

Sample evidence for ‘Knowing how to assess the answers and evidence in the qualification book’

The following pieces of evidence are for module 1, part 4, a) ‘Discuss and give simple examples of how girls have gained in confidence, self-esteem and social skills and met challenges over a period of time’

A

Sarah-Jane. Age 6.

16th January. (Sarah’s first meeting) Sarah Jane said ‘Hello’ in the circle today, she also joined in and played hedgehogs for the first time.

23rd January. Sarah Jane played with Charli Lain today; normally she would only play with Bebe and Claire.

30th January. Sarah Jane’s mum was helping this week. Sarah Jane clung to her mum but she joined in with a new game we played.

6th February. Sarah Jane asked if we could go to the park again with the Rainbows because she loved splashing in puddles.

20th February. Sarah Jane brought in a picture she had drawn of the visit to the park. She spoke clearly and enthusiastically about the trip.

B

Claire Turner. Age 5

24th April. Claire’s first meeting tonight. She cried and in the end was picked up 15 minutes early.

1st May. Gemma was Claire’s buddy today and she stayed the whole night, no tears.

8th May. Claire said Hello in the ‘Hello Circle’ today.

15th May. Claire played with Alice and Rosalind today; this was the first time she has willingly chosen to play with Rainbows other than Gemma.

22nd May. Claire did not attend tonight

29th May. Claire asked if she could make her promise at Whoosh at the end of term and would like her Mum and Dad and baby brother there too.

C

Age 7

- * chose bx with friend from ballet.
- * arrived in Brownie uniform, completed first couple of pages of B-a Brownie showed Six what she had done.
- * was happily chugging around finding clues in Six for spy night.
- * asked if she can make promise while climbing the down escalator stairs at The Shops 😊

Age 9.

- * Made Sixer, organised bpx wow, for planning paw wow
- * Asked if her Six could run a brownie meeting -
- * gave list of needs for six run evening to leadership team. YL also helping.
- * ran 6 challenge night with help from YL - well planned night.

D

...gress through the programme and review with them two activities in which they have taken part.

Help a member of the unit or a small group of girls find out about the section to which they can progress, using the relevant transition resources for your section.

Remember, girls of different ages and abilities in your unit do not need to be doing the same activities. Sometimes it may be appropriate (eg when they are doing a creative activity), but you could also have different groups working on different activities on the same theme, eg painting, and sometimes different groups may be doing completely separate activities.

Help unit members plan their progress through the programme by finding out about their interests, providing opportunities and challenges and talking through completed activities. One way in which Leaders can support unit members is by encouraging them to progress to the next section. Encourage a member of a unit in the next section, help to plan an event or visit www.girlguiding.org.uk to find out more about the next section. Resources available to support girls in making their transition include *My Pot of Gold* for Guides, *Brownies Go For It!* for Brownies

A. girl led the game for the first time and started organising a 2nd game when guides were getting bored with first

B. Spent a long time on a mother's day craft and card, usually rushes craft activities.