the canvas in one of two areas, representing things they want and things they don't want.
5. Ask each group to talk through what they identified as desirable things to have in the group and why. Did the groups have similar ideas? Does everyone agree about aspects that they would like to have in the group? If so, put these in the same place on the canvas.
6. Then go through the same process for the things that they identified that they don't want in the group. Again, pick up common ideas and put these together on the canvas.

Continued overleaf...

SETTING OUR ENVIRONMENT

...continued.

7. Discuss with the girls what they think should happen if people spoil the group environment by doing things that might upset other girls, such as shouting or acting unkindly to each other? Do they think anything should be done about this? If so, what?

Examples that they could come up may include sanctions such as: having time out for five minutes, speaking to a parent/guardian if the behaviour keeps happening or missing a week.

Note:

The types of consequences put into place need to be right for your group. For example, if your group is based in an area where it is common for young people to swear then there is little point in putting in a sanction that says every time a girl swears that she has to have time out. You will end up having no one to take part in your activities! In such an example you could discuss with the girls why it may be better to express themselves in different ways; but if they 'slip up and swear' they're not constantly being punished for it.

Be aware also that the girls themselves often make up the harshest consequences and that you may need to amend these to make them more reasonable. In the past girls have suggested that the consequence for a girl not listening should be that she misses a session. This needs to be modified and a discussion held with the girls that it would need to be a serious behaviour issue to result in a girl being made to miss a week.

8. Ensure that agreed consequences are noted down. If it is difficult to do on the canvas sheet, it can be done on a separate sheet of paper. Keep it in the Leaders' file and should you find in future weeks that you frequently need to refer to it (due to behaviour issues) then copies of it can be given to the girls. You are trying to set a positive environment for them during these early weeks, therefore it is not recommended that you give out copies of agreed sanctions at this stage.
9. All the pictures on the canvas need to be stuck on at the end of the activity. A small number of girls (perhaps one from each original group) could do this alongside a Leader.
10. The canvas should be displayed each week in the room where the group meeting is held. Ensure that new girls joining in future weeks are aware of it and are given the opportunity to add anything and also that they are aware of the agreed ground rules.
11. As a group go back and review the canvas each term and add/amend as needed.

BREAK TIME

 Age 5-25

 10 minutes

 £2

Resources

Jugs
Cups and plates
Juice or squash (cordial) and water
Biscuits and/or fruit.

Preparation

Purchase food and drink.

Instructions

Ten minutes before you are due to break, assign a Leader to prepare the drinks and snacks for the girls.

In an area away from the activities:

- make up jugs of juice/squash and water
- put the cups out
- put the biscuits and fruit on plates

We do not advise that the girls pour out their own drinks as it can get messy! Instead, assign a leader to do this.

Note: You may have girls in your group who chose not to eat or drink during the session. This may be due to medical issues, eg eating disorders. Ensure that you make it clear to girls that it is their choice as to whether they choose to take a drink or snack.

You will need to be clear as to when break time has finished otherwise it will overrun the time you have allocated for it.

PARACHUTE GAMES

Focus

An opportunity for girls and young women to be active, have fun and work together as a team.



Get Active



Have Fun



Age 7-16



10 minutes
(minimum)



£18+

Resources

Play parachute (costs £15+ depending on size)
For 'Ball Roll' - coloured soft balls (around £3)

Preparation

Clear an area and lay out a parachute.
Ask the girls to equally space themselves around the edge of the parachute.

Instructions

There are a huge variety of activities that can be carried out using a play parachute, here are some games you could try:

- **Cat and Mouse** Ask the girls to hold the parachute at waist height. One girl plays the role of the 'cat', another is the 'mouse'. The cat must crawl on top the parachute to catch the mouse who is crawling underneath. If you have a large number of girls then more than one girl can play the cat and mouse. The cat should always have their eyes closed so that they cannot see where the mouse is and are relying on touch.
- **Fruit Salad** Choose four or five different fruit names and go around the parachute circle giving each girl the name of a fruit in a repeated order. The Leader then calls out the name of a fruit. Everyone lifts the parachute in the air and the girls with that fruit name run underneath and change places. If the Leader shouts 'fruit salad' everyone must change places. To make it more difficult, more than one fruit name can be called at a time.
- **Changing Places** All the girls lift the parachute. As it rises the Leader shouts for the girls to change places with someone who has a certain characteristic. These could include hair colour, shoe colour, owns a dog, etc. The girls sharing this characteristic have to run underneath and change places before the parachute comes down. This can also be done calling out the girls' names.
- **Shark Game** All the girls sit down with the parachute held up tight to their chins - like a duvet. One girl crawls underneath (the shark) and must grab someone's leg and pull them under. This child then becomes the shark. You could have more than one shark at a time.
- **Ball Roll** The girls roll the balls into the hole in the middle of the parachute. You can split them into teams and assign different coloured balls to each team.
- **Rollerball** The girls work together to keep a ball rolling along the outer edge of the parachute.
- **The Wave** The girls put their hands up, one after another, in order - creating a synchronized 'wave' as if in the stands at a sports event.

ACTIVE GAMES

Focus

Having fun at the same time as encouraging a healthy and active lifestyle. Increasing wellbeing and happiness through physical activity, which releases endorphins.



Get Active



Have Fun



Age 5-16



10 minutes
(minimum)



£5

Resources

Soft tennis size balls (different colours for Colour Toss)
Soft football
Marker or tape
Large cardboard boxes or baskets

Preparation

For Characters Game - compile a list of characters or animals from a well-known story or film.

Instructions

Here are some games that you can play with the girls:

• Characters Game

Make a list of characters or animals from a well-known story or film. Split the girls into groups of four or five. Give each girl in turn a character, ensuring that no one else hears it. Tell everyone in the group the whole list of names. Then one group asks another group, "Is in your group?" If the answer is "yes", that person then joins their group. If the answer is "no" then the next group has a guess. The game is over when everyone is in one group.

• 90

Ask the girls to get into pairs and stand in a circle. One girl stands in the centre of the circle. Everyone together counts aloud from 1-90. While counting, the girl in the middle goes and takes another girl's partner. The girl left on their own must choose another partner and so on. The aim is not to be the girl left on their own by the time they finish counting to 90.

• Head and Catch

The girls stand in a circle with the leader (or a chosen girl) in the middle with a soft football. The leader throws the football to the girls in turn or at random and calls out for them to 'head' or 'catch' the ball. After a few minutes change the game so that they must do the opposite to what they are asked (head = catch, catch = head). Anyone failing to do it correctly is eliminated. The winner is the last girl remaining.

• Banana Dodgeball

A selected girl tries to hit everyone else with a soft football. Once a girl has been hit, they have to stand with their hands above their head and tilted to one side in a banana shape until they are touched and 'released' by another girl. The game ends when all the players to have been hit and are stood in a banana shape.

Continued overleaf...

ACTIVE GAMES

...continued.

- **Get Rid of the Balls**

You will need several small balls to play this game. Split the group into two and put one group on either side of the room. Give each group the same number of balls. Create a line between them by marking it out with a marker pen or tape.

The object of the game is to roll all the balls over the line into the other group's side. There is rarely a winner, but it's a fun, energetic game to play!

- **Colour Toss** Using baskets or empty boxes, label each one with a colour. Girls then take turns to throw the balls into the corresponding colour baskets/boxes. You can split the girls into smaller teams and they compete against each other.

- **Musical Ball**

As a variation on musical chairs, the ball is passed between girls and the girl holding the ball when the music stops is 'out'. The last remaining girl is the winner of the game.

- **Say and Catch**

At the start of each round, ask the girls to choose a subject such as films, things they need for school, names of insects or birds, etc. They stand in a circle, spread out enough to throw the ball to each other.

The person with the ball chooses a girl to throw it to. Whilst it is being thrown to her, the girl catching it must say a word that relates to the subject. For example, 'ladybird' if the subject is insects. If they don't manage to say a new related word before they catch the ball, then they are eliminated. The last girl standing is the winner.

REVIEW AND CLOSE

Focus

To provide an opportunity for reflection at the end of a session and identify any future changes that could be made.



Be Creative



Age 5-25



10-15 minutes



£5

Resources

Aeroplanes / Slam Dunk - A4 paper
 Face charts - felt tip pens, paper plates
 Hands - A4 paper, felt tip pens
 Snapshot - camera (optional)
 Target - felt tip pens, large sheet of flip chart paper
 Trash - A4 paper, large boxes / bins
 Treasure - A4 paper, large boxes / bins
 Two Start - A4 paper, felt tip pens
 Warm Backs - A4 paper, sticky tape
 Washing Lines - ball of string

Preparation

None.

Instructions

1. Just as a group meeting starts with the girls and Leaders coming together, it is a good idea to close the group by bringing everyone back into one space. Set up the room so that there is space for all Leaders and all girls and young women to sit together. Dependent on their preference, this could be either on chairs in a circle or on the floor.
2. Briefly go through what has been covered in the session and thank everyone for getting involved and participating. Discuss how it is important for us as individuals to stand back at times and reflect on what we have just done and how, by doing this, we are able to improve things for the future. Talk about how this applies to GFS and that we need to ensure that we review what we do, so that we can deliver the best possible sessions for the girls and young women who are with us. Ensure that the girls are comfortable and know that they don't have to say everything was brilliant and that we want constructive ideas as to what should be developed.
3. Overleaf are a few different evaluation activities that you could do. We recommend that you select only one of these per group session. If occasionally your activity has taken longer than expected and you do not have time, you can revisit it and evaluate it the following week.
4. It is important that after carrying out the evaluation activity, you use the feedback from girls. Make sure you share it between all Leaders and include this feedback in your future planning sessions.
5. After completing the evaluation, thank the girls and let them know the date of the next group session and what they will be doing in it.

Continued overleaf...

REVIEW AND CLOSE

...continued (2/3).

Talk Like a Pirate (for younger girls)

Standing in a circle, ask the girls to share their opinion of things in the session by saying: 'Ooh!' (to mean 'I really liked that'), 'Aarrgh!' (to mean 'I didn't like it')

Two Stars and a Wish (for younger girls)

Ask the girls to draw two stars on a piece of paper and write in them what they thought was good about the session. They then draw a wand and write on it something they wished had happened or they would like to happen in a future session. If you are limited for time, you could also do this verbally and ask the girls rather than getting them to draw stars and a wand.

Target Board (for all ages)

Draw a dartboard on a large piece of paper and ask the girls to 'score' the group session. It may be that for a particular activity - eg an active game - they give it a bullseye but for another part of the session they score further out on the target board. They can score this by all drawing on the 'board' or by calling out with one girl nominated as the scribe.

Hands (for all ages)

Give girls a piece of paper and pens. Ask them to draw around their hand and note on the following fingers how they felt about tonight's activities:

- Thumb - something good that they enjoyed
- Index finger - something that they'd like to share with others
- Middle finger - something they did not enjoy
- Fourth finger - the best thing about tonight's session
- Little finger - something that they would change.

It isn't a problem if girls do not want to complete all the fingers of the hand. Ask if anyone would like to share their points.

Aeroplanes / Slam Dunk (for all ages)

Ask the girls to note down on a piece of paper what they have enjoyed in this evening's session and what could be improved. They then either create a paper aeroplane with their sheet of paper or screw it up into a ball. Using a box or empty bin as a target, get them to fly/throw the feedback into it. Just remember to collect them later!

Warm Backs (for age ten upwards)

Stick a piece of paper to the back of each girl and ask everyone to wander round the room, writing positive comments about the session on each other's backs.

For example, tell someone: you had a good chat with them, a skill you noticed them using, they cheered you up or helped you with something difficult.

Everyone should try to comment on as many people's backs as possible. Comments should be kept anonymous and not signed by the author. Stop when everyone has something written on their backs. Ask the girls to take off their piece of paper and read through it.

Continued on next page...

REVIEW AND CLOSE

...continued (3/3).

Trash or Treasure (for all ages)

Set up two boxes/empty bins in the room and tell them that one is for trash and the other for treasure. Give the girls some slips of paper and ask them to reflect back on the session that they've just done and think about everything that they'd want to change/get rid of in the session - this would be the trash - and everything that they want to keep - this would be the treasure. After writing these down on the slips of the paper, ask them to put their feedback into the respective boxes.

Washing Lines (for all ages)

Hang a piece of string across the room and identify one end of the line as 0 and the opposite end as 10. Name each of the activities that you have done in that session and ask the girls to stand along the line to represent what they thought about the activity. For example, if they thought it was brilliant, they should stand at the ten spot, if it was average then five, if they didn't enjoy it then they'd go to the point in the line that represented zero. If there is a large number of girls you could put the string on the floor and ask them to place a piece of paper/sticky note to represent their scores.

Face Charts (for all ages)

Give each girl a paper plate and some pens. Ask them to think about the session and draw a face on the plate that represents how they feel about it. For example, happy, sad, frustrated, etc. On the reverse side of the plate, ask them to write briefly what made them feel this way. Was it a particular activity, or something that happened? Younger girls may need support in writing the reasons down.

A Simple Go Round (for all ages)

Arrange the girls and Leaders sitting in a circle. Ask the girls to volunteer their feedback on the session and comments on what they enjoyed about it. Following this, you can ask for suggestions as to how the session might be changed so it works better for the girls. Note that some girls may not want to volunteer feedback in this way so don't go round the circle in order as it can put girls on the spot and make them feel uncomfortable.

High and Low (for all ages)

List each of the session's activities in turn and for each one, ask the girls to stretch up high if they especially enjoyed an activity, stand still if they liked it, and bend down if they didn't.

Blind Vote (for all ages)


Ask the girls to stand in a circle facing outwards. Make sure that they cannot see each other by getting them to close their eyes. Call out the session's activities and ask them to put their hands up to show whether they enjoyed the activity, thought it was ok or didn't enjoy it.


Snapshot (for all ages)

Ask the girls to stand in a row and pretend they are having their photo taken. They should pose as if they are taking part in their favourite activity of the night. One of the Leaders can pretend to (or actually) take a picture of them. You can repeat this with what they liked least or what they'd like to do again.


LEADERS' SESSION REVIEW

As well as asking the girls to review how they found the session, it is important for you as Leaders to have time to reflect. Below are some questions to help you to do this. Feedback from this can be used in future planning sessions and can also be given to your Regional Development Coordinator to help GFS improve future sessions for other groups.

What worked well? 

What didn't go as well as planned? 

What needs to change for next time? 

Any concerns or worries? 

Finance *This should be recorded weekly at the end of the session. Don't forget to keep receipts for expenditure and expenses!*

Amount in petty cash at start of session

Amount of subs received

Expenditure for session

Volunteer expenses for session

Total amount in petty cash

How much needs to be banked?
(Leaving £10 in the tin for petty cash)

Actions before next session *List here any actions needed before next session. Agree who will do these.*

Common actions that all groups will have include:

- bank any money received over £10
- if girls have joined by completing a paper form, send copies to Head Office
- if using online registers, update these
- check you have all the resources needed for the next session
- check which Leaders will be at next session
- provide feedback / raise any issues with your RDC



Leaders' signatures



Date:

WEEK TWO SESSION PLAN

Themes covered this week:



My Community
Circle Time



Be Creative
All About Me and You
Review and Close



Get Active
Active Games



Have Fun
Active Games



Happy to be Me
All About Me and You
Circle Time

Date



Time



Leaders running this session:



.....

.....

Session purpose:

To facilitate and support the girls exploring things about themselves and others.

Time	Activity	Who is leading this activity?
15 mins	Circle Time	.....
45 mins	All About Me and You	.....
10 mins	Break Time
10 mins	Active Games
10 mins	Review and Close

Notes and reminders:

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CIRCLE TIME

Focus

To welcome the girls and young women to the group meeting and provide an opportunity for them to share any news or concerns they may have.



My Community



Happy to be me



Age 5-25



15 minutes



£0

Resources

None

Preparation

Set up room with chairs in a circle

Set up table to register the girls and take their subs upon arrival

Instructions

1. Assign a Leader who will mark the register as girls arrive and also collect their subs.
2. Set up the room so that there is space for all volunteers and girls to sit together. Depending on preference, this could be either on chairs arranged in a circle or sat on the floor.
3. Welcome everyone to the group and introduce any girls or volunteers who have newly joined. Ensure that all girls know where the toilets and fire exits are.
4. Ask the girls about their week (or the period since the group last met) and if they have any news that they would like to share with each other.
5. It may be that until the group gets used to doing this, that you (or another Leader) initially share a piece of news yourself. Examples might include an event you have recently been to, a family birthday or a new activity you have tried.
6. Whilst the girls are sharing, ensure that they do not talk over one another or pass judgement on another girl's news. Also look out for any quieter members in the group who might not speak out initially and need some encouragement to share. Keep in mind that the sharing is optional, if a girl doesn't want to speak, she doesn't have to.

Note: It may be that a girl shares a piece of news that is sad or upsetting to her. For example, a bereavement in the family or something that has happened at school. Acknowledge this and thank her for sharing it with the group. Discuss how the group at GFS provides them with a place where they can focus on themselves and their friends and how hope that the session this evening can provide some 'time out' for them to have fun with friends.

You may wish to follow up afterwards to check they are being provided with the right support. For example, if they discussed an incident at school - check they have raised this with a teacher and their parents.

Extension ideas

During this time you may also wish to share the story of an inspirational woman, particularly if the woman's achievements fit with the theme of the session. The book *Good Night Stories for Rebel Girls* by Elena Favilli and Francesca Cavallo provides a range of stories about women in different fields.

ALL ABOUT ME

Focus

To explore and share things about themselves individually and then reflect upon another inspiring young woman, Malala Yousafzai.



Be Creative



Happy to be me



Age 5-16



45 minutes



£5

Resources

All About Me worksheet
Pens / pencils
Felt tip pens

Preparation

Make photocopies of the 'All About Me' worksheet
Set out resources

Instructions

1. This activity can be introduced at the end of Circle Time. As it involves writing, once you have explained what to do they should move to tables (or on the floor, if comfortable).
2. Tell the girls that they are going to do an activity that explores themselves and the other girls in the group. It will be a fun way to get to know each other and to build friendships. Following this, they will be learning about an inspiring girl called Malala Yousafzai. Ask if anyone has already heard of Malala (or read her book) and how this knowledge will be great to include in the discussions later.
3. Distribute the All About Me handout - one each - along with a pens/pencils and felt tips. Briefly run through each of the boxes and check they understand what they mean.
4. Ensure that they know that no judgements are being made about their favourite things. Use the 'my favourite thing about school' section as an example. Some people may pick an academic subject whilst others will prefer a more physical or artistic subject. Some may like spending time in the library as their favourite thing, for others it will be playtime or school dinners.
5. Allow ten minutes to complete the sheet. Younger girls may require more support to both consider and write down their answers. Encourage them to chat with others about it.
6. After they have completed their sheets, explain that they are going to explore how, whilst each of them is an individual and has their own answers to the different questions, there will also be things that they have in common. Move away any tables/chairs to the sides of the room so that you have an open space to move around.
7. Explore each All About Me category (you can explore as many categories as you feel appropriate or as time allows - but aim do at least three in a session).

Using 'my favourite colour' as an example: ask the girls to group themselves together based on their favourite colour. To do this they should move around the room saying their colour aloud and asking other if it is theirs too. When they find someone else with the same colour, they form a group and together try to find more girls with that same colour. It should end with girls in groups based on shared colours, or stood alone if they are the only one with that preferred colour.

Continued overleaf...



ALL ABOUT ME

...continued (2/2).


8. When this has been done for the different categories, discuss how it shows that they share things in common with each other. For example, they might share a favourite book with one girl and a favourite colour with another.
9. Widen the discussion by asking them what things they all share as girls together. Examples could include: being female, living in the same area, going to the same school, being part of GFS. Draw on how some of these – eg having access to a free education - can be something that we assume all girls can do, but is not the case across the world.
10. Tell the girls that one girl who is internationally known for fighting for the rights of girls to be educated is Malala Yousafzai. Use the information on the Malala story information sheet to discuss with the group who she is and what she did.
11. Follow up with a discussion using the questions such as: What do you think about what Malala did? How would you describe her, what qualities does she have? What do you share in common with Malala?
12. One of the key things to draw out in this discussion is that whilst Malala is certainly an inspiration, they shouldn't view her actions or characteristics as something unobtainable for themselves. We want them to come away feeling inspired, not overwhelmed by her!

Note: A more indepth and longer version of the 'All About Me' activity sheet can be found in the online GFS Activity Finder.

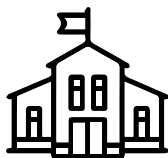
ALL ABOUT ME

MY NAME:


I AM _____
YEARS OLD.



MY FAVOURITE THING ABOUT SCHOOL:




MY HOBBIES:




MY FAVOURITE COLOUR:




IN THE FUTURE, I'D LIKE TO:




MY FAVOURITE PLACE:



MY FAVOURITE MUSIC:



MY FAVOURITE BOOK:



MY FAVOURITE GAME:



MALALA YOUSAFZAI

Malala was born in 1997 in Mingora, Pakistan. Her father is an education activist and well-known for founding a chain of schools within Pakistan, one of which Malala attended. From an early age Malala expressed a keen interest and passion for equal educational rights, and spoke out against the Taliban (a fundamentalist political movement) who say that girls should not be allowed an education.

As the Taliban's hold in Pakistan began to grow stronger and they started to attack girls' schools, Malala began to speak out publicly against them. This started with a talk in September 2008 titled *How Dare the Taliban Take Away my Basic Right to Education?*

At just eleven years old Malala started a blog for the BBC, which described what it was like to live under the threat of the Taliban and how they were trying to deny her an education. For her safety, Malala wrote under the pseudonym Gul Makai. However, she was eventually revealed as the writer a few months later.

Her public platform growing, Malala continued to speak out about women's rights to an education. As a result, in 2011 she was nominated for the International Children's Peace Prize. In the same year she also won Pakistan's National Youth Peace Prize.

As a result of rising support and success in the promotion of girls' education, at 14 years old Malala learnt that the Taliban had issued a death threat against her. Despite this warning, and although she was frightened, this did nothing to deter her campaign. She stated, "I raise up my voice - not so I can shout, but so that those without a voice can be heard".

On 9th October 2012, the Taliban set out to kill Malala while she was on her way home from school. As she sat on her school bus, an armed man boarded it and demanded to know which girl Malala was. Her location was given away by her friends looking in her direction. The gunman fired at her and hit Malala in the left side of her head, the bullet travelling down her neck. Two other girls were also hurt. Malala was left in a critical condition and was flown to a military hospital to be treated.

Countries throughout the world offered Malala support and medical treatment. Once in a more stable condition, she was transferred to Birmingham (in England), where she received further care. Alongside the swelling, she had suffered severe brain damage and also had to undergo multiple surgeries to help repair a nerve, which had left the left side of her face paralysed. Slowly but surely Malala began to make a miraculous recovery and in March 2013 she began to attend school again in her new home in Birmingham.

Since the shooting and despite the fact that the Taliban still perceive her as a target, Malala continues to campaign and raise awareness for women's rights to education. She started Malala Fund, an international non-profit organisation that fights for girls' education. She has spoken all over the world including at the United Nations, Harvard University and the European Parliament.

In October 2013, she released her autobiography *I am Malala*, in which she tells her story and what life was like growing up with the Taliban. In October 2014 she received the Nobel Peace Prize. At only 17 years old, Malala is the youngest person ever to receive this honour.



In October 2014 Malala received the Nobel Peace Prize.

BREAK TIME

 Age 5-25

 10 minutes

 £2

Resources

Jugs
Cups and plates
Juice or squash (cordial) and water
Biscuits and/or fruit.

Preparation

Purchase food and drink.

Instructions

Ten minutes before you are due to break, assign a leader to prepare the drinks and snacks for the girls.

In an area away from the activities:

- make up jugs of juice/sqash and water
- put the cups out
- put the biscuits and fruit on plates

We do not advise that the girls pour out their own drinks as it can get messy! Instead, assign a leader to do this.

Note: You may have girls in your group who chose not to eat or drink during the session. This may be due to medical issues, eg eating disorders. Ensure that you make it clear to girls that it is their choice as to whether they choose to take a drink or snack.

You will need to be clear as to when break time has finished otherwise it will overrun the time you have allocated for it.

PARACHUTE GAMES

Focus

An opportunity for girls and young women to be active, have fun and work together as a team.



Get Active



Have Fun



Age 7-16



10 minutes
(minimum)



£18+

Resources

Play parachute (costs £15+ depending on size)
For 'Ball Roll' - coloured soft balls (around £3)

Preparation

Clear an area and lay out a parachute.
Ask the girls to equally space themselves around the edge of the parachute.

Instructions

There are a huge variety of activities that can be carried out using a play parachute, here are some games you could try:

- **Cat and Mouse** Ask the girls to hold the parachute at waist height. One girl plays the role of the 'cat', another is the 'mouse'. The cat must crawl on top the parachute to catch the mouse who is crawling underneath. If you have a large number of girls then more than one girl can play the cat and mouse. The cat should always have their eyes closed so that they cannot see where the mouse is and are relying on touch.
- **Fruit Salad** Choose four or five different fruit names and go around the parachute circle giving each girl the name of a fruit in a repeated order. The Leader then calls out the name of a fruit. Everyone lifts the parachute in the air and the girls with that fruit name run underneath and change places. If the Leader shouts 'fruit salad' everyone must change places. To make it more difficult, more than one fruit name can be called at a time.
- **Changing Places** All the girls lift the parachute. As it rises the Leader shouts for the girls to change places with someone who has a certain characteristic. These could include hair colour, shoe colour, owns a dog, etc. The girls sharing this characteristic have to run underneath and change places before the parachute comes down. This can also be done calling out the girls' names.
- **Shark Game** All the girls sit down with the parachute held up tight to their chins - like a duvet. One girl crawls underneath (the shark) and must grab someone's leg and pull them under. This child then becomes the shark. You could have more than one shark at a time.
- **Ball Roll** The girls roll the balls into the hole in the middle of the parachute. You can split them into teams and assign different coloured balls to each team.
- **Rollerball** The girls work together to keep a ball rolling along the outer edge of the parachute.
- **The Wave** The girls put their hands up, one after another, in order - creating a synchronized 'wave' as if in the stands at a sports event.

ACTIVE GAMES

Focus

Having fun at the same time as encouraging a healthy and active lifestyle. Increasing wellbeing and happiness through physical activity, which releases endorphins.



Get Active



Have Fun



Age 5-16



10 minutes
(minimum)



£5

Resources

Soft tennis size balls (different colours for Colour Toss)
Soft football
Marker or tape
Large cardboard boxes or baskets

Preparation

For Characters Game - compile a list of characters or animals from a well-known story or film.

Instructions

Here are some games that you can play with the girls:

• Characters Game

Make a list of characters or animals from a well-known story or film. Split the girls into groups of four or five. Give each girl in turn a character, ensuring that no one else hears it. Tell everyone in the group the whole list of names. Then one group asks another group, "Is in your group?" If the answer is "yes", that person then joins their group. If the answer is "no" then the next group has a guess. The game is over when everyone is in one group.

• 90

Ask the girls to get into pairs and stand in a circle. One girl stands in the centre of the circle. Everyone together counts aloud from 1-90. While counting, the girl in the middle goes and takes another girl's partner. The girl left on their own must choose another partner and so on. The aim is not to be the girl left on their own by the time they finish counting to 90.

• Head and Catch

The girls stand in a circle with the leader (or a chosen girl) in the middle with a soft football. The leader throws the football to the girls in turn or at random and calls out for them to 'head' or 'catch' the ball. After a few minutes change the game so that they must do the opposite to what they are asked (head = catch, catch = head). Anyone failing to do it correctly is eliminated. The winner is the last girl remaining.

• Banana Dodgeball

A selected girl tries to hit everyone else with a soft football. Once a girl has been hit, they have to stand with their hands above their head and tilted to one side in a banana shape until they are touched and 'released' by another girl. The game ends when all the players to have been hit and are stood in a banana shape.

Continued overleaf...

ACTIVE GAMES

...continued.

- **Get Rid of the Balls**

You will need several small balls to play this game. Split the group into two and put one group on either side of the room. Give each group the same number of balls. Create a line between them by marking it out with a marker pen or tape.

The object of the game is to roll all the balls over the line into the other group's side. There is rarely a winner, but it's a fun, energetic game to play!

- **Colour Toss** Using baskets or empty boxes, label each one with a colour. Girls then take turns to throw the balls into the corresponding colour baskets/boxes. You can split the girls into smaller teams and they compete against each other.

- **Musical Ball**

As a variation on musical chairs, the ball is passed between girls and the girl holding the ball when the music stops is 'out'. The last remaining girl is the winner of the game.

- **Say and Catch**

At the start of each round, ask the girls to choose a subject such as films, things they need for school, names of insects or birds, etc. They stand in a circle, spread out enough to throw the ball to each other.

The person with the ball chooses a girl to throw it to. Whilst it is being thrown to her, the girl catching it must say a word that relates to the subject. For example, 'ladybird' if the subject is insects. If they don't manage to say a new related word before they catch the ball, then they are eliminated. The last girl standing is the winner.

REVIEW AND CLOSE

Focus

To provide an opportunity for reflection at the end of a session and identify any future changes that could be made.



Be Creative



Age 5-25



10-15 minutes



£5

Resources

Aeroplanes / Slam Dunk - A4 paper
 Face charts - felt tip pens, paper plates
 Hands - A4 paper, felt tip pens
 Snapshot - camera (optional)
 Target - felt tip pens, large sheet of flip chart paper
 Trash - A4 paper, large boxes / bins
 Treasure - A4 paper, large boxes / bins
 Two Start - A4 paper, felt tip pens
 Warm Backs - A4 paper, sticky tape
 Washing Lines - ball of string

Preparation

None.

Instructions

1. Just as a group meeting starts with the girls and Leaders coming together, it is a good idea to close the group by bringing everyone back into one space. Set up the room so that there is space for all Leaders and all girls and young women to sit together. Dependent on their preference, this could be either on chairs in a circle or on the floor.
2. Briefly go through what has been covered in the session and thank everyone for getting involved and participating. Discuss how it is important for us as individuals to stand back at times and reflect on what we have just done and how, by doing this, we are able to improve things for the future. Talk about how this applies to GFS and that we need to ensure that we review what we do, so that we can deliver the best possible sessions for the girls and young women who are with us. Ensure that the girls are comfortable and know that they don't have to say everything was brilliant and that we want constructive ideas as to what should be developed.
3. Overleaf are a few different evaluation activities that you could do. We recommend that you select only one of these per group session. If occasionally your activity has taken longer than expected and you do not have time, you can revisit it and evaluate it the following week.
4. It is important that after carrying out the evaluation activity, you use the feedback from girls. Make sure you share it between all Leaders and include this feedback in your future planning sessions.
5. After completing the evaluation, thank the girls and let them know the date of the next group session and what they will be doing in it.

Continued overleaf...

REVIEW AND CLOSE

...continued (2/3).

Talk Like a Pirate (for younger girls)

Standing in a circle, ask the girls to share their opinion of things in the session by saying: 'Ooh!' (to mean 'I really liked that'), 'Aarrgh!' (to mean 'I didn't like it')

Two Stars and a Wish (for younger girls)

Ask the girls to draw two stars on a piece of paper and write in them what they thought was good about the session. They then draw a wand and write on it something they wished had happened or they would like to happen in a future session. If you are limited for time, you could also do this verbally and ask the girls rather than getting them to draw stars and a wand.

Target Board (for all ages)

Draw a dartboard on a large piece of paper and ask the girls to 'score' the group session. It may be that for a particular activity - eg an active game - they give it a bullseye but for another part of the session they score further out on the target board. They can score this by all drawing on the 'board' or by calling out with one girl nominated as the scribe.

Hands (for all ages)

Give girls a piece of paper and pens. Ask them to draw around their hand and note on the following fingers how they felt about tonight's activities:

- Thumb - something good that they enjoyed
- Index finger - something that they'd like to share with others
- Middle finger - something they did not enjoy
- Fourth finger - the best thing about tonight's session
- Little finger - something that they would change.

It isn't a problem if girls do not want to complete all the fingers of the hand. Ask if anyone would like to share their points.

Aeroplanes / Slam Dunk (for all ages)

Ask the girls to note down on a piece of paper what they have enjoyed in this evening's session and what could be improved. They then either create a paper aeroplane with their sheet of paper or screw it up into a ball. Using a box or empty bin as a target, get them to fly/throw the feedback into it. Just remember to collect them later!

Warm Backs (for age ten upwards)

Stick a piece of paper to the back of each girl and ask everyone to wander round the room, writing positive comments about the session on each other's backs.

For example, tell someone: you had a good chat with them, a skill you noticed them using, they cheered you up or helped you with something difficult.

Everyone should try to comment on as many people's backs as possible. Comments should be kept anonymous and not signed by the author. Stop when everyone has something written on their backs. Ask the girls to take off their piece of paper and read through it.

Continued on next page...

REVIEW AND CLOSE

...continued (3/3).

Trash or Treasure (for all ages)

Set up two boxes/empty bins in the room and tell them that one is for trash and the other for treasure. Give the girls some slips of paper and ask them to reflect back on the session that they've just done and think about everything that they'd want to change/get rid of in the session - this would be the trash - and everything that they want to keep - this would be the treasure. After writing these down on the slips of the paper, ask them to put their feedback into the respective boxes.

Washing Lines (for all ages)

Hang a piece of string across the room and identify one end of the line as 0 and the opposite end as 10. Name each of the activities that you have done in that session and ask the girls to stand along the line to represent what they thought about the activity. For example, if they thought it was brilliant, they should stand at the ten spot, if it was average then five, if they didn't enjoy it then they'd go to the point in the line that represented zero. If there is a large number of girls you could put the string on the floor and ask them to place a piece of paper/sticky note to represent their scores.

Face Charts (for all ages)

Give each girl a paper plate and some pens. Ask them to think about the session and draw a face on the plate that represents how they feel about it. For example, happy, sad, frustrated, etc. On the reverse side of the plate, ask them to write briefly what made them feel this way. Was it a particular activity, or something that happened? Younger girls may need support in writing the reasons down.

A Simple Go Round (for all ages)

Arrange the girls and Leaders sitting in a circle. Ask the girls to volunteer their feedback on the session and comments on what they enjoyed about it. Following this, you can ask for suggestions as to how the session might be changed so it works better for the girls. Note that some girls may not want to volunteer feedback in this way so don't go round the circle in order as it can put girls on the spot and make them feel uncomfortable.

High and Low (for all ages)

List each of the session's activities in turn and for each one, ask the girls to stretch up high if they especially enjoyed an activity, stand still if they liked it, and bend down if they didn't.

Blind Vote (for all ages)


Ask the girls to stand in a circle facing outwards. Make sure that they cannot see each other by getting them to close their eyes. Call out the session's activities and ask them to put their hands up to show whether they enjoyed the activity, thought it was ok or didn't enjoy it.


Snapshot (for all ages)

Ask the girls to stand in a row and pretend they are having their photo taken. They should pose as if they are taking part in their favourite activity of the night. One of the Leaders can pretend to (or actually) take a picture of them. You can repeat this with what they liked least or what they'd like to do again.


LEADERS' SESSION REVIEW

As well as asking the girls to review how they found the session, it is important for you as Leaders to have time to reflect. Below are some questions to help you to do this. Feedback from this can be used in future planning sessions and can also be given to your Regional Development Coordinator to help GFS improve future sessions for other groups.

What worked well? 

What didn't go as well as planned? 

What needs to change for next time? 

Any concerns or worries? 

Finance *This should be recorded weekly at the end of the session. Don't forget to keep receipts for expenditure and expenses!*

Amount in petty cash at start of session

Amount of subs received

Expenditure for session

Volunteer expenses for session

Total amount in petty cash

How much needs to be banked?
(Leaving £10 in the tin for petty cash)

Actions before next session *List here any actions needed before next session. Agree who will do these.*

Common actions that all groups will have include:

- bank any money received over £10
- if girls have joined by completing a paper form, send copies to Head Office
- if using online registers, update these
- check you have all the resources needed for the next session
- check which Leaders will be at next session
- provide feedback / raise any issues with your RDC



Leaders' signatures



Date:

WEEK THREE SESSION PLAN

Themes covered this week:



My Community
Circle Time



Be Creative
Earhart Experiment
Review and Close



Get Active
Active Games



Have Fun
Active Games



Happy to be Me
Circle Time
My Community



Skills for Life
Earhart Experiment


Date  **Time** 

Leaders running this session: 


.....
.....

Session purpose:

To share new experiences together and explore the work of Amelia Earhart.

Time	Activity	Who is leading this activity?
15 mins	Circle Time	.....
45 mins	Earhart Experiment	.....
10 mins	Break	.....
10 mins	Active Games	.....
10 mins	Review and Close	.....

Notes and reminders

..... 

.....

.....

.....

.....

CIRCLE TIME

Focus

To welcome the girls and young women to the group meeting and provide an opportunity for them to share any news or concerns they may have.



My Community



Happy to be me



Age 5-25



15 minutes



£0

Resources

None

Preparation

Set up room with chairs in a circle

Table set up to register the girls and take their subs on arrival

Instructions

1. Assign a Leader who will mark the register as girls arrive and also collect their subs.
2. Set up the room so that there is space for all volunteers and girls to sit together. Depending on preference, this could be either on chairs arranged in a circle or sat on the floor.
3. Welcome everyone to the group and introduce any girls or volunteers who have newly joined. Ensure that all girls know where the toilets and fire exits are.
4. Ask the girls about their week (or the period since the group last met) and if they have any news that they would like to share with each other.
5. It may be that until the group gets used to doing this, that you (or another Leader) initially share a piece of news yourself. Examples might include an event you have recently been to, a family birthday or a new activity you have tried.
6. Whilst the girls are sharing, ensure that they do not talk over one another or pass judgement on another girl's news. Also look out for any quieter members in the group who might not speak out initially and need some encouragement to share. Keep in mind that the sharing is optional, if a girl doesn't want to speak, she doesn't have to.

Note: It may be that a girl shares a piece of news that is sad or upsetting to her. For example, a bereavement in the family or something that has happened at school. Acknowledge this and thank her for sharing it with the group. Discuss how the group at GFS provides them with a place where they can focus on themselves and their friends and how hope that the session this evening can provide some 'time out' for them to have fun with friends.

You may wish to follow up afterwards to check they are being provided with the right support. For example, if they discussed an incident at school - check they have raised this with a teacher and their parents.

Extension ideas

During this time you may also wish to share the story of an inspirational woman, particularly if the woman's achievements fit with the theme of the session. The book *Good Night Stories for Rebel Girls* by Elena Favilli and Francesca Cavallo provides a range of stories about women in different fields.

EARHART EXPERIMENT

Focus

To explore the work of the aviator Amelia Earhart and experiment with designing and flying their own aeroplane.



Be Creative



Skills for life



Age 8-12



45 minutes



£7

Resources

A4 paper
Sticky tape
Glue
Craft materials (eg feathers, lollipop sticks, sequins)
Felt tip pens
Tape measure

Preparation

Divide the girls into groups of around four per group
Copy one score sheet per group
Set out resources, one per team of items listed above
Create a start line in the room with a marker pen or tape for flying planes

Instructions

1. Read the story of Amelia Earhart to the girls - see Earhart Sheet 1.
2. Discuss Amelia's life with the girls. What do they think about her achievements? What might her experience of flying have been like? What kind of person do they think she was?
3. Explore with them their perceptions about aeroplane pilots. Do they imagine them to be male or female? Do they think it is men who fly the plane ie pilots, with women in supporting roles ie air hostesses? Have any of the girls flown and what was the gender of the plane's staff.
4. Discuss with them as to why they, or other people, might think like this? It is likely that they will have these views as it is the situation in reality and also is depicted as such in the media, via films and television. Encourage them to think about whether it is right/fair that more men are pilots than women? Do they think that men are better at flying planes than women?
5. Point out that whilst being a pilot is traditionally a male-dominated career, there are women - such as Amelia - who have made great achievements in this field and the current number of female pilots whilst small, is growing. Examples of current female pilots in major carriers include: EasyJet 3%, British Airways 5.86%, American Airlines 4.20%, Lufthansa 6.94%.
6. Tell the girls that that they are now going to increase the number of future pilots by having a go at being an aviator and designing and flying their own plane! Split them into smaller groups and give each their building resource pack. Allow 15 minutes for teams to design and build an aeroplane that will fly the longest distance.

Continued overleaf...

EARHART EXPERIMENT

...continued (2/2).

7. After the 15 minutes each team nominates a person who will fly their plane. Alternatively they can all have a try. If you have a large group, then you may wish to limit the number of attempts that each team is allowed.
8. Taking turns, each team stands behind the flying start line and attempts to fly their plane. After each attempt measure the distance that the plane travelled. If it flies forward then back behind the flying line, then the distance is counted as 0cm. Each team records their scores on their activity handout sheet – see Earhart Sheet 2.
9. After everyone is finished, give them another ten minutes to make one change to their plane design. The possible changes that they can make are listed on their recording sheet. They cannot make a new aeroplane, only change it!
10. After they have made their change, they then have another four attempts at flying their plane the longest distance, recording them on their sheet.
11. The winning team is the one whose plane flew the longest distance. Discuss with them why they think it won and what it was about the plane that made it fly well? Ask the other groups what worked well on their planes and what did not work so well.
12. Ask the girls if they found the experiment interesting and if it has encouraged them to consider getting more interested in flying? There may even be a future potential pilot in the group!

Note: The next part of the activity 'Amelia Earheart - Aviator' is featured in a number of books for girls and young women including Kate Pankhurst's 'Great Women Who Changed the World' and 'Good Night Stories for Rebel Girls – 100 Tales of Extraordinary Women'.

Although not essential to the activity, it is recommended that you purchase these for your group. Alternatively they could be borrowed from a local library.

You can either copy the 'Amelia Earheart - Aviator' sheet as a guide for the girls, or to read from when leading the session. At the end of the sheet, highlight how although Earhart's final journey did not end in success, she is an inspiration to girls and young women.

AMELIA EARHART – AVIATOR

Amelia Earhart was born on 24th July 1897 and lived until 1937. During her Christmas in 1917, she went to visit her sister in Toronto, Canada. One day, at an aviation display, a pilot flew his plane near her. Later she said, “I believe that little red airplane said something to me as it swished by.”

In December 1920, Earhart attended an air show in Long Beach, California. She took a short plane ride and that ten-minute flight changed her life. “By the time I had got two or three hundred feet off the ground, I knew I had to fly,” she said.

Six months after she began flying lessons she purchased her first plane, which was a bright yellow, second-hand biplane that she named The Canary. In October 1922 she achieved the world altitude record for women pilots by flying at a height of 14,000 feet.

In 1924 her parents divorced and her family’s financial troubles forced her to sell The Canary and she went to work in Boston but she never gave up her dream of flying again.

On May 20 1932 she took off from Harbor Grace, Newfoundland, heading for Paris. Almost immediately, the flight was plagued by poor weather, thick clouds and ice on the wings. Amelia knew she wouldn’t make it to Paris so she landed in Londonderry, Ireland. “After scaring the cows in the neighbourhood, I pulled up in a farmer’s back yard,” said Earhart. For her 15-hour flight, Amelia received many honours and became an international hero.

Between 1930 and 1935, she set seven women’s speed and distance aviation records.

Nearing her 40th birthday, she said, “I have a feeling that there is just about one more good flight left in my system...” She hoped that it would be a flight around the world. She wanted to be the first woman to do it.

On 1st June 1937, with her navigator Fred Noonan, she departed from Miami with a great fanfare. They began the 29,000 mile journey heading east. After 29 days of flying, they touched down in Lae, New Guinea. The remaining 7,000 miles would be done over the Pacific.

The plan required landing on Howland Island, located between Hawaii and Australia and 2,556 miles away from Lae. At only 1.5 miles long and half a mile wide, Howland Island was a difficult spot for landing. Special navigation precautions were taken, including establishing radio communication with U.S. Coast Guard ship Itasca off Howland Island.

Earhart and Noonan took off from Lae but they soon encountered problems with overcast skies and rain showers. Some witnesses reported that the radio antenna may have been damaged, while other experts suggested that their maps may have been inaccurate.

They were never to get to Howland Island. A coast guard ship began a rescue attempt immediately and the search continued for weeks but nothing was ever found. On 5th January 1939 Amelia Earhart was declared legally dead.

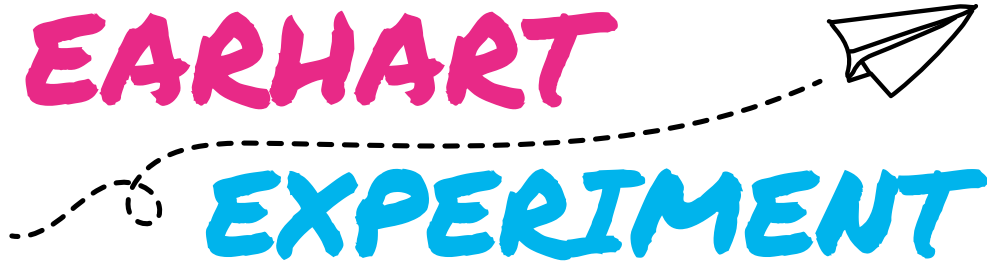
Although Earhart’s final journey did not end in success, she is an inspiration to girls and young women. She once famously said, “I am quite aware of the hazards. I want to do it, because I want to do it. Women must try to do the same things that men have tried. If they fail, their failure must be a challenge for others”.



“Women must try to do the same things that men have tried. If they fail, their failure must be a challenge for others” - Amelia Earhart



EARHART EXPERIMENT



Our team name is:

Round One

Build an aeroplane using only the resources in your team building pack.

You must use the same aeroplane for each of the test flights.

The furthest distance travelled will be your score from this round.

Flight number	Distance travelled
1	
2	
3	
4	

Round Two

You can now make one change to your aeroplane to attempt to fly it further. You cannot create a new aeroplane!

You may change one of the following things on your aeroplane:

- The length of the nose
- The weight of the nose
- The length of the wings
- The weight of the wings
- The length of the body
- The weight.

The only materials you may use are those in your team building pack.

Flight number	Distance travelled
1	
2	
3	
4	

Final score

Our furthest distance travelled:



BREAK TIME

 Age 5-25

 10 minutes

 £2

Resources

Jugs
Cups and plates
Juice or squash (cordial) and water
Biscuits and/or fruit

Preparation

Purchase food and drink.

Instructions

Ten minutes before you are due to break, assign a leader to prepare the drinks and snacks for the girls.

In an area away from the activities:

- make up jugs of juice/squash and water
- put the cups out
- put the biscuits and fruit on plates.

We do not advise that the girls pour out their own drinks as it can get messy! Instead, assign a leader to do this.

Note: You may have girls in your group who chose not to eat or drink during the session. This may be due to medical issues, eg eating disorders. Ensure that you make it clear to girls that it is their choice as to whether they choose to take a drink or snack.

You will need to be clear as to when break time has finished otherwise it will overrun the time you have allocated for it.

PARACHUTE GAMES

Focus

An opportunity for girls and young women to be active, have fun and work together as a team.



Get Active



Have Fun



Age 7-16



10 minutes
(minimum)



£18+

Resources

Play parachute (costs £15+ depending on size)
For 'Ball Roll' - coloured soft balls (around £3)

Preparation

Clear an area and lay out a parachute.
Ask the girls to equally space themselves around the edge of the parachute.

Instructions

There are a huge variety of activities that can be carried out using a play parachute, here are some games you could try:

- **Cat and Mouse** Ask the girls to hold the parachute at waist height. One girl plays the role of the 'cat', another is the 'mouse'. The cat must crawl on top the parachute to catch the mouse who is crawling underneath. If you have a large number of girls then more than one girl can play the cat and mouse. The cat should always have their eyes closed so that they cannot see where the mouse is and are relying on touch.
- **Fruit Salad** Choose four or five different fruit names and go around the parachute circle giving each girl the name of a fruit in a repeated order. The Leader then calls out the name of a fruit. Everyone lifts the parachute in the air and the girls with that fruit name run underneath and change places. If the Leader shouts 'fruit salad' everyone must change places. To make it more difficult, more than one fruit name can be called at a time.
- **Changing Places** All the girls lift the parachute. As it rises the Leader shouts for the girls to change places with someone who has a certain characteristic. These could include hair colour, shoe colour, owns a dog, etc. The girls sharing this characteristic have to run underneath and change places before the parachute comes down. This can also be done calling out the girls' names.
- **Shark Game** All the girls sit down with the parachute held up tight to their chins - like a duvet. One girl crawls underneath (the shark) and must grab someone's leg and pull them under. This child then becomes the shark. You could have more than one shark at a time.
- **Ball Roll** Girls roll the balls into the hole in the middle of the parachute. You can split them into teams and assign different coloured balls to each team.
- **Rollerball** The girls work together to keep a ball rolling along the outer edge of the parachute.
- **The Wave** The girls put their hands up, one after another, in order - creating a synchronized 'wave' as if in the stands at a sports event.

ACTIVE GAMES

Focus

Having fun at the same time as encouraging a healthy and active lifestyle. Increasing wellbeing and happiness through physical activity, which releases endorphins.



Get Active



Have Fun



Age 5-16



10 minutes
(minimum)



£5

Resources

Soft tennis size balls (different colours for Colour Toss)
Soft football
Marker or tape
Large cardboard boxes or baskets

Preparation

For Characters Game - compile a list of characters or animals from a well-known story or film.

Instructions

Here are some games that you can play with the girls:

• Characters Game

Make a list of characters or animals from a well-known story or film. Split the girls into groups of four or five. Give each girl in turn a character, ensuring that no one else hears it. Tell everyone in the group the whole list of names. Then one group asks another group, "Is in your group?" If the answer is "yes", that person then joins their group. If the answer is "no" then the next group has a guess. The game is over when everyone is in one group.

• 90

Ask the girls to get into pairs and stand in a circle. One girl stands in the centre of the circle. Everyone together counts aloud from 1-90. While counting, the girl in the middle goes and takes another girl's partner. The girl left on their own must choose another partner and so on. The aim is not to be the girl left on their own by the time they finish counting to 90.

• Head and Catch

The girls stand in a circle with the leader (or a chosen girl) in the middle with a soft football. The leader throws the football to the girls in turn or at random and calls out for them to 'head' or 'catch' the ball. After a few minutes change the game so that they must do the opposite to what they are asked (head = catch, catch = head). Anyone failing to do it correctly is eliminated. The winner is the last girl remaining.

• Banana Dodgeball

A selected girl tries to hit everyone else with a soft football. Once a girl has been hit, they have to stand with their hands above their head and tilted to one side in a banana shape until they are touched and 'released' by another girl. The game ends when all the players to have been hit and are stood in a banana shape.

Continued overleaf...

ACTIVE GAMES

...continued.

- **Get Rid of the Balls**

You will need several small balls to play this game. Split the group into two and put one group on either side of the room. Give each group the same number of balls. Create a line between them by marking it out with a marker pen or tape.

The object of the game is to roll all the balls over the line into the other group's side. There is rarely a winner, but it's a fun, energetic game to play!

- **Colour Toss** Using baskets or empty boxes, label each one with a colour. Girls then take turns to throw the balls into the corresponding colour baskets/boxes. You can split the girls into smaller teams and they compete against each other.

- **Musical Ball**

As a variation on musical chairs, the ball is passed between girls and the girl holding the ball when the music stops is 'out'. The last remaining girl is the winner of the game.

- **Say and Catch**

At the start of each round, ask the girls to choose a subject such as films, things they need for school, names of insects or birds, etc. They stand in a circle, spread out enough to throw the ball to each other.

The person with the ball chooses a girl to throw it to. Whilst it is being thrown to her, the girl catching it must say a word that relates to the subject. For example, 'ladybird' if the subject is insects. If they don't manage to say a new related word before they catch the ball, then they are eliminated. The last girl standing is the winner.

REVIEW AND CLOSE

Focus

To provide an opportunity for reflection at the end of a session and identify any future changes that could be made.



Be Creative



Age 5-25



10-15 minutes



£5

Resources

Aeroplanes / Slam Dunk - A4 paper
 Face charts - felt tip pens, paper plates
 Hands - A4 paper, felt tip pens
 Snapshot - camera (optional)
 Target - felt tip pens, large sheet of flip chart paper
 Trash - A4 paper, large boxes / bins
 Treasure - A4 paper, large boxes / bins
 Two Start - A4 paper, felt tip pens
 Warm Backs - A4 paper, sticky tape
 Washing Lines - ball of string

Preparation

None.

Instructions

1. Just as a group meeting starts with the girls and Leaders coming together, it is a good idea to close the group by bringing everyone back into one space. Set up the room so that there is space for all Leaders and all girls and young women to sit together. Dependent on their preference, this could be either on chairs in a circle or on the floor.
2. Briefly go through what has been covered in the session and thank everyone for getting involved and participating. Discuss how it is important for us as individuals to stand back at times and reflect on what we have just done and how, by doing this, we are able to improve things for the future. Talk about how this applies to GFS and that we need to ensure that we review what we do, so that we can deliver the best possible sessions for the girls and young women who are with us. Ensure that the girls are comfortable and know that they don't have to say everything was brilliant and that we want constructive ideas as to what should be developed.
3. Overleaf are a few different evaluation activities that you could do. We recommend that you select only one of these per group session. If occasionally your activity has taken longer than expected and you do not have time, you can revisit it and evaluate it the following week.
4. It is important that after carrying out the evaluation activity, you use the feedback from girls. Make sure you share it between all Leaders and include this feedback in your future planning sessions.
5. After completing the evaluation, thank the girls and let them know the date of the next group session and what they will be doing in it.

Continued overleaf...

REVIEW AND CLOSE

...continued (2/3).

Talk Like a Pirate (for younger girls)

Standing in a circle, ask the girls to share their opinion of things in the session by saying: 'Ooh!' (to mean 'I really liked that'), 'Aarrgh!' (to mean 'I didn't like it')

Two Stars and a Wish (for younger girls)

Ask the girls to draw two stars on a piece of paper and write in them what they thought was good about the session. They then draw a wand and write on it something they wished had happened or they would like to happen in a future session. If you are limited for time, you could also do this verbally and ask the girls rather than getting them to draw stars and a wand.

Target Board (for all ages)

Draw a dartboard on a large piece of paper and ask the girls to 'score' the group session. It may be that for a particular activity - eg an active game - they give it a bullseye but for another part of the session they score further out on the target board. They can score this by all drawing on the 'board' or by calling out with one girl nominated as the scribe.

Hands (for all ages)

Give girls a piece of paper and pens. Ask them to draw around their hand and note on the following fingers how they felt about tonight's activities:

- Thumb - something good that they enjoyed
- Index finger - something that they'd like to share with others
- Middle finger - something they did not enjoy
- Fourth finger - the best thing about tonight's session
- Little finger - something that they would change.

It isn't a problem if girls do not want to complete all the fingers of the hand. Ask if anyone would like to share their points.

Aeroplanes / Slam Dunk (for all ages)

Ask the girls to note down on a piece of paper what they have enjoyed in this evening's session and what could be improved. They then either create a paper aeroplane with their sheet of paper or screw it up into a ball. Using a box or empty bin as a target, get them to fly/throw the feedback into it. Just remember to collect them later!

Warm Backs (for age ten upwards)

Stick a piece of paper to the back of each girl and ask everyone to wander round the room, writing positive comments about the session on each other's backs.

For example, tell someone: you had a good chat with them, a skill you noticed them using, they cheered you up or helped you with something difficult.

Everyone should try to comment on as many people's backs as possible. Comments should be kept anonymous and not signed by the author. Stop when everyone has something written on their backs. Ask the girls to take off their piece of paper and read through it.

Continued on next page...

REVIEW AND CLOSE

...continued (3/3).

Trash or Treasure (for all ages)

Set up two boxes/empty bins in the room and tell them that one is for trash and the other for treasure. Give the girls some slips of paper and ask them to reflect back on the session that they've just done and think about everything that they'd want to change/get rid of in the session - this would be the trash - and everything that they want to keep - this would be the treasure. After writing these down on the slips of the paper, ask them to put their feedback into the respective boxes.

Washing Lines (for all ages)

Hang a piece of string across the room and identify one end of the line as 0 and the opposite end as 10. Name each of the activities that you have done in that session and ask the girls to stand along the line to represent what they thought about the activity. For example, if they thought it was brilliant, they should stand at the ten spot, if it was average then five, if they didn't enjoy it then they'd go to the point in the line that represented zero. If there is a large number of girls you could put the string on the floor and ask them to place a piece of paper/sticky note to represent their scores.

Face Charts (for all ages)

Give each girl a paper plate and some pens. Ask them to think about the session and draw a face on the plate that represents how they feel about it. For example, happy, sad, frustrated, etc. On the reverse side of the plate, ask them to write briefly what made them feel this way. Was it a particular activity, or something that happened? Younger girls may need support in writing the reasons down.

A Simple Go Round (for all ages)

Arrange the girls and Leaders sitting in a circle. Ask the girls to volunteer their feedback on the session and comments on what they enjoyed about it. Following this, you can ask for suggestions as to how the session might be changed so it works better for the girls. Note that some girls may not want to volunteer feedback in this way so don't go round the circle in order as it can put girls on the spot and make them feel uncomfortable.

High and Low (for all ages)

List each of the session's activities in turn and for each one, ask the girls to stretch up high if they especially enjoyed an activity, stand still if they liked it, and bend down if they didn't.

Blind Vote (for all ages)


Ask the girls to stand in a circle facing outwards. Make sure that they cannot see each other by getting them to close their eyes. Call out the session's activities and ask them to put their hands up to show whether they enjoyed the activity, thought it was ok or didn't enjoy it.


Snapshot (for all ages)

Ask the girls to stand in a row and pretend they are having their photo taken. They should pose as if they are taking part in their favourite activity of the night. One of the Leaders can pretend to (or actually) take a picture of them. You can repeat this with what they liked least or what they'd like to do again.


LEADERS' SESSION REVIEW

As well as asking the girls to review how they found the session, it is important for you as Leaders to have time to reflect. Below are some questions to help you to do this. Feedback from this can be used in future planning sessions and can also be given to your Regional Development Coordinator to help GFS improve future sessions for other groups.

What worked well? 

What didn't go as well as planned? 

What needs to change for next time? 

Any concerns or worries? 

Finance *This should be recorded weekly at the end of the session. Don't forget to keep receipts for expenditure and expenses!*

Amount in petty cash at start of session

Amount of subs received

Expenditure for session

Volunteer expenses for session

Total amount in petty cash

How much needs to be banked?
(Leaving £10 in the tin for petty cash)

Actions before next session *List here any actions needed before next session. Agree who will do these.*

Common actions that all groups will have include:

- bank any money received over £10
- if girls have joined by completing a paper form, send copies to Head Office
- if using online registers, update these
- check you have all the resources needed for the next session
- check which Leaders will be at next session
- provide feedback / raise any issues with your RDC



Leaders' signatures



Date:

WEEK FOUR SESSION PLAN

Themes covered this week:



My Community
Circle Time



Be Creative
Assumptions Game
Review and Close



Get Active
Active Games



Have Fun
Active Games



Happy to be Me
Assumptions Game
Circle Time

Date



Time




Leaders running this session: 

.....


.....

Session purpose:

To provide an opportunity for the girls to explore and challenge what assumptions are made of them both individually and collectively.

Time	Activity	Who is leading this activity?
15 mins	Circle Time	.....
30 mins	Assumptions Game	.....
10 mins	Break	.....
20 mins	Active Games	.....
15 mins	Review and Close	.....

Notes and reminders

..... 

.....

.....

.....

.....

CIRCLE TIME

Focus

To welcome the girls and young women to the group meeting and provide an opportunity for them to share any news or concerns they may have.



My Community



Happy to be me



Age 5-25



15 minutes



£0

Resources

None

Preparation

Set up room with chairs in a circle

Table set up to register the girls and take their subs on arrival

Instructions

1. Assign a leader who will mark the register as girls arrive and take their subs.
2. Set up the room so that there is space for all leaders/helpers and the girls and young women to sit together. Depending on preference, this could be either on chairs in a circle or on the floor.
3. Welcome everyone to the group and introduce any girls or leaders who have newly joined. Ensure that all girls know where the toilets and fire exits are.
4. Ask the girls about their week (or the period since the group last met) and if they have any news that they would like to share with each other.
5. It may be that until the group gets used to doing this, that you (or another leader) initially share a piece of news yourself. Examples might include an event you have recently been to, a family birthday or a new activity you have tried.
6. Whilst the girls are sharing, ensure that they do not talk over one another or pass judgement on another girl's news. Also look out for any quieter members in the group who might not speak out initially and need some encouragement to share. Keep in mind that the sharing is optional, if a girl doesn't want to speak she doesn't have to.

Note: It may be that a girl shares a piece of news that is sad or upsetting to her. For example, a bereavement in the family or something that has happened at school. Acknowledge this and thank her for sharing it with the group. Discuss how the group at GFS provides them with a place where they can focus on themselves and their friends and how hope that the session this evening can provide some 'time out' for them to have fun with friends.

You may wish to follow up afterwards to check they are being provided with the right support. For example, if they discussed an incident at school to check that they have raised this with a teacher and their parents.

Extension ideas

During this time you may also wish to share the story of an inspirational woman, particularly if the woman's achievements fit with the theme of the session. The book *Good Night Stories for Rebel Girls* by Elena Favilli and Francesca Cavallo provides a range of stories about women in different fields.

ASSUMPTIONS GAME

Focus

To provide the girls and young women with the opportunity to challenge assumptions that are made about them.



Be Creative



Happy to be me



Age 5-25



30 minutes



£5

Resources

Sticky notes
A4 Paper
Felt tip pens

Preparation

Divide the girls into groups of around four, grouped by approximate ages.
Set out resources, one per group of items listed under resources.

Instructions

Note: If you have younger girls- those aged between five and eight - there is an alternative version of this activity for them overleaf.

For older girls:

1. Ask girls if they understand the meaning of 'assumptions'. Discuss with them what they think it means and provide if needed a dictionary definition:
Assumption - a thing that is accepted as true or as certain to happen, without proof.
2. Ask them what assumptions they think people might hold about them? For example, for younger girls it could be the assumption that children are noisy, don't listen or are badly behaved. For older girls, things such as girls primarily being interested in things such as clothes, makeup or that they disrespect their environment by dropping litter.
3. Ask them why they think this is? What causes these assumptions? Things to discuss could include the media and how they portray girls and young women and stereotypes that people hold about young women acting in certain ways.
4. Split them into smaller groups of around four per group. Get each of the girls to draw their own portrait (head and shoulders) on a piece of A4 paper. It doesn't need to be a detailed sketch, just an image that they feel represents them.
5. Ask them then to think about the kinds of assumptions that might be made about them. Write each of these on a sticky note and place the notes on the A4 paper around the outside of their portrait picture. Looking at their portrait, get them to discuss in their groups if they feel the statements/assumptions made about them are true? If not, why not? If they feel open to doing this, you may want to ask a couple of girls to share their portrait with the group.
6. Get them then to go back to their portrait and think about they are actually or really like as a person. They should take away all the assumptions that are untrue and replace these with positive statements about themselves.

Continued overleaf...



ASSUMPTIONS GAME

...continued.

7. Check in with them to ensure that they are able to identify positive things. They could be related to any aspect of them, for example their character (confident, caring, etc) - or their skills (sporty, clever, etc). Close the activity by asking girls to share some of the positive things they highlighted about themselves. Discuss how important it is that we don't allow people's assumptions of us to cloud what we believe in ourselves and what we are really like.
8. They can take home their finished portraits.

For younger girls

1. Within their group, get them to work in pairs and give each of them two pieces of A4 paper and some pens.
2. Ask them to draw themselves on one piece of paper. It can be of them doing anything eg, just standing there, doing their favourite hobby, playing at school, etc.
3. After they've done this, get them to put it to one side. They then take the other piece of paper and draw their partner. Again, get them to draw her in whatever setting they want. Check that they are drawing a positive image of the other girl and guide them as needed. As there is less discussion involved in this activity than the version for older girls, there will be more time for them to be creative with their pictures and colour them in as they want.
4. When they have completed the picture of the other girl, they should give it to their partner. Each girl will then have two pictures of herself.
5. Ask them to look at their pictures and identify things that are the same in them. For example, in both pictures that the girl might be shown doing sporty things, or showing a characteristic such as being helpful to others.
6. Next discuss which things are different in the two pictures. Given the ages of the girls, this activity is not meant to be discussed in depth, but it does provide an opportunity to discuss how other people sometimes view us in the same or different ways to how we view ourselves.

BREAK TIME

 Age 5-25

 10 minutes

 £2

Resources

Jugs
Cups and plates
Juice or squash (cordial) and water
Biscuits and/or fruit.

Preparation

Purchase food and drink.

Instructions

Ten minutes before you are due to break, assign a leader to prepare the drinks and snacks for the girls.

In an area away from the activities:

- make up jugs of juice/squash and water
- put the cups out
- put the biscuits and fruit on plates

We do not advise that the girls pour out their own drinks as it can get messy! Instead, assign a leader to do this.

Note: You may have girls in your group who chose not to eat or drink during the session. This may be due to medical issues, eg eating disorders. Ensure that you make it clear to girls that it is their choice as to whether they choose to take a drink or snack.

You will need to be clear as to when break time has finished otherwise it will overrun the time you have allocated for it.

PARACHUTE GAMES

Focus

An opportunity for girls and young women to be active, have fun and work together as a team.



Get Active



Have Fun



Age 7-16



10 minutes
(minimum)



£18+

Resources

Play parachute (costs £15+ depending on size)
For 'Ball Roll' - coloured soft balls (around £3)

Preparation

Clear an area and lay out a parachute.
Ask the girls to equally space themselves around the edge of the parachute.

Instructions

There are a huge variety of activities that can be carried out using a play parachute, here are some games you could try:

- **Cat and Mouse** Ask the girls to hold the parachute at waist height. One girl plays the role of the 'cat', another is the 'mouse'. The cat must crawl on top the parachute to catch the mouse who is crawling underneath. If you have a large number of girls then more than one girl can play the cat and mouse. The cat should always have their eyes closed so that they cannot see where the mouse is and are relying on touch.
- **Fruit Salad** Choose four or five different fruit names and go around the parachute circle giving each girl the name of a fruit in a repeated order. The Leader then calls out the name of a fruit. Everyone lifts the parachute in the air and the girls with that fruit name run underneath and change places. If the Leader shouts 'fruit salad' everyone must change places. To make it more difficult, more than one fruit name can be called at a time.
- **Changing Places** All the girls lift the parachute. As it rises the Leader shouts for the girls to change places with someone who has a certain characteristic. These could include hair colour, shoe colour, owns a dog, etc. The girls sharing this characteristic have to run underneath and change places before the parachute comes down. This can also be done calling out the girls' names.
- **Shark Game** All the girls sit down with the parachute held up tight to their chins - like a duvet. One girl crawls underneath (the shark) and must grab someone's leg and pull them under. This child then becomes the shark. You could have more than one shark at a time.
- **Ball Roll** The girls roll the balls into the hole in the middle of the parachute. You can split them into teams and assign different coloured balls to each team.
- **Rollerball** The girls work together to keep a ball rolling along the outer edge of the parachute.
- **The Wave** The girls put their hands up, one after another, in order - creating a synchronized 'wave' as if in the stands at a sports event.

ACTIVE GAMES

Focus

Having fun at the same time as encouraging a healthy and active lifestyle. Increasing wellbeing and happiness through physical activity, which releases endorphins.



Get Active



Have Fun



Age 5-16



10 minutes
(minimum)



£5

Resources

Soft tennis size balls (different colours for Colour Toss)
Soft football
Marker or tape
Large cardboard boxes or baskets

Preparation

For Characters Game - compile a list of characters or animals from a well-known story or film.

Instructions

Here are some games that you can play with the girls:

• Characters Game

Make a list of characters or animals from a well-known story or film. Split the girls into groups of four or five. Give each girl in turn a character, ensuring that no one else hears it. Tell everyone in the group the whole list of names. Then one group asks another group, "Is in your group?" If the answer is "yes", that person then joins their group. If the answer is "no" then the next group has a guess. The game is over when everyone is in one group.

• 90

Ask the girls to get into pairs and stand in a circle. One girl stands in the centre of the circle. Everyone together counts aloud from 1-90. While counting, the girl in the middle goes and takes another girl's partner. The girl left on their own must choose another partner and so on. The aim is not to be the girl left on their own by the time they finish counting to 90.

• Head and Catch

The girls stand in a circle with the leader (or a chosen girl) in the middle with a soft football. The leader throws the football to the girls in turn or at random and calls out for them to 'head' or 'catch' the ball. After a few minutes change the game so that they must do the opposite to what they are asked (head = catch, catch = head). Anyone failing to do it correctly is eliminated. The winner is the last girl remaining.

• Banana Dodgeball

A selected girl tries to hit everyone else with a soft football. Once a girl has been hit, they have to stand with their hands above their head and tilted to one side in a banana shape until they are touched and 'released' by another girl. The game ends when all the players to have been hit and are stood in a banana shape.

Continued overleaf...

ACTIVE GAMES

...continued.

- **Get Rid of the Balls**

You will need several small balls to play this game. Split the group into two and put one group on either side of the room. Give each group the same number of balls. Create a line between them by marking it out with a marker pen or tape.

The object of the game is to roll all the balls over the line into the other group's side. There is rarely a winner, but it's a fun, energetic game to play!

- **Colour Toss** Using baskets or empty boxes, label each one with a colour. Girls then take turns to throw the balls into the corresponding colour baskets/boxes. You can split the girls into smaller teams and they compete against each other.

- **Musical Ball**

As a variation on musical chairs, the ball is passed between girls and the girl holding the ball when the music stops is 'out'. The last remaining girl is the winner of the game.

- **Say and Catch**

At the start of each round, ask the girls to choose a subject such as films, things they need for school, names of insects or birds, etc. They stand in a circle, spread out enough to throw the ball to each other.

The person with the ball chooses a girl to throw it to. Whilst it is being thrown to her, the girl catching it must say a word that relates to the subject. For example, 'ladybird' if the subject is insects. If they don't manage to say a new related word before they catch the ball, then they are eliminated. The last girl standing is the winner.

REVIEW AND CLOSE

Focus

To provide an opportunity for reflection at the end of a session and identify any future changes that could be made.



Be Creative



Age 5-25



10-15 minutes



£5

Resources

Aeroplanes / Slam Dunk - A4 paper
 Face charts - felt tip pens, paper plates
 Hands - A4 paper, felt tip pens
 Snapshot - camera (optional)
 Target - felt tip pens, large sheet of flip chart paper
 Trash - A4 paper, large boxes / bins
 Treasure - A4 paper, large boxes / bins
 Two Start - A4 paper, felt tip pens
 Warm Backs - A4 paper, sticky tape
 Washing Lines - ball of string

Preparation

None.

Instructions

1. Just as a group meeting starts with the girls and Leaders coming together, it is a good idea to close the group by bringing everyone back into one space. Set up the room so that there is space for all Leaders and all girls and young women to sit together. Dependent on their preference, this could be either on chairs in a circle or on the floor.
2. Briefly go through what has been covered in the session and thank everyone for getting involved and participating. Discuss how it is important for us as individuals to stand back at times and reflect on what we have just done and how, by doing this, we are able to improve things for the future. Talk about how this applies to GFS and that we need to ensure that we review what we do, so that we can deliver the best possible sessions for the girls and young women who are with us. Ensure that the girls are comfortable and know that they don't have to say everything was brilliant and that we want constructive ideas as to what should be developed.
3. Overleaf are a few different evaluation activities that you could do. We recommend that you select only one of these per group session. If occasionally your activity has taken longer than expected and you do not have time, you can revisit it and evaluate it the following week.
4. It is important that after carrying out the evaluation activity, you use the feedback from girls. Make sure you share it between all Leaders and include this feedback in your future planning sessions.
5. After completing the evaluation, thank the girls and let them know the date of the next group session and what they will be doing in it.

Continued overleaf...

REVIEW AND CLOSE

...continued (2/3).

Talk Like a Pirate (for younger girls)

Standing in a circle, ask the girls to share their opinion of things in the session by saying: 'Ooh!' (to mean 'I really liked that'), 'Aarrgh!' (to mean 'I didn't like it')

Two Stars and a Wish (for younger girls)

Ask the girls to draw two stars on a piece of paper and write in them what they thought was good about the session. They then draw a wand and write on it something they wished had happened or they would like to happen in a future session. If you are limited for time, you could also do this verbally and ask the girls rather than getting them to draw stars and a wand.

Target Board (for all ages)

Draw a dartboard on a large piece of paper and ask the girls to 'score' the group session. It may be that for a particular activity - eg an active game - they give it a bullseye but for another part of the session they score further out on the target board. They can score this by all drawing on the 'board' or by calling out with one girl nominated as the scribe.

Hands (for all ages)

Give girls a piece of paper and pens. Ask them to draw around their hand and note on the following fingers how they felt about tonight's activities:

- Thumb - something good that they enjoyed
- Index finger - something that they'd like to share with others
- Middle finger - something they did not enjoy
- Fourth finger - the best thing about tonight's session
- Little finger - something that they would change.

It isn't a problem if girls do not want to complete all the fingers of the hand. Ask if anyone would like to share their points.

Aeroplanes / Slam Dunk (for all ages)

Ask the girls to note down on a piece of paper what they have enjoyed in this evening's session and what could be improved. They then either create a paper aeroplane with their sheet of paper or screw it up into a ball. Using a box or empty bin as a target, get them to fly/throw the feedback into it. Just remember to collect them later!

Warm Backs (for age ten upwards)

Stick a piece of paper to the back of each girl and ask everyone to wander round the room, writing positive comments about the session on each other's backs.

For example, tell someone: you had a good chat with them, a skill you noticed them using, they cheered you up or helped you with something difficult.

Everyone should try to comment on as many people's backs as possible. Comments should be kept anonymous and not signed by the author. Stop when everyone has something written on their backs. Ask the girls to take off their piece of paper and read through it.

Continued on next page...

REVIEW AND CLOSE

...continued (3/3).

Trash or Treasure (for all ages)

Set up two boxes/empty bins in the room and tell them that one is for trash and the other for treasure. Give the girls some slips of paper and ask them to reflect back on the session that they've just done and think about everything that they'd want to change/get rid of in the session - this would be the trash - and everything that they want to keep - this would be the treasure. After writing these down on the slips of the paper, ask them to put their feedback into the respective boxes.

Washing Lines (for all ages)

Hang a piece of string across the room and identify one end of the line as 0 and the opposite end as 10. Name each of the activities that you have done in that session and ask the girls to stand along the line to represent what they thought about the activity. For example, if they thought it was brilliant, they should stand at the ten spot, if it was average then five, if they didn't enjoy it then they'd go to the point in the line that represented zero. If there is a large number of girls you could put the string on the floor and ask them to place a piece of paper/sticky note to represent their scores.

Face Charts (for all ages)

Give each girl a paper plate and some pens. Ask them to think about the session and draw a face on the plate that represents how they feel about it. For example, happy, sad, frustrated, etc. On the reverse side of the plate, ask them to write briefly what made them feel this way. Was it a particular activity, or something that happened? Younger girls may need support in writing the reasons down.

A Simple Go Round (for all ages)

Arrange the girls and Leaders sitting in a circle. Ask the girls to volunteer their feedback on the session and comments on what they enjoyed about it. Following this, you can ask for suggestions as to how the session might be changed so it works better for the girls. Note that some girls may not want to volunteer feedback in this way so don't go round the circle in order as it can put girls on the spot and make them feel uncomfortable.

High and Low (for all ages)

List each of the session's activities in turn and for each one, ask the girls to stretch up high if they especially enjoyed an activity, stand still if they liked it, and bend down if they didn't.

Blind Vote (for all ages)





Ask the girls to stand in a circle facing outwards. Make sure that they cannot see each other by getting them to close their eyes. Call out the session's activities and ask them to put their hands up to show whether they enjoyed the activity, thought it was ok or didn't enjoy it.

Snapshot (for all ages)

Ask the girls to stand in a row and pretend they are having their photo taken. They should pose as if they are taking part in their favourite activity of the night. One of the Leaders can pretend to (or actually) take a picture of them. You can repeat this with what they liked least or what they'd like to do again.

LEADERS' SESSION REVIEW

As well as asking the girls to review how they found the session, it is important for you as Leaders to have time to reflect. Below are some questions to help you to do this. Feedback from this can be used in future planning sessions and can also be given to your Regional Development Coordinator to help GFS improve future sessions for other groups.


<p>What worked well? </p>	<p>What didn't go as well as planned? </p>
<p>What needs to change for next time? </p>	<p>Any concerns or worries? </p>


Finance This should be recorded weekly at the end of the session. **Don't forget to keep receipts for expenditure and expenses!**

Amount in petty cash at start of session	<input type="text"/>	Amount of subs received	<input type="text"/>
Expenditure for session	<input type="text"/>	Volunteer expenses for session	<input type="text"/>
Total amount in petty cash	<input type="text"/>	How much needs to be banked? (Leaving £10 in the tin for petty cash)	<input type="text"/>

Actions before next session List here any actions needed before next session. Agree who will do these. Common actions that all groups will have include:

- bank any money received over £10
- if girls have joined by completing a paper form, send copies to Head Office
- if using online registers, update these
- check you have all the resources needed for the next session
- check which Leaders will be at next session
- provide feedback / raise any issues with your RDC



Leaders' signatures 

Date:

WEEK FIVE SESSION PLAN

Themes covered this week:



My Community
Circle Time
Drama Game



Be Creative
Future Self
Drama Game



Have Fun
Drama Game.



Happy to be Me
Circle Time
Future Self



Skills for Life
Drama Game

Date  Time 


Leaders running this session: 

.....
.....

Session purpose:

To provide an opportunity for the girls to explore what their future self will be like and what activities and opportunities GFS could provide to help them reach this point.

To use these ideas and feedback from previous sessions to plan the next term's activities.

Time	Activity	Who is leading this activity?
15 mins	Circle Time	.....
45 mins	Future Self	.....
10 mins	Break	.....
20 mins	Drama Game	.....

Notes and reminders

.....
.....
.....
.....
.....

CIRCLE TIME

Focus

To welcome the girls and young women to the group meeting and provide an opportunity for them to share any news or concerns they may have.



Resources

None

Preparation

Set up room with chairs in a circle

Table set up to register the girls and take their subs on arrival

Instructions

1. Assign a leader who will mark the register as girls arrive and take their subs.
2. Set up the room so that there is space for all leaders/helpers and the girls and young women to sit together. Depending on preference, this could be either on chairs in a circle or on the floor.
3. Welcome everyone to the group and introduce any girls or leaders who have newly joined. Ensure that all girls know where the toilets and fire exits are.
4. Ask the girls about their week (or the period since the group last met) and if they have any news that they would like to share with each other.
5. It may be that until the group gets used to doing this, that you (or another leader) initially share a piece of news yourself. Examples might include an event you have recently been to, a family birthday or a new activity you have tried.
6. Whilst the girls are sharing, ensure that they do not talk over one another or pass judgement on another girl's news. Also look out for any quieter members in the group who might not speak out initially and need some encouragement to share. Keep in mind that the sharing is optional, if a girl doesn't want to speak she doesn't have to.

Note: It may be that a girl shares a piece of news that is sad or upsetting to her. For example, a bereavement in the family or something that has happened at school. Acknowledge this and thank her for sharing it with the group. Discuss how the group at GFS provides them with a place where they can focus on themselves and their friends and how hope that the session this evening can provide some 'time out' for them to have fun with friends.

You may wish to follow up afterwards to check they are being provided with the right support. For example, if they discussed an incident at school to check that they have raised this with a teacher and their parents.

Extension ideas

During this time you may also wish to share the story of an inspirational woman, particularly if the woman's achievements fit with the theme of the session. The book *Good Night Stories for Rebel Girls* by Elena Favilli and Francesca Cavallo provides a range of stories about women in different fields.

FUTURE SELF

Focus

To provide the girls and young women with the opportunity to explore what they would like to be in the future.



Happy to be me



Be Creative



Age 5-16



45 minutes



£15+

Resources

White or plain t-shirts (approx £4 per t-shirt)
Fabric paints
Paper to cover tables

Preparation

Check with girls/parents what t-shirt sizes are required
Purchase white/plain t-shirts
Purchase fabric paints

Instructions

1. Begin the activity by sharing the story of CoCo Chanel. See attached information sheet.
Note: The story of CoCo Chanel is featured in a number of books for girls and young women including Kate Pankhurst's 'Great Women Who Changed The World' and 'Good Night Stories for Rebel Girls - 100 Tales of Extraordinary Women'. Although not essential to the activity, it is recommended that you purchase these for your group. Alternatively they could be borrowed from a local library.
2. Tell the girls that we are going to think about how clothes are used as a way to explore and express ourselves.
3. Ask them to reflect back to last week (Assumptions Game) when they were exploring assumptions people made about them and the positive statements they came up with about themselves. If you have girls that are new/did not attend last week, ask others to share some of their positive statements so they can understand what was discussed.
4. Now ask them to think ahead to five years into the future and ask themselves:
 - How old will they be then?
 - What do they think they will they be doing? For example, at senior school, college, etc.
 - How would they describe themselves?
 - What things would be important and matter to them?
5. Cover the tables with newspaper and give two more sheets of newspaper to every girl. Ask them to fold the sheets in half and then half again. Place these inside the t-shirt and lay it flat on the table.
6. On their t-shirts, get them to depict what their future self might be like in five years' time. They can do this in any way they like, eg drawing an image of themselves, key words, a slogan, pictures, etc.
7. When they have done this, offer them the opportunity to 'share' their t-shirt with the others if they wish.
8. Note that t-shirts will be wet so will need careful handling. Lay them out to dry. If dry by the end of the session take individual and group pictures of girls with their t-shirts.

COCO CHANEL - FASHION DESIGNER

- Gabrielle Chanel was born on 19th August 1883 and lived until 10th January 1971.
- She was an orphan who was brought up in a convent by nuns.
- There she was taught to sew and when she grew up, she worked as a seamstress by day and a singer by night.
- As a singer, she was known by the soldiers she sang for as Coco and this nickname stuck with her for the rest of her life. Hence, she became known as CoCo Chanel.
- CoCo began to design hats and clothes for women. These were in a completely different style to those being worn at the time. Most women's clothes in those days were corset-like in style and very uncomfortable to wear.
- She went on to open her first shop in Paris in 1910 and this was a first step in changing the way that women dressed forever. For example, in 1918 she launched the first range of pyjamas for women. Before then only men wore them!
- Her most successful design was her classic "little black dress" where she transformed the colour that had always been associated with funerals to something that could be worn for a glamorous night out.
- Her perfume 'Chanel No 5' (pronounced Chanel 'number' five) was named after her lucky number, which was five. It was such a success that it went on to make her a millionaire.



"My life didn't please me, so I created my life." - CoCo Chanel

BREAK TIME

 Age 5-25

 10 minutes

 £2

Resources

Jugs
Cups and plates
Juice or squash (cordial) and water
Biscuits and/or fruit.

Preparation

Purchase food and drink.

Instructions

Ten minutes before you are due to break, assign a leader to prepare the drinks and snacks for the girls.

In an area away from the activities:

- make up jugs of juice/squash and water
- put the cups out
- put the biscuits and fruit on plates.

We do not advise that the girls pour out their own drinks as it can get messy! Instead, assign a leader to do this.

Note: You may have girls in your group who chose not to eat or drink during the session. This may be due to medical issues, eg eating disorders. Ensure that you make it clear to girls that it is their choice as to whether they choose to take a drink or snack.

You will need to be clear as to when break time has finished otherwise it will overrun the time you have allocated for it.

FUTURE ACTIVITIES DRAMA GAME

Focus

To provide the girls and young women with a creative way of identifying future activities that could be undertaken by the group.



My Community



Have Fun



Be Creative



Skills for life



Age 5-16



20 minutes



£2

Resources

GFS themes handout

Preparation

Make copies of the GFS theme handout.

Instructions

1. Drawing on the last activity where they considered what their future self would look like, discuss that we will now be looking to see how GFS can help them along their journey towards this goal.
2. Split the girls into small groups and give each a GFS themes handout. The purpose of this is to get them to think across the different types of activities that could be undertaken by the group. Tell them that it is only a guide and that they don't have to follow strictly the six themes.
3. Get them to discuss in their groups the different things that they would like to explore in future sessions. As leaders, help them think 'across' the themes to identify activities that may develop, eg life skills and an understanding of being a girl alongside activities that are predominantly focused on being active or having fun.
4. There are no right or wrong answers. It is about getting a good range of potential activities that you as Leaders can then use to help future planning.
5. Rather than get the girls to just talk through their ideas, ask them to act them out. They have to do it through mime while the other groups try to guess what they are doing.
6. Help them to group together ideas. For example, if there are several sports ones then they can demonstrate this in one short sketch.
7. In turns, get each group to act out an activity idea/theme for the other groups to guess. Ensure that there is a Leader or a girl making a note of all the suggestions.
8. Once all have been acted out, thank the girls for their ideas and discuss how these will now be fed into future planning. Ensure that you manage expectations! For example they may have decided that they want to travel to Europe or beyond and you may have to explain that this won't be practical for several reasons.


GFS ACTIVITY THEMES

GFS activities provide GFS girls and young women all over England and Wales with the opportunities to have fun, make friends, develop confidence and learn new skills. Activities are split into the following categories:



LEADERS' SESSION REVIEW

In addition to the usual review and actions that come from the session, it would be good for you to agree this week when you will meet to plan your next term's activities. Your RDC is there to assist and support you in this and can provide guidance on how to run a leader's planning meeting, how to incorporate ideas from the girls into the programme, how to cost activities and ensure that they run within budget.

What worked well? 

What didn't go as well as planned? 

What needs to change for next time? 

Any concerns or worries? 

Finance *This should be recorded weekly at the end of the session. Don't forget to keep receipts for expenditure and expenses!*

Amount in petty cash at start of session


Amount of subs received

Expenditure for session

Volunteer expenses for session

Total amount in petty cash

How much needs to be banked?
(Leaving £10 in the tin for petty cash)

Actions before next session *List here any actions needed before next session. Agree who will do these.* 

Set a date for a planning meeting where all Leaders come together to review the term and plan the next term of activities.

Date: 

Leaders' signatures 

Date:

WEEK SIX SESSION PLAN

Themes covered this week:



My Community
Circle Time



Be Creative
Mindful Me
Review and Close



Happy to be Me
Circle Time
Mindful Me



Skills for Life
Mindful Me


Date  Time 

Leaders running this session: 

.....
.....

Session purpose:

To provide an opportunity for the girls to try out a range of mindfulness activities.

Time	Activity	Who is leading this activity?
15 mins	Circle Time	.....
60 mins	Mindful Me (including a ten minute break)	.....
15 mins	Review and Close	.....

Notes and reminders

.....
.....
.....
.....
.....

CIRCLE TIME

Focus

To welcome the girls and young women to the group meeting and provide an opportunity for them to share any news or concerns they may have.



My Community



Happy to be me



Age 5-25



15 minutes



£0

Resources

None

Preparation

Set up room with chairs in a circle

Table set up to register the girls and take their subs on arrival

Instructions

1. Assign a leader who will mark the register as girls arrive and take their subs.
2. Set up the room so that there is space for all leaders/helpers and the girls and young women to sit together. Depending on preference, this could be either on chairs in a circle or on the floor.
3. Welcome everyone to the group and introduce any girls or leaders who have newly joined. Ensure that all girls know where the toilets and fire exits are.
4. Ask the girls about their week (or the period since the group last met) and if they have any news that they would like to share with each other.
5. It may be that until the group gets used to doing this, that you (or another leader) initially share a piece of news yourself. Examples might include an event you have recently been to, a family birthday or a new activity you have tried.
6. Whilst the girls are sharing, ensure that they do not talk over one another or pass judgement on another girl's news. Also look out for any quieter members in the group who might not speak out initially and need some encouragement to share. Keep in mind that the sharing is optional, if a girl doesn't want to speak she doesn't have to.

Note: It may be that a girl shares a piece of news that is sad or upsetting to her. For example, a bereavement in the family or something that has happened at school. Acknowledge this and thank her for sharing it with the group. Discuss how the group at GFS provides them with a place where they can focus on themselves and their friends and how hope that the session this evening can provide some 'time out' for them to have fun with friends.

You may wish to follow up afterwards to check they are being provided with the right support. For example, if they discussed an incident at school to check that they have raised this with a teacher and their parents.

Extension ideas

During this time you may also wish to share the story of an inspirational woman, particularly if the woman's achievements fit with the theme of the session. The book *Good Night Stories for Rebel Girls* by Elena Favilli and Francesca Cavallo provides a range of stories about women in different fields.

MINDFUL ME

Focus

To provide the girls and young women with the opportunity to explore what they would like to be in the future.



Happy to be me



Be Creative



Skills for life



Age 5-25



60 minutes
(inc 10 min break)



£5

Resources

Yoga video sessions
Mindfulness video session
Tablet or laptop
Tablets for fizzing (eg indigestion or denture tablets)
Bowl of water

Preparation

Download yoga and meditation sessions - *available from your RDC*
Buy fizzing tablets

Instructions

- Depending on the number of girls and the size of your room/s you can either run this session with them all doing each activity together or you can split them into three groups. It is not advised to run both the mindfulness and yoga activities in the same room due to noise and needing equipment to do both at once.
- An hour- including break - has been allowed for the three mindfulness activities. This is due to the time it takes to set up and explain each activity, run it and then take any questions.
- Ask the girls to reflect back on the previous week where as a group they explored things about themselves and each other (All About Me activity), assumptions that people can make about them (Assumptions Game) and how they'd like to be in the future (Future Me). Discuss how important it is for us to recognise and be proud of who we are and part of this is about taking care of ourselves. Through doing this, it helps to maintain and increase our self-belief and confidence.
- Discuss how one way of developing self-belief and confidence is to be 'mindful'. Do they know what this means? To help facilitate a discussion use question prompts such as:
 - Have they heard of the term mindfulness?
 - What do they think it means?
 - What might they do to be mindful?
 - Do they know anyone who does mindfulness?
 - What might you get out of doing it?

Continued overleaf...



MINDFUL ME

...continued (2/3).

1. The key point that we want to draw out is that mindfulness is about being aware of your feelings, thoughts and how your body feels. It is not about changing them or trying to change them, but accepting what they are.
2. With younger girls we cannot go into depth about mindfulness. Focus on the fact that it is about things to help them be in the present moment, rather than focusing on the past and what might happen in the future.
3. Tell them they going to have a go at trying out some mindful activities and that if they enjoy them, they can be built into their sessions at GFS in the future.

Mindful Me – Yoga (Activity A)

1. Set up a space in the room for a yoga session. There is no need for mats - a carpet or wooden floor will be fine. It is recommended that girls are barefoot as doing yoga in shoes can be uncomfortable.
2. There are many free yoga sessions online for girls. We recommend using the Cosmic Kids website, which is also available as an app. www.cosmickids.com
3. We have already downloaded three possible yoga sessions for you to use. Your Regional Development Coordinator will put these into your shared dropbox folder or email them to you when your group starts. Each of these lasts around five minutes: 'Spidey Powers', 'Betsy the Banana' and 'Parsnip the Cat'.
4. Depending on the ages of girls in your group, you may want to choose different yoga sessions from Cosmic Kids. If you need any assistance in downloading sessions, please let your Regional Development Coordinator know.
5. The downloaded sessions will provide all the direction that the girls need to undertake the yoga. We encourage leaders to get involved and role model to the girls about giving new activities a go.

Continued on next page...

MINDFUL ME

...continued (3/3).

Mindful Me – Mindful Meditation (Activity B)

1. Set up a space in the room where the girls can do a mindfulness session. There is no need for mats - a carpet or wooden floor will be fine. It is recommended that girls are barefoot as doing meditation with shoes on can be uncomfortable.
2. There are many free mindfulness sessions for girls. We recommend using the Cosmic Kids website (also available on app): www.cosmickids.com
3. We have already downloaded three possible mindfulness sessions for you to use. Your RDC will put these into your shared dropbox folder or email them to you when your group starts. Each of these lasts around five minutes:
'The Listening Game', 'The Puppy' and 'The Owl and the Guard Dog'.
4. Depending on the ages of girls in your group, you may want to choose different mindfulness sessions from Cosmic Kids. If you need any assistance in downloading sessions, please let your RDC know.
5. The downloaded sessions will provide all the direction that the girls need to undertake the mindfulness activity. We encourage that Leaders should get involved too and be a role model to girls about giving new activities a go.

Mindful Me – Forgiveness Fizzers (Activity C)

1. It is important to focus on the purpose of this activity, which is about letting go/forgetting about things that can stay in our minds and make us feel annoyed. It is not intended as a deep meaningful exercise, particularly for younger girls. To set the tone, you could use an example related to yourself when something has recently annoyed you but wasn't critical.
2. Ask the girls to think about something recently, which has annoyed or upset them. It can be anything they want - related to school, home, being at GFS, with friends, etc. If any girl feels that they want to share their experience then feel free to let them do so (not essential).
3. Ask them how it feels if they keep thinking about it. Examples might include feeling angry, sad, upset, annoyed, etc.
4. Talk about what the effects of this are. Perhaps it stops them doing things, makes them upset or they are sad or annoyed.
5. Discuss that one way we can try to let go and move on from these feelings is by a simple exercise called 'Forgiveness Fizzers'. Give each girl a fizzer and ask them to imagine it is the thing that has been annoying or upsetting them. Get them to take their fizzer and drop it into the bowl of water. When dropped, it will fizz up and then dissolve.
6. Ensuring that you keep the tone light, ask them how it felt when it fizzed up and disappeared. What if they did this for their own concern/worry? Would it make them feel different? Again allow girls to share as much or as little as they wish.
7. The girls may wish to do several fizzers, so make sure that you regularly change the water in the bowl so that they can see the fizzers dissolve clearly.

REVIEW AND CLOSE

Focus

To provide an opportunity for reflection at the end of a session and identify any future changes that could be made.



Be Creative



Age 5-25



10-15 minutes



£5

Resources

Aeroplanes / Slam Dunk - A4 paper
Face charts - felt tip pens, paper plates
Hands - A4 paper, felt tip pens
Snapshot - camera (optional)
Target - felt tip pens, large sheet of flip chart paper
Trash - A4 paper, large boxes / bins
Treasure - A4 paper, large boxes / bins
Two Start - A4 paper, felt tip pens
Warm Backs - A4 paper, sticky tape
Washing Lines - ball of string

Preparation

None.

Instructions

1. Just as a group meeting starts with the girls and Leaders coming together, it is a good idea to close the group by bringing everyone back into one space. Set up the room so that there is space for all Leaders and all girls and young women to sit together. Dependent on their preference, this could be either on chairs in a circle or on the floor.
2. Briefly go through what has been covered in the session and thank everyone for getting involved and participating. Discuss how it is important for us as individuals to stand back at times and reflect on what we have just done and how, by doing this, we are able to improve things for the future. Talk about how this applies to GFS and that we need to ensure that we review what we do, so that we can deliver the best possible sessions for the girls and young women who are with us. Ensure that the girls are comfortable and know that they don't have to say everything was brilliant and that we want constructive ideas as to what should be developed.
3. Overleaf are a few different evaluation activities that you could do. We recommend that you select only one of these per group session. If occasionally your activity has taken longer than expected and you do not have time, you can revisit it and evaluate it the following week.
4. It is important that after carrying out the evaluation activity, you use the feedback from girls. Make sure you share it between all Leaders and include this feedback in your future planning sessions.
5. After completing the evaluation, thank the girls and let them know the date of the next group session and what they will be doing in it.

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REVIEW AND CLOSE

...continued (2/3).

Talk Like a Pirate (for younger girls)

Standing in a circle, ask the girls to share their opinion of things in the session by saying: 'Ooh!' (to mean 'I really liked that'), 'Aarrgh!' (to mean 'I didn't like it')

Two Stars and a Wish (for younger girls)

Ask the girls to draw two stars on a piece of paper and write in them what they thought was good about the session. They then draw a wand and write on it something they wished had happened or they would like to happen in a future session. If you are limited for time, you could also do this verbally and ask the girls rather than getting them to draw stars and a wand.

Target Board (for all ages)

Draw a dartboard on a large piece of paper and ask the girls to 'score' the group session. It may be that for a particular activity - eg an active game - they give it a bullseye but for another part of the session they score further out on the target board. They can score this by all drawing on the 'board' or by calling out with one girl nominated as the scribe.

Hands (for all ages)

Give girls a piece of paper and pens. Ask them to draw around their hand and note on the following fingers how they felt about tonight's activities:

- Thumb - something good that they enjoyed
- Index finger - something that they'd like to share with others
- Middle finger - something they did not enjoy
- Fourth finger - the best thing about tonight's session
- Little finger - something that they would change.

It isn't a problem if girls do not want to complete all the fingers of the hand. Ask if anyone would like to share their points.

Aeroplanes / Slam Dunk (for all ages)

Ask the girls to note down on a piece of paper what they have enjoyed in this evening's session and what could be improved. They then either create a paper aeroplane with their sheet of paper or screw it up into a ball. Using a box or empty bin as a target, get them to fly/throw the feedback into it. Just remember to collect them later!

Warm Backs (for age ten upwards)

Stick a piece of paper to the back of each girl and ask everyone to wander round the room, writing positive comments about the session on each other's backs.

For example, tell someone: you had a good chat with them, a skill you noticed them using, they cheered you up or helped you with something difficult.

Everyone should try to comment on as many people's backs as possible. Comments should be kept anonymous and not signed by the author. Stop when everyone has something written on their backs. Ask the girls to take off their piece of paper and read through it.

Continued overleaf...

REVIEW AND CLOSE

...continued (3/3).

Trash or Treasure (for all ages)

Set up two boxes/empty bins in the room and tell them that one is for trash and the other for treasure. Give the girls some slips of paper and ask them to reflect back on the session that they've just done and think about everything that they'd want to change/get rid of in the session - this would be the trash - and everything that they want to keep - this would be the treasure. After writing these down on the slips of the paper, ask them to put their feedback into the respective boxes.

Washing Lines (for all ages)

Hang a piece of string across the room and identify one end of the line as 0 and the opposite end as 10. Name each of the activities that you have done in that session and ask the girls to stand along the line to represent what they thought about the activity. For example, if they thought it was brilliant, they should stand at the ten spot, if it was average then five, if they didn't enjoy it then they'd go to the point in the line that represented zero. If there is a large number of girls you could put the string on the floor and ask them to place a piece of paper/sticky note to represent their scores.

Face Charts (for all ages)

Give each girl a paper plate and some pens. Ask them to think about the session and draw a face on the plate that represents how they feel about it. For example, happy, sad, frustrated, etc. On the reverse side of the plate, ask them to write briefly what made them feel this way. Was it a particular activity, or something that happened? Younger girls may need support in writing the reasons down.

A Simple Go Round (for all ages)

Arrange the girls and Leaders sitting in a circle. Ask the girls to volunteer their feedback on the session and comments on what they enjoyed about it. Following this, you can ask for suggestions as to how the session might be changed so it works better for the girls. Note that some girls may not want to volunteer feedback in this way so don't go round the circle in order as it can put girls on the spot and make them feel uncomfortable.

High and Low (for all ages)

List each of the session's activities in turn and for each one, ask the girls to stretch up high if they especially enjoyed an activity, stand still if they liked it, and bend down if they didn't.

Blind Vote (for all ages)





Ask the girls to stand in a circle facing outwards. Make sure that they cannot see each other by getting them to close their eyes. Call out the session's activities and ask them to put their hands up to show whether they enjoyed the activity, thought it was ok or didn't enjoy it.

Snapshot (for all ages)

Ask the girls to stand in a row and pretend they are having their photo taken. They should pose as if they are taking part in their favourite activity of the night. One of the Leaders can pretend to (or actually) take a picture of them. You can repeat this with what they liked least or what they'd like to do again.

LEADERS' SESSION REVIEW


In addition to the usual review and actions, check where you are with your next term's planning. Is there any support you need from your RDC?

<p>What worked well? </p>	<p>What didn't go as well as planned? </p>
<p>What needs to change for next time? </p>	<p>Any concerns or worries? </p>

Finance This should be recorded weekly at the end of the session. **Don't forget to keep receipts for expenditure and expenses!**

Amount in petty cash at start of session	<input type="text"/>	Amount of subs received	<input type="text"/>
Expenditure for session	<input type="text"/>	Volunteer expenses for session	<input type="text"/>
Total amount in petty cash	<input type="text"/>	How much needs to be banked? <i>(Leaving £10 in the tin for petty cash)</i>	<input type="text"/>

Actions before the next session List here any actions needed before next session. Agree who will do these. Discuss within your team where you are with your next term's planning. What still needs to be done, what support do you need from your RDC?



Leaders' signatures 

Date:

Notes and reminders



A series of horizontal dotted lines for writing notes.

YOUR FEEDBACK

GFS developed this first term programme pack at the request of our volunteers. As with all of our work, it will evolve over time based on the experiences and feedback that we receive from you.

We would appreciate if you could take time to let us know what your thoughts are after using the pack. You can do this by emailing or give verbal feedback directly to your RDC or another GFS staff member, or by completing the form below and sending it to GFS Head Office by post.

Thank you in advance!

Was this pack useful to the Leaders in your group? If so, which part(s) did you find the most beneficial?



Was there anything you needed guidance on to help deliver your first six weeks of sessions that was not included in this pack? Is there anything else we could include?



How many activities did you use from this pack? Which of these did the girls engage with and enjoy the most?



Which activities did not go so well, and why do you think that was?



Continued overleaf...

...continued (2/2).

Do you feel that GFS equipped you with the necessary skills and knowledge to deliver these activities? If not, what else could we have done to help prepare you to run the group?



Please use the space below to give any any other feedback not previously covered.

