World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

SEE THE CHANGE

PLAN THE CHANGE

BE THE CHANGE

MAKE THE CHANGE

SHARE THE CHANGE

A COMMUNITY ACTION PROGRAMME FOR WAGGGS MEMBERS AGED 14+

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FOREWORD

"You must **be the change** you want to see in the world"
(Mahatma Gandhi)

Giving service in the community has been a core value of Girl Guiding and Girl Scouting for over 100 years. Girl Guides and Girl Scouts have always learned to "lend a hand" and "do a good turn every day". In the modern Movement, this concept of service has changed. Today we empower WAGGGS members to be responsible citizens, taking action to bring change at local level and beyond. This shift recognizes that Girl Guides and Girl Scouts, empowered with leadership skills and working in a strong team, can do so much more than lend a hand.

The World Association of Girl Guides and Girl Scouts (WAGGGS) has been empowering girls and young women around the world to tackle important global issues for many years. Since 1993, a part of this work has been the Global Action Themes; topics which WAGGGS encourages its members to focus on for a set period of time. Past Global Action Themes have been:

Creating Peace Worldwide

Building World Citizenship

Our Rights, Our Responsibilities

And now, "Together we can Change our World", which tackles global poverty by addressing the Millennium Development Goals (MDGs).
The MDGs are relevant in different ways to every community, in every country, in the world. The ambitious, essential goal of ending poverty has resonated deeply within the Girl Guide and Girl Scout Movement. WAGGGS members are working locally, nationally, and internationally to plan and implement successful and wide reaching projects that contribute to the MDGs. They're having a huge impact, but we can do more.

Be the Change is an educational programme on how to take action in your local community and it represents a challenge to our members; equipped with these tools, we believe that every group of WAGGGS members aged 14 and above can be the change in their community by developing and running a community action project.

Community action requires no special qualifications or expertise; anyone who is passionate about their community and wants to make a difference can bring real change to the places and people they care about. Girl Guides and Girl Scouts, equipped with leadership skills and a strong and supportive network of peers and mentors that spans the globe, are truly ready to take the lead in their communities and be the change they want to see in the world.

Nadine El Achy,
Chair, World Board, World Association of Girl Guides and Girl Scouts

THE MILLENNIUM DEVELOPMENT GOALS

In the year 2000, 189 nations across the world agreed to **'free all men, women, and children from the abject and dehumanising conditions of extreme poverty'** and pledged to work towards this aim by signing the Millennium Declaration. Eight goals were identified that, between them, cover the key targets of the Millennium Declaration. Making a global difference to these eight MDGs represents a serious effort to tackle poverty.

> **MDG 1: Eradicate extreme poverty and hunger**
>
> **MDG 2: Achieve universal primary education**
>
> **MDG 3: Promote gender equality and empower women**
>
> **MDG 4: Reduce child mortality**
>
> **MDG 5: Improve maternal health**
>
> **MDG 6: Combat HIV and AIDS, malaria and other diseases**
>
> **MDG 7: Ensure environmental sustainability**
>
> **MDG 8: Develop a Global Partnership for Development**

Those 189 nations committed to working towards and measuring their success in achieving the MDGs between the years 2000 and 2015. But ending poverty is not just in the hands of governments. Charities, communities and individuals around the world are also taking action to contribute to the goals.

In 2009 WAGGGS launched a Global Action Theme educational programme, Together we can Change our World, which challenged Girl Guides and Girl Scouts around the world to learn about the MDGs. The programme has been shared with all of WAGGGS' 145 Member Organizations, translated into at least 16 languages, and more than 70,000 Together we can Change our World badges have been distributed.

Thousands of Girl Guides and Girl Scouts around the world have used the programme to learn more about the MDGs, start projects in their local communities, and spread the word about how important these issues are to young people. Twenty-two of our Member Organizations have acted as "Together we can Change our World" champions in their countries. They have launched an inspiring variety of MDG projects; working with marginalised communities to tackle high school drop-out rates in Zambia, raising awareness of breast cancer in Australia, setting up literacy classes for women in Egypt.

But we can do more. **Be the Change** gives all Girl Guides and Girl Scouts the tools they need to create innovative and effective projects that strengthen their community directly. With 10 million members, we have the potential to make a big difference to communities all around the world.

ADVICE FOR LEADERS

This toolkit is for Girl Guides and Girl Scouts aged 14 + to use independently, and encourages them to take responsibility for both planning and implementing their community project. It could be used with younger Girl Guide and Girl Scout groups, with appropriate support and adaptation by the leader.

Although any project will need resources, at first, **all a group needs is motivation, imagination, and a notebook!** Each participant needs a notebook to use as their Be the Change journal in which all activities, thoughts and decisions can be recorded.

Be the Change activities are flexible – you don't have to work through them in order, or complete every activity. Some activities are marked with a "key" because they have an important outcome that will help you move your project forward.
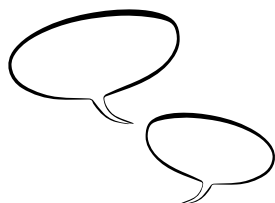
LOOK OUT FOR:

ACTIVITY ICON - Activities are scattered throughout the pack to inspire and motivate group members as they develop their projects.

KEY ACTIVITY ICON - Some activities are marked as "key" as they cover an essential step in developing a project – don't skip these activities!

TALK ABOUT ICON – Always Always take some time to discuss and reflect after completing an activity. Where you see this icon, you'll find ideas to start interesting conversations.

Depending on your culture, society and community, some of the activities in this pack may need to be adapted to fit your needs. If you need any support with adapting the resource, please contact youthlearning@wagggs.org

Supporting your group

The level of challenge setting up a community project represents will vary greatly depending on:

- The ages and experience of the group members

- The size of the group

- The realities of their local community

- The issue they choose to address

Girl Guides and Girl Scouts should decide how much support they need from adult leaders to make their project a success. The more ownership Girl Guides and Girl Scouts take in developing and implementing their project, the more they will develop their leadership, teamwork, and decision making skills. However, all groups will need the support of an adult leader at some point. Take time at the beginning of the project to explore Be The Change with the group, and agree how to work together.

An adult leader should take responsibility to risk assess the group's plans before they are implemented. Well managed risks are an important part of the learning process. However, leaders should ensure any risks are appropriate and have been planned for, including (but not limited to):

- Risk of harm to group member

- Risk of harm to member of the public

- Risk of breaking national laws

- Risking the reputation of the Girl Guide/Girl Scout Movement

Leaders can also help to motivate the group if they face challenges with their project, and to act as ambassadors for the group's achievements. By taking every opportunity to promote the project they will boost group morale and raise awareness of the value of Girl Guiding and Girl Scouting.

On page 41 it is suggested that project teams recruit a mentor to support them in project development and to champion their work. The mentor is chosen by the group, and if someone external to the Movement is identified it will be important to ensure they are introduced to the values and working methods that make Girl Guiding and Girl Scouting unique, as well as checking their work with the group adheres to the policies, particularly regarding child protection, of your Association.

GET READY

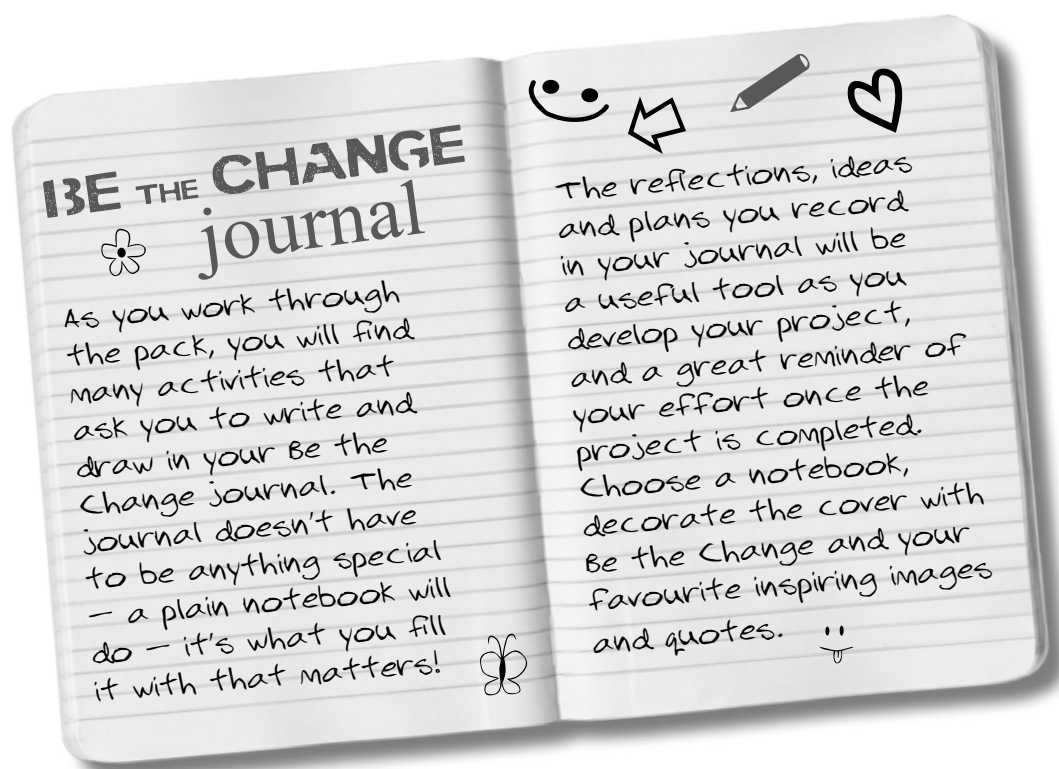## What does it mean to live the future, today?

Everyone can dream of a better future and a better world. It's easy to see things you want to change in the world around you, then to sit back and wait for something to happen. So what if you could create the change yourself? What future do you want for yourself, and the people you care about? What if a better future could be a reality, today? What do you want your community to look like twenty years from now?

Be The Change challenges you to change something in your community for the better. It gives you the tools to understand your strengths and resources, identify something you want to change, and make it happen. You can live the future, today - by being the change in your community.

You can use the programme individually or work through it as a group. Even if you start a project on your own, behind a successful community project you will usually find a team of enthusiastic people giving their skills and time. Support from others is key to success, so share this resource with your team.

The most exciting part of this pack isn't written down; it's the projects you will develop and the lives you will change. We hope you really enjoy the journey!

BE THE CHANGE journal

As you work through the pack, you will find many activities that ask you to write and draw in your Be the Change journal. The journal doesn't have to be anything special — a plain notebook will do — it's what you fill it with that matters!

The reflections, ideas and plans you record in your journal will be a useful tool as you develop your project, and a great reminder of your effort once the project is completed. Choose a notebook, decorate the cover with Be the Change and your favourite inspiring images and quotes.

Steps to success

This pack is divided into four sections, each giving advice and activities to help you develop and implement a successful community action project. Look out for "key activities"; you really need to complete these before moving on with the programme.

SEE THE CHANGE

Understand the concept of community action, how to identify the communities you are part of, and how to research what people think of their community. Create a map of your community; understand the issues and the networks of people around you. Start to build your vision for change.

PLAN THE CHANGE

Identify the change your community needs, involve other community members in your project and plan the steps you need to take. Establish your project team, choose a mentor to help you and decide on a project vision, objectives and plan of action.

MAKE THE CHANGE

Put your plan into action! Learn about monitoring your progress, keeping momentum and reacting to changes along the way.

SHARE THE CHANGE

Your project is complete, but that doesn't have to be the end! How can you ensure your campaign continues to grow and impact your community after the first stages are complete? Learn how to report on your achievements and share your success with others.

SEE THE CHANGE

Learn how to identify an issue in your community that you want to change, or an opportunity to take action.

- **Think** about the strengths of your community and identify issues that need tackling

- **Understand** the root causes of your community's issues

- **Connect** the issues to the global situation

- **Choose** an issue to work on at local level

- **Create** a vision and goal describing the change you want to make

WHAT IS A COMMUNITY ACTION PROJECT?

The goal of this pack is to enable everyone who uses it to plan and deliver their own community action project. That's a phrase you'll come across many times as you work through the pack – so what does it mean?

COMMUNITY

You will need to choose a community to be the focus of your action project. A community is a group of people you identify with or care about. This could be your local area, such as your village, town or city, or a group of people who you spend time with for a certain reason, such as your school, workplace, university, Girl Guide or Girl Scout group, place of worship, or other group/society. It could even be a group you are not part of, such as a club for children from minority groups in your area, or a health centre for elderly people. Make sure you choose a group that is doing work you care about.

ACTION

You will be taking action as part of your project! This might seem obvious, but to bring about change, you have to go beyond understanding an issue, making plans or talking about your ideas, to taking real actions that impact your community.

PROJECT

A project is an activity/ activities planned to meet specific aims in a fixed time. This means you'll set a start and end date for your project, you'll work out what your aim is (what you're trying to change) and plan how to make this happen. You'll also be thinking about things like budgeting, setting up a team and deciding who is responsible for completing each task.

SEE the CHANGE

CHANGE STARTS WITH YOU

Community action doesn't start with a problem. It starts with you. What makes you excited to jump out of bed in the morning? What ideas could you talk endlessly about to your friends? What do you see on the streets where you live that makes you happy, sad, or angry? By taking the time to understand these passions, you will find the foundation for your community action project. Bringing change to your community is a big job, and you're only going to commit your time and energy if you really care about the change you're creating.

WHAT DO YOU CARE ABOUT?

It's important that you feel connected to the issue you tackle. Why else would you put all this energy and time into making a difference? Perhaps you've noticed something happening in your community that makes you angry or sad. Perhaps you've had a great experience in your community and wish many more people could share it. Just by being part of a community you will have learned more about it than you realise. Trust your instincts.

WHAT'S IN IT FOR YOU?

So what will you get out of working on your project? Knowing how your project will affect you is important – when there are setbacks or you don't feel things are going well, knowing how you're learning and developing from your experience could be the difference between giving up and carrying on. By building a project around something you care about, and knowing what you are getting out of taking part, you'll stay motivated

"It has lit a light in my heart that I have little, but I can do so much with it. A little plant can grow into a huge big tree."

Sayali, Sangam World Centre

FACT

Around 75 million primary school age children around the world aren't in school. Poor children often can't go to school because they need to work to help their families survive, and more than half--55 per cent--of out-of-school children are girls.
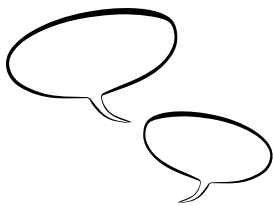
SEE THE CHANGE

A TIME WHEN

Hold a campfire or gather in a relaxed space. Ask a leader or someone you trust to support the group to "open up" and share stories from their lives.

Think of lots of different endings to the sentence: "Tell us about a time when…" as you can. For example, a time when… "you were very happy", "something made you angry", "you wanted to change something", "you had a great idea", "you disagreed with your parents", "you felt sad", "something made you feel excited", "someone inspired you", "your life changed direction", "you wanted to help someone" etc. Write them on slips of paper or keep a list handy.

Take it in turns to "tell us about a time when" and answer with a story that happened to you. Go around the group sharing stories – they can be of any length, and nobody has to share if they don't want to. Mark each story by lighting a candle, drawing a shape in a shared picture, or with another symbol of your choice.

Keep your **Be the Change journals** with you, so you can write down any thoughts that come to you during the activity.

Did you learn anything about how you see the world, or what your friends care about?

How can you use this to help you understand what motivates you?

What could inspire you to take action in your community?

SEE THE CHANGE

PAST, PRESENT, FUTURE

Choose three objects. One should symbolize something important to you about your past, one something that matters to you in the present, and one thing that is important to you about your future. Share with your group and invite them to ask questions. Once everyone has presented, draw symbols representing each object in your journal and around each one, write words that capture your thoughts and feelings about each stage of your life.

FACT

There are more than 1 billion people in the world who live on less than US$1 a day

How did it feel to give the interview? Does it make you more excited to develop a project?

"At first I tried to think really big for my project, and to come up with an idea that affected as many people in my area as possible. That was really daunting, until I realised that having impact might not be about how many people you reach. I decided to concentrate on a smaller group of people; the students in my college, but to work with them really intensively and try to encourage them to share what they learned with their families and friends."

Vanessa, UK

SEE THE CHANGE

YOU AND COMMUNITY

HOW MANY COMMUNITIES ARE YOU PART OF?

Communities are not only defined by where you live. A community is a group of people who have something in common. This could be a value or characteristics (such as age, ability/disability, culture or beliefs) or a shared goal. It might be a group of people that live in the same area, like a town, village or neighbourhood. It could also be people that work in the same place or go to the same school. Perhaps it's the people you see at a club or place of worship, or the members of your Girl Guide or Girl Scout group. If you're a Girl Guide or Girl Scout, you're already part of a community of 10 million Girl Guides and Girl Scouts around the world!

GLOBAL OR LOCAL?

Today, the population of the world is over seven billion, and about 200,000 more people are being born every day. By 2030, there will probably be eight billion people in the world.

With growing populations and advancing technology, the world is becoming more connected. Trade and politics have linked countries together, while media and the internet share the stories of people living continents away. The same events can affect people who may never meet each other. This process has been happening over hundreds of years, and is called globalisation.

Globalisation has increased access to knowledge and new technology and brings amazing opportunities; to learn about other cultures, to travel, share ideas and take action together to address common problems. Globalisation has also widened the gap between developed and developing countries and communities, increased the spread of disease, led to forced migration and the loss of human rights (such as through human trafficking). Increased contact between cultures can sometimes trigger increased racism and insecurity, and lead to conflict.

However, there's one thing globalisation doesn't change; the uniqueness of every local community. Communities develop according to the people that belong to them, and no two people are the same. Making change on a local level can really add up. Just imagine if every community on this crowded planet decided they could "be the change", and take action to end poverty!

SEE the CHANGE

COMMUNITY MAP

Now you know what community means, apply it to your own life. This activity helps you identify the groups of people you feel connected with. .

- On a large sheet of paper, draw yourself in the middle. .
- Draw or write down all the people and places you know, from the ones you connect with every day, to people you've only seen or heard of but have never met, and places you know are there but have never been to. You can include special events and community celebrations. Put the people and places you know best closest to you, then work your way out until you can't think of anyone, or anywhere, else.

Choose a different coloured pen and look over your map. Spend just a few minutes thinking about these points:

- How are the people and places you wrote down linked? Using lines and shapes, mark all the connections and groups you can.
- Which parts of your community do you feel you belong to the most? Mark them with a heart.
- Which parts of your community do you think make the biggest difference to your life? Mark them with a star.
- Which people or places do you not feel good about? Maybe there's a place you don't like going to, or someone who you don't feel comfortable with. Are there any issues you feel hold your community back? Mark them with an exclamation mark and try to write down why they make you feel like this.
- What gaps can you spot in your map? Are there groups of people, or places, that you don't know much about? Mark these with a question mark.

You can add anything you want to the map - is there a community event you love going to? A vegetable growing scheme your friends are part of? Write these down too. Collect as many thoughts and feelings about your community on the piece of paper as you can.

This map represents your community in the widest sense. Compare your community map with your friends. What are the similarities and differences in how you see your community?

SEE THE CHANGE

COMMUNITY GALLERY

Take your map further by using it as the starting point for creating a gallery exhibition of your community. Try taking photos, collecting quotes and facts or creating art that expresses what you want to say about different aspects of your community map. Think why you love belonging in this community. Display your gallery in a public space and invite others to add their ideas and creations to share how they feel about your community.

THE LANGUAGE OF COMMUNITY

How do you say "community" in your local language? Are there other words that describe a similar thing? Write your own definition of what community means to you. Share your ideas with your group - can you come up with a definition of community that you all agree with?

A DAY IN MY TOWN

Pick a well-known person who inspires you and imagine they are visiting your community for one day. What would you like to show them? Plan a tour of your community that they would enjoy. In pairs, take it in turns to pretend to be the special visitor and talk through your tour (or go out and experience it!).

SEE THE CHANGE

COMMUNITY TOURIST

What if you had never been to your community before? Imagine you're a stranger to the neighbourhood and have come for a visit to help you decide if you want to live here. Take a notebook and pencil, camera or video camera, and spend one of your group meetings freely exploring your community, visiting places and talking to people, and recording your observations. Share your experience with your group. What did you learn about your community?
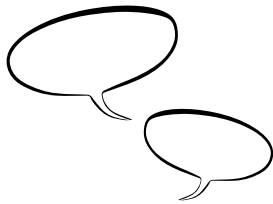
What are the good things about your community?

Do you think there are any gaps in your community map? What don't you know about?

Can you think of anyone who might feel excluded from your community?

WHERE IS THE CHANGE?

Community action happens when people come together and take action to change their community. They might be trying to fix a problem, or acting on a great idea to make their community a better place to live. Global ideas might inspire community action, but **change happens locally**. It's the members of a community that identify the change they want to see, the action they want to take, and how to make it happen. Community action invites everyone in the community to take part, and uses resources in the community to meet its goals. It works because the people who care about the change are the ones controlling what happens.

"I have learnt that even a small thing can make a huge difference. And even if you do not feel like you have left an impact on the people you are working with – you have."

Sangam event participant, age 20, Denmark

SEE THE CHANGE

UNDERSTAND THE ISSUES

Now you have a picture of your community it's time to decide what difference you want your project to make. You can work this out in three steps:

REACT . RESEARCH . RESPOND

REACT

It's time to explore your community a bit more and there is a resource you have lots of: knowledge.. Everything you have learned about your community by just living in it, day after day. By talking about your community, you will discover all the things you know about it, and probably identify something you want to change. That's your reaction to your community – your instincts. It's not based on surveys or statistics, but it matters, particularly if lots of your team members share that reaction. Ask yourself "what do I care about? What have I experienced that needs to change?"

DREAMERS

Stick a large piece of paper on the back of each group member. Each piece of paper has a different sentence beginning on it, e.g.:

'Why can't...'
'If only...'
'Wouldn't it be great if...'
'Who says we can't...'
'If I could change one thing, I'd...'

Give everyone a pen and let them move around writing their personal response to each statement until they have written on everyone's back.

FACT

Globally, nearly a quarter of all mammal species and a third of amphibians are threatened with extinction

SEE THE CHANGE

STARS AND SPOTS

Sit in a circle with three pieces of paper marked "gold stars" "red spots" and "grey areas". Start chatting about your community, and use your community maps to help you. What do you love about living there, and what don't you like? What do you know lots about, and what parts of the community don't you know very well? As you talk, write the good bits on the "gold stars" sheet, anything that could be better or you don't like on the "red spots" sheet and anything you realise you don't know much about on the "grey areas" sheet.

POSITIVE PROBLEM BOUNCE

Spend two minutes brainstorming a list of problems communities can face. They could be examples you've already identified in your community, or ones you've heard about. Choose one of the problems and gather the group into a circle.

Give one person a ball, and ask them to read out the problem.

Another person in the circle raises their hand when they can think of a positive action or comment on this problem. They catch the ball and make their statement. Continue, with other group members building on the previous statement or coming up with a new idea. The only rule is that nobody is allowed to use any negative language, such as "impossible" "problem" "but", "no" or "not".

Go around the circle until nobody can think of anything to add.

How did it feel to tackle a problem using only positive language?

SEE THE CHANGE

FIELD WORK

This activity might take a bit more work, but is highly recommended as a way of inspiring you with a great project idea, particularly if you feel that you don't know as much about your community as you'd like to. Research volunteering opportunities in your community that you haven't tried before and give at least six hours of your time to one of them. Perhaps you could research these opportunities in a group, then each member of the group tries a different one (or if you prefer you can work in pairs). After you volunteer some of your time, come back together and discuss your experiences. Did you learn anything that will help with developing a project of your own? Did the volunteering open your eyes to ways you could support your community?
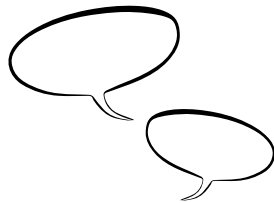
Before you move onto the next step, look back at your community map and at the results of the "dreamers", "stars and spots" and "field work" activities.

- Which issues did you identify through these activities?
- Which issues interested you the most?
- Who else shares your interest in this issue?

RESEARCH

Let's take your ideas a bit further. Understand the facts behind your feelings, and how your community connects to the issues you have identified.

What would happen if you tried to treat someone's symptoms without knowing what illness they have? If you want to change something, you need to really understand the problem first. Do you think that the litter in your streets is affecting the quality of drinking water in your village? Research the science of pollution to find out if you're right. Do lots of your friends complain that there's nothing to do in your town? Find out what's actually on offer by researching opportunities for young people in your area. Perhaps your friends are right, or perhaps there's lots going on but nobody has told them about it. Either way, your research will answer the question and help you decide the best way to change things.

SEE THE CHANGE

CHECK YOUR FACTS

Look at the issues you just identified and choose the one you are most interested in. Write down three questions about the issue you want to know the answers to. How do you think research can help you develop your idea? As you read this section, pick the best research methods to get the answers you need, then put them into practice.

WHY RESEARCH?

Research gives you reliable information related to your project. You can use this to...

- Inform your decisions, such as helping you decide which type of community action will have the biggest impact on the problem you want to tackle.
- Persuade others, such as community leaders and people you are asking for support or funding, that your project will be of real benefit to your community.
- Prove and disprove opinions about your project that might not be based on fact.
- Back up your passion and confirm what you already thought, giving your project more credibility.
- Uncover new information you didn't even know about to strengthen your ideas.

RESEARCH METHODS

There are lots of different ways to collect information and opinions from people, and get answers to key questions that will affect how you develop your project. There are lots of different types of survey you can conduct; here are a few important ones.

FACT

In the past 15 years, 80 per cent of the world's 20 poorest countries have suffered a major civil war.

A COMMUNITY ACTION PROGRAMME FOR MEMBERS AGED 14+

SEE THE CHANGE

INTERVIEWS

What?

Interviews are conversations between two or more people where one person asks prepared questions of the other. It's a more personal way of collecting information, and if you learn something interesting or want to know more you can ask follow up questions immediately. Interviews are good for gathering detailed information from a small number of people, who might be experts on the topic you need to know about or people that have an interest in, or will be affected by, your project.

How?

- Decide what you want to learn from your interviews, and make a list of the best people to give you that information
- Prepare a list of questions in advance. If more than one person is going to ask questions, decide who will ask what.
- Choose a quiet and comfortable public place that's easy to get to. Ask an adult you trust to accompany you if the person you're interviewing is a stranger.
- Take a notebook or voice recorder so you can keep a record of the answers you get.
- Remember to take information about your project with you, as the person you're interviewing might want to ask questions too!
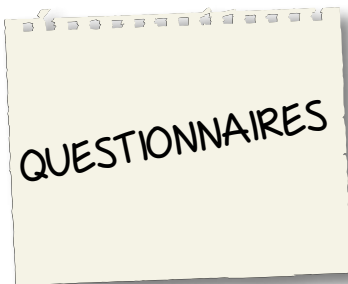
QUESTIONNAIRES

What?

A questionnaire is a set of questions used to gather information and opinions from any number of people. You can send the questionnaire out on paper, ask the questions over the phone or put it on the Internet. Once you have your results, you can turn them into a graphic or diagram to make it easier for others to understand what you've found out.

How?

- Make a list of the people you want to gather information from.
- Think about what kind of information you need. Do you need to be able to compare or score the answers? If so, ask closed questions. If you need more information about what people think, ask open questions (see section on asking questions below).
- Plan your questions carefully, thinking about the type of answers you want, and how to make your questions easy to understand.
- Ask somebody else to check your questions make sense.
- Work out which method of asking your questions – face-to-face, over the phone, on paper or online – will result in the most replies
- Ask for the questionnaire to be completed by a certain date. At that point, work out how many people responded (eg: if 40 people out of 100 completed the questionnaire, your response rate was 40 per cent)
- Take the time to analyse your answers, and share your results with your team.

SEE THE CHANGE

POLLS

What?

A poll is a single question with multiple answers that people can choose by ticking the one(s) they agree with. It's a quick and easy way to find out how a group of people feels about one issue or idea, and to give you guidance on how to take your project forward. Polls are often used on websites and social media sites.

How?

You don't want to bore people by running lots and lots of polls, so it's good to keep polls as a way of answering really key questions, particularly when you want lots of responses. It can be easier to have an open poll, where anyone can respond, particularly if you're running the poll online. People often like to see the results of a poll, so try to avoid any very controversial or sensitive questions. Once you've chosen your question, put together a list of answers. Be sure that the answers all say something different and express a range of opinions so people don't get confused about how to answer. Use clear, simple language to make the poll easy to understand.

Publish the question with the set of answers beneath it in a list that can be ticked. Make it clear how many answers you want people to give e.g.: 'Name three places in our neighbourhood you like to go', 'Choose which one of the following events you'd most like to attend'.

Set a deadline for answers.

FOCUS GROUPS

What?

A focus group brings a selected set of people together to discuss a topic or project in depth, sharing their ideas and opinions. You can use this feedback to get a deeper understanding of your topic, help you make decisions about your project and come up with new ideas.

How?

- Decide what you want to get out of your focus group, for example a better understanding of youth issues in your community.
- Choose participants based on their knowledge and experience of the topic you want to look at. You'll also want the group to represent a diverse range of backgrounds and opinions. Six to 10 people should give a good range of views whilst being a small enough group that everyone will have time to speak.
- Think about how much time you need – between one hour and half a day should be plenty.
- Plan your questions in advance, including working out how long you want to spend on each question.
- Send your invitations to the focus group participants well in advance and explain why you are holding the meeting and what you hope to achieve from it.

SEE THE CHANGE

- During the focus group meeting you will need a facilitator to guide the conversation, ask the questions, check everyone gets a chance to speak, and keep an eye on the time. If you aren't comfortable doing this yourself, ask a friend who is good at communicating and making other people feel comfortable to help you.

- Decide in advance how the results of the conversations are going to be recorded, so no important ideas get lost.

- Remember to get together any equipment you'll need, like pens and flip chart paper. Don't forget to provide some drinks and snacks if it's a long meeting!

STATISTICS

What?

Statistics are created when lots of information is gathered, analysed and presented as numerical estimates. If you read somewhere that '58 countries have 10 per cent or fewer female members of parliament'* (*UN Fact Sheet, MDG 3) that's a statistic that has been worked out by analysing data on how many women members of parliament there are in the world. Statistics can be used as evidence to back up ideas, and help people reach informed decisions or illustrate the impact of change.

How?

Collect statistics related to your project area by contacting your local government, looking at census data and reading reports. Charities and organizations working in areas related to your project will probably have researched the issue and collected data about it; you can find many of these reports online or contact the organization directly, explaining what issue you are planning to tackle.

You can also use data gathered in your surveys to develop statistics. You will need to survey a "representative sample" of people to make your statistics meaningful. For example, if you ask 100 people in your community if they are happy with the health care on offer, and 47 say no, you can say that, "Forty-seven per cent of the local community are unhappy with the level of health care they receive". However, that statistic would be a lot more reliable if you asked 1,000 people, or 10,000 people, the same question.

If you want to be able to compare answers from people of different genders, ages or cultural backgrounds, you will need to survey lots more people – an equal number of people from each group.

If you can use statistics to show how your project will impact your community, it will help you get more support as people will be able to see in real terms the difference your project could make. Choose data that's easy to understand and experiment with graphs and illustrations to make your statistics engaging.

SEE the CHANGE

THE METHOD FOR ME

To work out what research you need to do, ask yourself these questions.

I need...	I can find this out by...
Known facts, such as how something works or what something does.	Reading books or articles in a library or looking at reliable sources online.
Experienced opinion, such as the best way of doing something or advice you can trust.	Asking an expert on the topic, reading articles and journals related to the issue.
The overall opinion of a large number of people in my community about something.	Questionnaires and polls, including on social media.
Detailed opinions from a small number of people about something, in depth feedback on your project ideas and decisions.	Interviews, focus groups.
Statistics about your community, such as how many children in your area don't have access to health care, or how many families have Internet access.	Contacting your local government, studying census data, reading reports produced by non-governmental organizations (NGOs) that focus on your area.

Some of the methods listed can be used to find different types of information. For example, a questionnaire can ask either general, short-answer questions (such as, "Have you ever used the community centre?") or ask for more detailed information and opinions (such as "describe how you think the community centre impacts the neighbourhood"). You can also distribute a questionnaire to a large group of people, or target a smaller, selected group of specific people, depending on what kind of information you need.

"No person can be called educated who has not a willingness and a desire, as well as trained ability to do his part in the world's work. And this is the main road to happiness and prosperity for all"

Robert Baden-Powell

SEE THE CHANGE

GOOD QUESTIONS

There are two main types of question, open questions and closed questions. They can be used to get very different results.

Closed questions can be answered with just one word, or a short phrase, often just 'yes' or 'no'. They give you facts, such as people's ages, and the answers can be easily counted and compared to each other (eg: 20 people said 'yes' and 12 said 'no'). Closed questions are quick and easy to answer, and the person asking the question can control the form of answer they get.

E.g.: 'Are you happy with the park?'
'Do you understand the project plan?'

You can also use a scale to help people answer closed questions, e.g.:
'Do you agree that our town needs a recycling station?'

1-2-3-4-5
1= strongly disagree
2 = disagree
3= not sure
4 = agree
5 = strongly agree

An open question is written to deliberately encourage longer answers. They ask people to think and reflect, and share their opinions and feelings in detail.

E.g.: 'How do you feel the new park will affect your life?'
'What do you think about the project plan?'

Think carefully about the kind of information you are trying to gather. You will probably need to use a mixture of open and closed questions to get the answers you need. Once you've written your questions, ask a few friends to try answering them and check their responses; did they understand the questions and give you the kind of answers you're looking for? If not, change your questions until you are confident that they work.

SEE THE CHANGE

RELIABLE RESEARCH

Remember that not everything you are told will be true, particularly if you are researching online! It's important to check your sources before believing information you find. Ask yourself...

- Does the information make sense?
- Can you find the name of the author, and information on where and when it was published?
- Is the source well-known and reliable? Do an Internet search about the source or ask other people that you trust.
- Does it come from a government or an educational body?
  Check if the website ends with .gov or .edu.
- Crosscheck the information against other sources and see if they agree.
- When was the information created? The more recent the information, the better.

RESPOND

The third step is exciting, because it's when you bring your reactions and your research together to develop your response. Your response is your answer to the issue you have identified; your suggested solution to the problem you've spotted in your community. At this stage it's just the outline of your idea.

There's plenty of time to develop the details!

GO TO THE ROOTS

Draw a tree in your journal. Write a summary of what you found out in the "react" stage in the trunk of the tree. Add leaves and branches that talk about the research you've done or are planning to do, and the facts you've found out.

Now draw roots at the base of the tree. In groups, discuss the issue you've identified. What do you think the root causes are of this issue? Write your ideas onto the roots.

SEE THE CHANGE

BRING IT TOGETHER

Try to capture these three steps in one statement. E.g.: I thought of how there's nowhere to hang out with my friends after school (Reaction). We surveyed our peer group and found that 78 per cent of the students in upper school feel the same (Research). What we really need is an opportunity to have fun that doesn't just feel like school, so our response is to start a youth club organized and run by people our age (Response).

Look at your statement. Do the three steps fit together? Did your research match your reaction, and does your response meet the challenge set by your reaction and research? If so, well done! You're project is taking shape.

MDG LINK

Look at the statement you created in the "Bring it Together" activity and at the eight mind maps you created about the MDGs. How are these two results connected? Which MDG (s) will your project work on?

MDG MAGIC

By taking action in your community, you're adding a drop of water to a big bucket. That bucket contains all the actions people are taking around the world to end poverty by contributing to the Millennium Development Goals (MDGs). 189 nations signed up to work towards these eight goals over 15 years, from 2000 - 2015. Lots of progress has been made but there's still plenty to do, and these goals aren't magically going to be achieved by 2015. Instead, everyone around the world needs to take action, however they can, to end poverty (more on MDGs in page 5).

SEE THE CHANGE

MDG DETECTIVE

Choose one MDG and research how it is being worked on in your country. Use different tools like the internet, the library, or talking to people from non-governmental organizations (NGOs). Share your research with your group. Try to find out about projects that have taken place locally to tackle one or more of the MDGs. Remember to check the WAGGGS website, www.wagggs.org, to find out more about how Girl Guides and Girl Scouts around the world are taking action!

MDG MIND MAP

Get eight pieces of paper and write a different MDG in the middle of each sheet. Spread the sheets out, and think hard about your life and your community. How do the MDGs affect you? What do you see around you that is connected to one of the MDGs? Work through the sheets one by one; for example, when thinking about MDG 1 (eradicate extreme poverty and hunger) can you think of people, or groups of people, that you know, have seen or heard of in your community, who struggle to live because of poverty, or who don't get the nutrition they need? Write down everything you can think of, then move on to the next MDG. When you've finished, look back at what you've written.

MIND MAPS

Mind maps are a great tool to help you visualize information and grow your ideas. You put something (such as a word, an idea, or a question) in the middle of a piece of paper then you write down associated ideas branching out from your central point. Now think about this associated idea and write down different aspects of it with a new set of branches. Keep working out, step by step, until you've explored all the aspects of your original idea that you can think of. Use lines to show how these ideas are connected.

A COMMUNITY ACTION PROGRAMME FOR MEMBERS AGED 14+

SEE THE CHANGE

BUILD A VISION FOR CHANGE

It's time to connect three very important factors to help you decide on your community project vision: the world - your community - you! Think about what you've learned about the MDGs and how they're being applied around the world. Now think about your community and the community map you developed, and the skills, experiences and interests you identified that motivate you. These thoughts will help you work out the action you want to take in your community.

Your vision is, quite simply, a description of what the world looks like when you achieve your goals. Your vision is there to inspire and motivate you, and encourage others to believe in the power of your project. It's the first thing you'll tell people when talking about your project and will shape all your planning.

YOUR VISION WILL:

Describe the best possible outcome of your project, capturing what the world will look like once you have achieved the change you want.

- Use the present tense, as if your project has already achieved its goals.

- Be exciting! Don't be afraid to let your vision go further than you think your project can go. It's there to stimulate your creativity and energise others.

- Capture how you will feel when you meet your goals. Let your emotions be part of your vision; it will make it a stronger motivator if things get tough and will help others relate to what you are trying to achieve, and why you care about it.

For example, if you want to set up a peer friendship scheme that helps children who don't speak the local language to become part of your community, your vision might be: 'My vision is a community where children from all cultural backgrounds have access to equal opportunities and are supported by a network of friends to feel part of the community.'

FACT

About 12 million young people between 15-24 live with HIV/AIDS. 7,400 more people are infected with HIV every day and almost half of them are under 25.

SEE THE CHANGE

SHAMSA'S VISION FOR PAKISTAN

When she developed her project to create educational resources on the MDGs for her Association, Shamsa's vision was: *"All Girl Guides in Pakistan are educated about the MDGs and taking action to end poverty in their communities"*. She identified language difference and other barriers to girls working on the MDGs, such as needing to adapt activities to fit Guiding in Pakistan, and created a set of resources that met these needs. Shamsa's vision was ambitious, and challenged her to reach as many girls as possible with her resources.

DREAM AHEAD

Shut your eyes and imagine that you are 50 years old. Many years have passed since you completed your project. What story will you tell your family about how your project changed your community? What does your community look like now; what change can you see? Write or draw your thoughts.

MY VISION

Look back at everything you've explored in "See the Change". You have defined your communities and identified ways you feel could change your communities for the better. You've researched how people in the community feel about these topics, and explored your own motivation for taking action. You've learned about the MDGs and connected them to your community. Now, try to pull all these thoughts together to draft a vision statement for your project. If you're working in a group, try to develop a shared vision. It might take more work, but as your team develops it will be really helpful to have this strong and unified understanding of the change you are working towards.
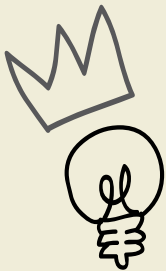
SEE THE CHANGE

My vision is...

SEE THE CHANGE

GOAL FOR CHANGE

Your goal describes the actual contribution you want to make towards your vision. It's a general statement that gives an overview of your project. If you are working towards one overall result, this might create your goal for example, 'To start a community theatre for disabled children in my community'. If you are planning lots of smaller activities that will contribute towards your vision in different ways, your overall goal could be more general. For example, if you are planning a series of activities and events that will enable teenage mothers to develop skills and socialise with their peers, your goal might be 'to tackle the isolation of teenage mothers in my community and empower them to make their own decisions.'

PROJECT GOAL

Look back at your statement from the Bring it Together activity on page 29. Shape this statement into a goal that describes your project idea.

The changes you focus on in your action plan should:

Be winnable. Choose things that can be changed. Make sure you, your group, or your association has the potential to influence this change.

Be realistic and achievable. While you should be ambitious about what you want to achieve, you should also be realistic about what you, your group, or your association can change within the context in which you live and with the available resources and timeframe.

Contribute to the global campaign's goal to protect and promote girls' rights

"In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it."

Marianne Williamson, peace activist

PLAN THE CHANGE

For your project vision to become reality, you're going to need a plan. In Plan the Change you will build your vision into a detailed and realistic project plan and learn some basic concepts of project management that you can apply to your community action project.

You will...

- **Put together** an amazing team to deliver your project

- **Choose** a community champion to support you

- **Learn** about the life cycle of a project

- **Explore** the steps you need to take to develop and implement your project plan

- **Identify** your project's strengths, weaknesses, opportunities and threats

- **Set** your objectives and plan your timeline

- **Consider** the resources your project needs and how to fill any gaps

- **Plan** how to monitor your progress and evaluate your project at the end

AGENTS OF CHANGE

A social entrepreneur is someone who sees a problem in their society, and uses business principles to respond to the problem and achieve social change. Instead of measuring success by how much profit they make, as in a normal business, social entrepreneurs measure their success by how far they meet their social goals. This doesn't mean they can't make a profit too, however, although many will be non-profit; reinvesting what they earn into society.

An activist is someone who tries to persuade governments, organizations and people to change their minds and change their laws. Activists take actions to direct social, political, economic or environmental change. Activists often advocate to create this influence, but they also use other methods to communicate their message such as building cooperatives, protesting and boycotting.

A community leader is someone who takes leadership to represent their community's interests, address issues affecting the community, and empower the community to develop and identify positive opportunities. Community leaders don't have to be elected or have legal powers and any number of people can become leaders in their community.

An advocate is someone who speaks out and takes action to influence others and create positive change in behaviours and attitudes to improve people's lives. Advocates identify issues that affect people and try to influence decision makers to act on these issues through speaking out, taking action and educating others.

PLAN THE CHANGE

TEAM INCREDIBLE

Projects need people. The best idea for changing your community isn't worth much without enough people power to make the change happen. Whether you're working through this pack as a group or individually, you will need to build a strong team to deliver your project; and there's a lot to think about. What makes a group a team? Who should take on the different roles your project needs? What skills do you need in your team to make your project a success?

WHAT I KNOW, WHAT I DO

1) In your group, take it in turns to think of one skill a person might have that will help with your project, e.g.: organized, good public speaker, artistic. One person should write down the skills everyone calls out until you have a long list. Do the same on another sheet for experiences e.g.: lived in another country, worked in an office, chaired a committee.

2) Once you have the two lists, lay a long rope on the floor. This rope represents a scale of how much of a particular skill or experience you have, with one end representing "lots" and the other "none". One person calls out at random a skill or experience from the lists. Everyone positions themselves along the rope to show how that skill/experience applies to them. Do you see any patterns?

3) As individuals, take a piece of paper and, using your original lists to help you, write down what skills you think you have on one side, and useful experiences on the other.

The purpose of this "skills audit activity" is to help you use your strengths, as individuals and as a group, to develop a really great project. For example, if everyone in your group is very creative and good at speaking out, you might decide a project that uses these skills, such as putting on a community play, would be successful. It might also show up gaps – perhaps nobody in your group is very good at writing letters, or none of you know how to run a meeting. Now you can see the gap, you can fill it. You might decide to recruit somebody else who can do these things, or to learn the skills yourselves.

PLAN THE CHANGE

WHAT MAKES A TEAM?

A group of people becomes a team when everyone...

- Works towards clear goals

- Understands what they are there to achieve

- Identifies themselves as part of the team

- Takes leadership, either jointly or with one leader

- Shares a set of values and beliefs

TEAM AGREEMENT

When your team first meets, ask everyone to discuss their expectations about being part of the team, how they intend to behave as a team member, and how they want to be treated. From this, develop 5-10 behaviour points that everyone can agree to keep to. For example, you could agree to treat each other with respect, not to swear during team meetings, to be honest, to let the team know if you can't attend a meeting, to listen more than you talk, etc. Write these points out and get everyone in the team to sign their agreement, then display the agreement in your meeting place and support each other to keep to it.

WHO'S THE LEADER?

Even if one person is managing your community action project, it doesn't mean they are the only leader of your team. By sharing leadership, you create opportunities for team members to develop and strengthen the team by sharing their unique perspective and skills. Shared leadership equals shared ownership; people are more likely to act on a decision if they helped to make the decision.

FACT

Although women represent half of the world's population, women work two-thirds of the world's working hours, produce half of the world's food, and yet earn only 10 per cent of the world's income and own less than 1 per cent of the world's property.

PLAN the CHANGE

FOLLOW THE HOST

A leader isn't just someone who tells other people what to do. In this activity, think about what it might mean to be a host. The host of a party sets up a space and opportunity for people to come together, socialise and enjoy each other's company. In the same way, the host of your team is someone who creates a space and an opportunity to come together, a space where everyone can share their ideas, feel confident to make suggestions and volunteer to take the lead when they are ready to. The host doesn't tell people what to do, instead the host empowers the team to take advantage of the creative space the host has set up to develop new ideas.

Take it in turns to host your team meetings and try creative ways to make your team members feel valued and empowered. At the end of each meeting, reflect as a group on how it felt.

A BALANCED TEAM

If everyone in your team had great organizational skills but was too quiet to speak out at meetings, your project might hit some problems. As your team starts to work together, you will need to explore how each team member behaves in the group and encourage them to think about their strengths and weaknesses. Meredith Belbin developed his theory about team roles in the 1970s, but it's still relevant. By observing teams in action, Belbin developed nine roles that he saw people adopt within a team, and he saw that all of these qualities were present in the most effective teams. He also observed that each person would prefer two or sometimes three roles, and could take on different roles according to the needs of the team and the situation.

"I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble."

Helen Keller

PLAN THE CHANGE

THE NINE BELBIN ROLES

THE COORDINATOR
"Is everyone clear about what we're going to do?"
They can bring a group of people together as a team to achieve a common goal. They can identify talent, command respect and get the best from their team.

THE IMPLEMENTOR
"It's all here in the plan"
Implementers are practical, disciplined people who focus on getting the job done. They do not have personal agendas and are loyal to the organization.

THE SHAPER
"Go! Go! Go!"
Shapers are insistent extroverts who constantly challenge others. They do not let the team rest on their laurels, which constantly improves the team's performance.

THE PLANT
"If only they'd ask me, I know what the answer is"
They are called plants because they provide the seeds for an entire tree to grow! They are creative engines chugging with new ideas, which are not limited by practicality.

THE RESOURCE INVESTIGATOR
"I've got all the right contacts and will get on to it right away"
They can take others ideas, develop them further and present them well. They are the lynchpin or the face of the team within and outside the organization, with their strong networking and negotiating skills.

THE SPECIALIST
"My research shows that..."
They will focus on the task in which they have specialist skills and knowledge.

THE TEAM WORKER
"How are you feeling today?"
They are the most supportive and sociable members who are focused on the team members and the environment within the group. They are like liquid glue... flexible in adapting to different situations and keeping the group together.

THE COMPLETER FINISHER
"How much time have we got?"
They follow through the task to completion, looking into details with a fine tooth comb and focus on meeting targets.

THE MONITOR EVALUATOR
"Yes, but...."
They are the serious-minded critical thinkers, who weigh the pluses and minuses of all the options. Though they may seem to apply 'brakes' on progress, their analytical skills pay in the end and hence they often have the last say in discussions.

PLAN THE CHANGE

Want to learn more about leadership and team building skills? Go to www.wagggs.org and download *Exploring your Leadership*, a resource based on the WAGGGS Leadership Development Programme.
http://arab.wagggs.org/en/grab/23120/1/exploring-your-leadership.pdf

FACT

More than a billion people do not have access to clean water.

"Never worry about numbers. Help one person at a time, and always start with the person nearest you."

Mother Teresa

TEAM TIME

A team that plays together, stays together. That might sound silly, but there will be times during your project when everyone feels under pressure. When that happens, your team members will need to trust each other and work together to solve the challenges. Try some of the team building games on pages 42-44 to help everyone get to know each other better. Build regular social activities into your project timeline and, if you can, organize a teambuilding afternoon during the project planning stage. Why not try an outdoor adventure, such as a wide game or hike, high ropes course, raft building or other adventurous activity, or go on an overnight survival camp?

PLAN the CHANGE

COMMUNITY CHAMPIONS

A community champion is one person with particular skills or experiences that you would like to involve in your project as a mentor and ambassador. They can make a huge difference to the success of your project, so it's important you make a good choice. Ideally your community champion will really get their hands dirty working on your project; attending meetings, speaking out for you at community events, advising you on your project plan and helping you deal with the challenges you face as you implement it.

You might choose your champion for different reasons.

- You need advice from someone with knowledge and experience in the area you are working on

- You need a mentor who has run community projects before and can support you through each step

- You are worried about how the community will react to your idea, so you recruit someone who is popular and influential in the community to speak out for your project

- You want an adult you trust to help you stay on track and support with simple logistics eg: driving people to meetings, helping with computer tasks etc.

Being a community champion is quite a big job, so when you approach someone to ask if they'll take it on, make it clear how much time and energy you may need from them. If they don't feel they can make the commitment, ask someone else. It's also important that they believe in your project and that you are comfortable working with them. They can be someone you know and trust, but if you need certain expertise you may need to approach people you've never met before from inside or outside your association. If this is the case, ask an adult you trust to accompany you.

CHOOSE YOUR CHAMPION

In your team, discuss the idea of a community champion and agree what your team most needs from this role. Once you have an idea of the kind of champion you want, share ideas of who to approach and discuss them until you have a first and second choice. Agree how to contact the potential champion.

PLAN THE CHANGE

TEAM BUILDING GAMES

For your team to work at its best, team members need to trust each other and be able to communicate. Try these cooperative games to help everyone get to know each other and build a strong team.

Bringing change to a community takes a lot of energy. It's important to keep your team energised as you work through your project, so don't forget these games; they will be useful at many stages of your project. Games can also be used to break down barriers, demonstrate leadership abilities and share leadership and problem solving skills, so think about how you could use them in the community groups you work with to pass on your skills.

NAME CIRCLE

Everyone stands in a circle. Pick someone to start by introducing themselves by saying their name and an adjective that starts with the first letter of their first name (eg: Adventurous Adam, Crazy Catherine, etc). The next person round has to repeat all the names that have come before them then add their own introduction.

Variations: ask each person to also perform a gesture as they introduce themselves (eg: star jump, bow, etc).

Once everyone has shared their name in this way, give someone in the circle a ball and ask them to first say their own name then pick someone else at random, saying their name then throwing the ball to them.

ONE MIND, ONE BODY

Form groups of six.

That group is now one body. Each person plays a different role:
One head, a left arm, a right arm, a torso, a left leg, a right leg.
Each person can only use the part of their own body that matches their role. All parts have to be "attached" to each other at all times!

The body has one minute to work out how to work together, then the race begins. All bodies race from one end of the meeting place to the other and collect a balloon. They then have to blow the balloon up, tie it off, then race back again and finish by popping the balloon.

PLAN THE CHANGE

IN BALANCE

Ask everyone to stand in a circle, facing inward and holding hands. Then step backwards until everyone is stretched out but still holding tight to their neighbours' hands. On a count of three, ask the group to keep their feet still but lean back as far as they can, relying on the joined circle to keep their balance. Once everyone is comfortable with this, go round the circle numbering people alternately 1 and 2. Now, ask everyone numbered "1" to lean into the middle and everyone numbered "2" to lean out, then to swap. The circle should stay in balance.

FUNNY FACE

In a circle, ask everyone to stretch and relax their faces by pulling silly expressions. Once everyone is feeling comfortable, ask one person to pull a funny face and turn their head to the left, at which point the person on their left should copy their face and also turn their head to create a Mexican wave of silly faces. Once the face has gone all the way round the circle, get someone else to try starting a funny face.

CROCODILE RIVER

Tell the group that they have to get across a river full of crocodiles (put two markers on the floor representing the two banks of the river), and the only way across is by stepping on floating logs - give each group some paper squares that are just big enough for one person to stand on. Give the group 1/3 as many paper squares as there are group members eg: for a group of 9 people, give 3 paper squares. The logs can be picked up and moved, but only one person can stand on a log at any time. Can the group get everybody from one side of the river to the other?

PLAN THE CHANGE

BHOMBELA

Give everyone in the group a small stone or stick that can be easily held in one hand. Kneel in a tight circle on the floor or sit around a table, with the stone in front. Get someone to clap or count a rhythm (1, 2, 1, 2…) Everyone should try picking up the stone in front of them and putting it down in front of the person on their right, keeping the movements in time. Once everyone is comfortable with this, agree on a song everyone knows and change the stone movements to fit (eg: add a tap of the stone in front of you or in front of your neighbour to create a three count pattern, or both taps to make a four count pattern). Practice with the song. You can change patterns and songs, or speed up, to vary the game.

DING DONG

Get the group to sit in a circle, and give one person 2 objects. They pass one to the left, saying as they do so, "this is a ding". The person next to them replies "a what?" and the first person repeats "a ding". Second says "oh, a ding" and passes it on round the circle. Pattern repeats, but words get passed all the way back to the first person every time. Same happens passing "a dong" to the left. Co-operative race to see which object gets round the circle first. Don't be surprised if it falls apart when the "dings" and the "dongs" start crossing over!

HELIUM STICK

In groups of about six, stand in two rows close together and balance a narrow stick or bamboo cane on everyone's outstretched index fingers. Tell the group to lower the stick to the ground without anyone taking their fingers away.

PLAN THE CHANGE

BIG ISSUES, SMALL STEPS

WHAT IS PROJECT MANAGEMENT ANYWAY?

Ever wanted something, and had to plan out how to make it happen? Without realising it, by doing so you will have been practicing your project management skills.

Project management is, quite simply, how you manage the process of bringing about the change you want to make. Project management skills can be applied to lots of different areas of your life. Knowing how to make something happen effectively is really useful when looking for jobs, planning a holiday, building a house… any time there's something you want to achieve, you'll find that knowing how to manage that project is really helpful. Project management skills also look really good on a CV – especially if you can demonstrate to your employers how you used these skills to make your community a better place.

HOWEVER BIG A PROJECT IS, IT ALWAYS HAS THREE ELEMENTS

A) Any project has a set **timeline**, with start and end dates.

B) A project sets out to achieve specific and realistic **objectives**. The objectives are the goals you have in mind for the project; the difference you want to make.

C) A project needs **resources**. They could be people, money or other items, but you will need to identify those resource needs, set up your budget, and work out how to get your hands on the things you need.

When planning your project, remember that the three elements will always affect each other. For example, if your timeline is shortened, you may not have the time to meet all your objectives, or if you get some unexpected resources they may enable you to increase the scope and/or duration of your project.
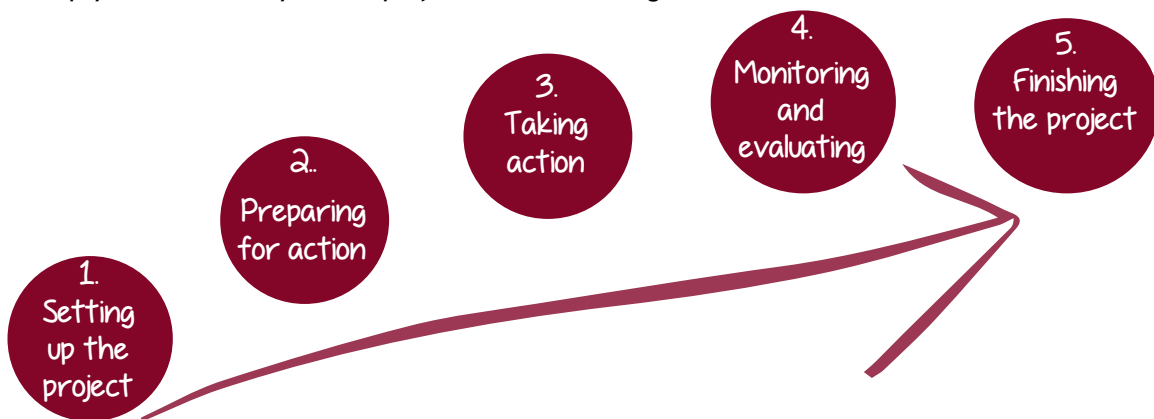
PLAN THE CHANGE

LIFE CYLE OF A PROJECT

No project is exactly the same, but most projects move through similar stages over their life. This is called the project life cycle. By understanding the stages of a project, you can organize your tasks and understand how your project is progressing and what stage you should be preparing for next.

However, most project life cycles aren't a simple journey from A to Z, from start to finish. In the middle of your project, when you are applying your plan and running your activities, you may go through a couple of stages more than once in order to reach your goal.

In this diagram, stages two, three and four make a miniature cycle of their own. If you prepare and run an activity (stages 2 and 3) but your monitoring of its result (stage 4) shows that it hasn't achieved what you wanted it to, you may need to prepare and run further activities until your objective is achieved.

This simple project life cycle probably covers the key stages you will need to follow when setting up your community action project. It has five stages:

1. Setting up the project
2. Preparing for action
3. Taking action
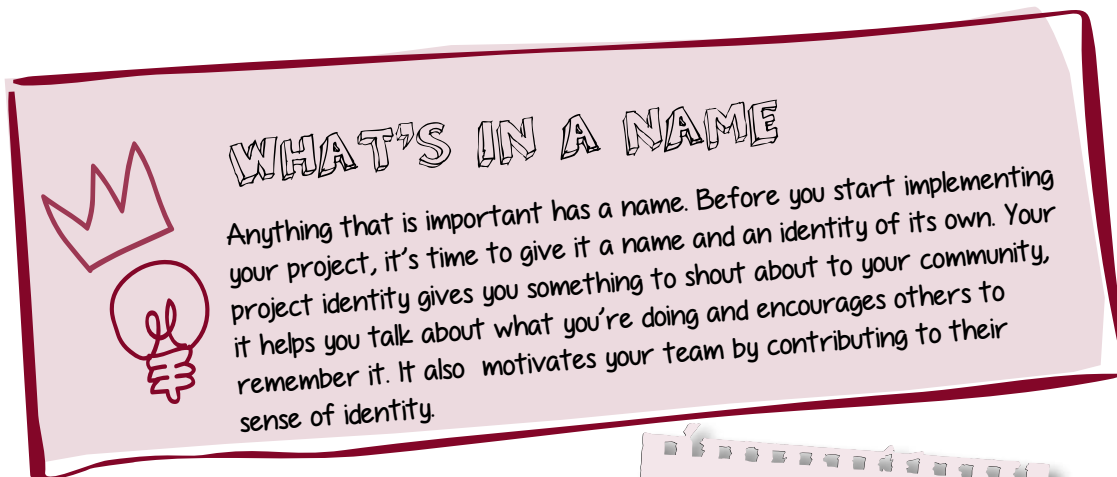4. Monitoring and evaluating
5. Finishing the project

CASE STUDY: BACK TO THE PLAN

Luisa's project to start a local food market in her town looked promising, but she struggled to spread the word and get people involved, so she had to go through steps 2-4 a few times to meet one of her objectives. "One of my objectives was to recruit twenty local food growers, a mixture of small farms and families growing more vegetables than they needed, to sell their food at the first market. I held a meeting in the community centre but only a handful of people turned up. I realised I needed to find better ways of getting in touch with people, so I started asking friends and family if they knew people on local farms or who had allotments, and put a message on Facebook and in the local paper. I got 12 sellers this way. They agreed to go ahead with the first market anyway, as I thought by seeing the market in action other people might be interested in getting involved." Luisa now has an average of 30 local food producers who sell their produce in the town community centre once a month.

PLAN THE CHANGE

WRITING YOUR PLAN

Your project plan is the most important tool you will develop to help you change your community. It might only be a piece of paper, but a good project plan will both keep you aware of the "big picture" of your project and remind you what you are setting out to achieve, whilst having enough detail to keep you on track with the actions you need to take. As you work through this section, you will learn more about some of the key parts of your project plan. On page 61 you will find a project plan template to complete.

WHAT'S IN A NAME

Anything that is important has a name. Before you start implementing your project, it's time to give it a name and an identity of its own. Your project identity gives you something to shout about to your community, it helps you talk about what you're doing and encourages others to remember it. It also motivates your team by contributing to their sense of identity.

Your project name should capture the essence of what your project is about, but still be short, memorable and easy to say. Share ideas amongst your team until you find something that the team agrees is exciting.

Use your project name on any written materials you produce, design a logo and choose colours to go with the name. You could even print it onto a T-shirt or create a banner, giving your project a visual presence when you're out and about in your community.

CHANCE AND RISKS

If you're going on a journey, you have to know where you're starting from to be sure you won't get lost. Planning a project is a journey too; if you want to create change, you have to be confident you understand your starting situation.

A simple and popular planning tool to help you develop this understanding is to carry out a SWOT analysis. SWOT stands for Strengths, Weaknesses, Opportunities and Threats. It's a way to help you make decisions by weighing up the factors that could affect your project both positively and negatively, inside and outside your own team or organization.

PLAN THE CHANGE

This is an example of a simple SWOT analysis for a group planning a guerilla gardening project (transforming empty local spaces into vegetable gardens). It only gives a few thoughts per area, you may find that your own SWOT is much longer!

SWOT for Ferndown Guides: Guerilla Gardening Project

STRENGTHS	WEAKNESSES
Girl Guides are well known in local community	I don't know much about growing plants
Team very motivated to make a difference	Many team members have important exams coming up which may make it hard for them to participate
OPPORTUNITIES	**THREATS**
Local community centre support the project and are offering first patch of land	There's a very dry summer forecast which may limit vegetable growth.
Garden centre have donated to community projects before, potential to get free seeds and equipment	There's not much of a "green culture" in the town, so people may not be interested in the project

INTERNAL - looking at you, your team and your project

POSITIVE - could increase your chance of success
STRENGTHS - what do you, your team and your project have that will help it succeed?
WEAKNESSES - is there anything that puts you, your team and your project at a disadvantage?

EXTERNAL - looking at the external environment and how it could affect your project
NEGATIVE - could decrease your chance of success.
OPPORTUNITIES - what external factors can you find that will help your project?
THREATS - what external factors could put your project at risk, or make it harder for you to succeed?

Look back at your community map (See the Change page 16) to help you complete these activities and understand how the people around you can make your project work.

PLAN THE CHANGE

SWOT IT

Perform a SWOT analysis for your own project idea. Share it with a friend to check you haven't missed anything.

You may never have run a community project before, but you've got lots of experience of something very important. You've experienced life in your community. You've seen the great bits, the tricky bits, talked with the people and spent time in the places that make up your community. All this experience will really help when you start to plan your project. Remember that a community is made of people and the only experts about a community are its members. For your project, in your community, you are the expert. Perhaps there are some gaps in your experience; you might not know what it's like to be elderly or disabled and have to use the public transport system, for example, but you probably know someone you can talk to who can explain what that's like.

By now you have a clear idea of what you want to achieve with your project. You may already have some support, or a team of other Girl Guide/Girl Scout group members working together to bring the project to life. To really make your work effective, though, you need more people on your side. Your team members will carry out the actions in your project plan. Now you need to enlist more people in the wider community to believe in the project, spread the word, offer their support and skills and promote your work.

TEN BEST FRIENDS

Look at the people on your community map. How many people can you find who you think would care about your project, or benefit from the change you want to create? Pick the ten people who you think would be the most interested and enthusiastic about your idea. Discuss the best way to approach these people and ask them to support your project, then write a list of actions you will take to make contact with them.

PLAN the CHANGE

REFLECT:

If you can't identify many people on your network map who would benefit from your project, stop and consider your idea. Are there other groups of people you don't know who would be interested in or benefit from your project? If so, how can you contact them? If you still can't think of many people, you might need to rethink your idea as a good community project has a positive impact for as many people as possible.

OPEN THE GATE

Ever heard of a gatekeeper? Historically, these were people who decided who was allowed to enter a city. Today, "gatekeeper" is a metaphor for someone who controls the access to something you need, such as resources, influence, or information. The gatekeeper can lock you out or let you in, so it's really important to get these people on your side. Look at your network map. Who on the map could be a gatekeeper for your project?

In pairs or groups, role-play the gatekeepers for your project, taking it in turns to pretend to be one of the real gatekeepers and discuss the project from their point of view. Explain why you want to implement this project, persuade them of the positive difference it will make, and try to reach an agreement that will "open the gate" for your project and win their support.

COMMUNITY FLASMOB

Put together a dance, song or act about the issue you are tackling that introduces your project idea. You need to plan something that will get peoples' attention, so the noisier and more entertaining the better! Choose a busy public place and meet there to perform your flashmob. Find a way to clearly mark your identity, such as wearing your uniform or a T shirt promoting your project, and display a banner giving your project goal. Have leaflets available to share more information about your project and a sign up list for people to show their interest.

PLAN THE CHANGE

SPEED PITCHING

Your project plan might be looking great - but to really make things happen, you're going to need some support, and that means you need to feel confident to talk about your ideas. Sharing your ideas with potential supporters is called "pitching". To pitch well you need to have a strong message that you communicate persuasively in just a few minutes. Practice your communication skills by pitching with your group.

Divide into two groups. Half the group are given paper and pen then spread out around the room and prepare to listen; each person in the other half prepares her/his pitch; it should be short, interesting, and give the key points of their idea and why they care about it. The pitchers match up with the listeners and have three minutes to deliver their pitch. If there is time, the listener can also ask questions. Ask someone to help with timekeeping by ringing a bell/blowing a whistle every three minutes. At this point, the listener puts a tick or a cross on their page to represent whether they thought the pitch was convincing or not and would consider supporting the project.

The pitcher moves on to the next listener. Continue until everyone has pitched four or five times, then swap the groups so the listeners get to pitch. Afterwards, discuss what made a good pitch.

TELL THE WORLD

The more support your project has in your community, the better. Make a list of ways you could raise awareness of what you're doing and invite people to get involved. Perhaps there are certain places where you will find people who are likely to be interested in what you're doing? For example, if your project is about teaching young children healthcare skills, how could you promote it at local schools, creches and health clinics? Plan two activities to let everyone know about your project.

"How wonderful it is that nobody need wait a single moment before starting to improve the world"

Anne Frank

PLAN THE CHANGE

FUNDING YOUR PROJECT

When you contact someone who might be interested in funding your project, be prepared to give them lots of information about your plans. Donors will need to feel confident that your project is going to have a big impact before they will agree to support you. To convince them, you will need to capture their hearts and their minds.

HEARTS - share your passion for your project and show the donor how it will impact your community. Talk about the underlying issue to the donor so they understand why it is worth caring about.

MINDS - demonstrate that you have the skills and commitment needed to implement your ideas, that your project is well planned and has an excellent chance of succeeding.

TIPS ON IDENTIFYING DONORS

Start local - look at your stakeholders and gatekeepers. Do any of these have resources that you need? Consider their perspective about your project and the impact it will have on them; can you use this to make them your ally, and win their support? Explore your local area and write down any businesses or organizations you see around who you think might have an interest in your project - then send them a letter.

Big and small - Even if you need a lot of funding for your project, don't fix all your hopes on a big donor. It might be easier to persuade lots of people to donate small amounts than win that large funding bid. Plan local fundraising activities such as selling products or organizing fairs, sales, competitions, sponsored events or ticketed parties and dinners.

Old Friends - People and organizations that already know and trust you are more likely to support you again. Even if you've never organized a project before, as a Girl Guide/Girl Scout you may be able to leverage the partnerships that your Girl Guide/Girl Scout Association has already established. Contact your Association locally and nationally to get recommendations of who to approach.

Shared Values - Look for organizations and people that believe in the values behind your project or are working on a related issue. You won't have to convince them that your project is worth doing; only that you have the capacity to make it happen.

PLAN THE CHANGE

CONTACTING DONORS

Some donors, particularly if you are contacting bigger organizations or funds, will have their own application forms for funding, or will want to see particular documents or evidence, such as references, copies of your accounts, etc. Before contacting any organization in writing, get in touch with them to double check their application process. Also try to get a name to address your application to personally.

If you want a donor to take your application seriously, demonstrate that you have taken the time to understand their application process and are willing to put the work in to apply properly.

When writing to a donor, there is quite a lot of important information you should include…

Their contact details

Your contact details
Give clear contact details that you know you can respond to promptly. Check with your Association before giving out any contact information.

RE: Title - *Use your project name, and give a clear opening sentence that captures concisely what you are doing.*

Dear Mr Nyabo (*Always try to find out the name of the best person to write to personally*)

Proposal Summary: A short paragraph of your proposal

Issue: An overview of the issue you are tackling, using facts and statistics to give it context. Introduce the community affected by the issue.

Background: Introduce your Association and WAGGGS. Give your mission and aims, and any examples of other successful projects you know about in your Association.

Your Change: Set out your project vision, goal and objectives, then talk through your timeline, the activities you are planning to implement and the results you are expecting. Explain how you will monitor and evaluate your project and where you hope the project will lead to in the future.

Your Budget: Give an accurate overview of your budget, going into enough detail that the potential donor can see the different costs and any income you are expecting. If you are converting your figures into a different currency, remember to show the conversion rate you have used.

Your Request: You have two options here; either tell the donor the total amount of funding you are looking for, and leave it up to them to decide what, if anything, they will contribute. Otherwise, you can ask for a specific amount. Remember that it's not just money you might need, and you might be more successful asking donors for equipment or services instead of money.

Thank you: don't forget to thank the potential donor for their time and consideration!

Your name
Project Name
Your position in your Association

PLAN THE CHANGE

DEFINE OBJECTIVES

WHAT ARE OBJECTIVES, AND WHY DO THEY MATTER?

Objective setting is a really important stage in project planning, because it's when you take your big idea - your goal for what you want your project to achieve - and work out what meeting that goal would actually look like.

WHAT'S THE DIFFERENCE BETWEEN OBJECTIVES AND GOALS?

You already have a goal for your project. Goals are general, long term, and can't be measured. For example, a goal could be to "meet the needs of elderly people in my community" or to "increase the use of public transport at my school". They give you a vague idea of what you want to achieve, but how will you really know how much progress you're making?

That's when objectives come in. Objectives are narrow, specific, short-term and measurable.

SMART objectives

A famous way of describing what a good objective looks like is to call it **SMART.** That is...

Specific (they describe a specific result)

Measurable (you can measure how close you get to meeting the objective through counting something; a rate, number, percentage or frequency).

Achievable (It might be hard work to achieve the objectives, but it's realistic; they can be achieved).

Relevant (the people involved have the necessary skills and resources to make them happen)

Time-based (they have clear start and finish dates)

To check you are creating SMART objectives, try using this template:

By (DATE), (WHO) will have (TAKEN WHAT SPECIFIC ACTION) resulting in (RESULTS) by (DATE).

This would result in objectives looking a bit like this:

By December 2013, Underhill Girl Scouts will have set up a rota of monthly litter sweeps in Firtree Park, resulting in a 70% reduction in litter by May 2014.

Because objectives focus on a specific set of actions and their results, you will probably need more than one objective to describe the full scope of your project. Look at your objectives with your team. If your objective list is getting too long, or you think they don't sound very achievable, you may need to adapt your plan.

SMART THINKING

Try writing a set of SMART objectives for your project, then share them with others, including people who aren't involved in the project, to check they are SMART and easy to understand.

MAKE ✏ THE CHANGE

You've completed your project plan and the moment has come to start taking action! In Make the Change you will decide on the actions you will take to meet your objectives, and put them into a project plan.

You will...

🍂 **Plan** your actions and complete your project plan

🍂 **Measure** your success and check project delivery against your plan

PLAN THE ACTIONS

Now it's time to think about how you can meet your desired objectives.
This involves deciding what actions you will take to make changes and when you will do these actions. This is the most important to-do list you will create during your project, because by the end of this section you will have decided which actions you will take to meet your objectives.

"Coming together is a beginning. Keeping together is progress. Working together is success"

Henry Ford

FACT

lOne African child dies every 30 seconds from malaria. About 20 million children under five worldwide are severely underfed, which leaves them more likely to become ill or die early.

MAKE the CHANGE

ACTION GALLERY

Write your objectives in the middle of large pieces of paper then spread them out around your meeting place. Give each team member a pen and ask them to wander freely around the room, thinking of activities that could meet or contribute to each objective and writing them on the paper. Encourage everyone to add comments and extra ideas to the activities that others have come up with. Once everyone has finished, bring the papers together and take it in turns to pick a favourite activity and present it to the group for discussion. Consider questions such as:

- Which activities make the biggest contribution to the objective?
- Which activities are realistic?
- Which activities will be fun to do?
- Which activities have the biggest impact on the community?

Explore the activity ideas until you have a shortlist of the most popular ideas. Write these against your objectives and reflect;

- If you successfully deliver all these activities, will you have met your objectives?
- If you add up the impact of all these activities, will they meet your project goal?
- If you add up the work involved in delivering these activities, will your team manage it?

Deciding on the final list of activities will take time, and not everyone will agree at first. Stay positive and keep working at it until you have a final list to add to your project plan.

*"Dare to reach out your hand into the darkness,
to pull another hand into the light."*

Norman B. Rice

MAKE the CHANGE

TIMELINE

Your project timeline will set out your schedule for completing your project and identify important targets, deadlines and resources needed along the way.

Planning your timeline in advance helps you to keep track of how your project is progressing and helps your team understand what needs doing when. If you don't bother planning your timeline you could find that people don't do much to begin with, then there's a scramble to catch up later on.

It's really important to set a realistic timeline. This project isn't the only thing you'll be doing in your life for the next months. Map out your personal timeline; do you have exams coming up, a big life change like leaving home or changing job? All these things will affect how much time and energy you can give your project, so don't give yourself a tight deadline just when you'll be busy with something else. Consult others who are involved with the project so you can understand how they need to fit it into their lives too. Setting ambitious deadlines that you can't keep to can really put you off. Missing deadlines isn't a nice feeling; it can make your project far less satisfying and demotivate your team.

On the other side, if you leave huge gaps between each target it can be easy to lose momentum. If your team get bored or turn their focus onto other things because nothing is happening in the project it's really hard to get the motivation back. Try to plan a timeline that gives you a realistic amount of time for each task, but keeps the momentum going.

> **MAXIMUM IMPACT**
>
> Internationally recognised days – such as International Women's Day – are declared by the United Nations to highlight issues of interest or concern around the world. People around the world use these days to draw their community's attention to issues and demand change.

YOUR TIMELINE

On a large sheet of paper, mark your project start day at the top and end day at the bottom. Connect the two dates with a line then divide the line up by months, weeks or days, depending on how long your project is going to last for. Mark in important dates and deadlines. Now go through your actions one by one, working out which order they should be completed in, and how long each one will take. Map these into your timeline.

MAKE ✏ THE CHANGE

GANTT CHART

A GANTT chart is useful for showing in detail when individual tasks will take place and who is responsible for them. It can help you spot any times when your project will be really busy, so you can see if you need to reorganise tasks or find some extra support at that point. Look at the example below then create your own GANTT chart.

GANTT CHART EXAMPLE

	Week one	Week two	Week Three	Week Four	Week Five
Plan community meeting (Eri)	▓	▓	▓		
Produce leaflet (Taisha)		▓	▓	▓	
Connect with Mayor (Eri)			▓	▓	
Plan activity day programme (Max)			▓	▓	▓

MAKE THE CHANGE

CREATE A PROJECT PLAN

How will we put your plan into action? By now, you have identified the specific issues you want to focus on and defined the desired outcomes, strategies, and timing for your action plan. You have also mapped your potential allies and partners and assessed your resources. You are now ready to put all of this together in a project plan.

A project plan breaks down what will happen, how it will happen, when it will happen, and who will do it. A work plan can be a useful tool to help groups stay on track.

A work plan includes several parts:

- **Activities** – These are your tactics: the things you will do to create change.

- **Tasks** – These are the smaller steps your team has to take to achieve the milestones.

- **Deadline** – This is the day by which the activity, milestone, or task should be completed.

- **Point person** – This is the person who is responsible for doing the activity, milestone, or task.

"I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble."

Helen Keller

FACT

More than half a million women die in pregnancy and child birth every year – that's one death every minute. Of these deaths 99 per cent are in developing countries.

MAKE ✏ the CHANGE

PROJECT PLAN TEMPLATE

Use these pages to pull together all your key decisions and create your project plan.

VISION - What the world will look like after my project is successful. An inspiring and motivating statement. It can be aspirational – that is, your project does not have to completely fulfill your vision. eg: "My community is alive with green spaces, nurtured by local families working together to transform empty land into fertile and productive vegetable gardens" Think of Martin Luther King Jr''s famous "I have a dream" speech for an example of a great vision.

OUTCOMES - What you are determined to achieve to bring your project vision to life. eg: "Develop and maintain a community network to identify, allocate and cultivate unused areas of land"

OBJECTIVES - the specific achievements you are aiming for. They should be SMART: Specific, Measurable, Attainable, Realistic and Time bound. Use this structure to check your objectives are smart:

> By (DATE), (WHO) will have (TAKEN WHAT SPECIFIC ACTION) resulting in (RESULTS) by (DATE).
> eg: "By January 2013, I will have recruited 20 people to reclaim unused land in the community, resulting in 10 reclaimed areas by July 2013."

ACTIVITIES - The individual actions you will take to achieve each objective, and who will do them. You may need to do just one activity to meet an objective, or many. EG:
1) Hold a recruitment drive at local garden centre to attract interest
2) Put an article in the local paper inviting local people to get involved in the project

RESULT - how meeting each objective contributes towards achieving your goal. The "product" of your activities.
Promotional materials on project produced
Awareness raised in local community

RESOURCES NEEDED - Everything you will need to achieve each activity.

START AND END DATES - when you will begin and complete each action

MAKE THE CHANGE

VISION

OUTCOMES

OBJECTIVES

ACTIVITIES

RESULT

RESOURCES NEEDED

START AND END DATES

MAKE ✏ the CHANGE

HOW IS IT GOING? (MONITORING AND EVALUATION)

Use these pages to pull together all your key decisions and create your project plan.

Monitoring and evaluation are both ways of finding out if your project is achieving its goal, but they are used at different stages in the project. Monitoring and evaluating your project will help you reflect on your progress and learn how the actions you take affect the impact you have, enabling you to make better decisions as you learn.

Both monitoring and evaluation are there to help you answer questions like these:

- Are we doing what we said we'd do?

- Are we achieving what we planned to achieve?

- Is the project plan OK? Can it be improved?

- What were the unintended consequences our project is causing?

- Is our project making the change we planned?

Look back at your SMART objectives (page 55). The M stands for "measureable". If your objectives are SMART that means you should be able to measure at least one aspect of each objective to help you find out if you have achieved it.

> ### THE 2 Qs
>
> The information you'll need to collect for monitoring and evaluation comes in two main types; quantitative and qualitative. Quantitative information looks at "how much" there is of something, usually measured in numbers. How much money you've spent, how many people you've reached, how much time you've spent on an activity…this is all quantitative information. Qualitative information isn't so easy to measure in numbers. It looks at the quality of what's happening, such as how people feel about the project, how the community is reacting, or how smoothly the project is running.

MAKE THE CHANGE

GATHER YOUR FACTS

Imagine your project is completed and you have to write a report for your Association about the project's impact on your community. Write a list of the different information it would be useful to have gathered to help you write the report.

You can gather information about your project using the same research methods you tried when researching your project idea – see page 21

KEEPING ON TRACK: MONITORING YOUR PROJECT

Monitoring means regularly collecting information on your project and analysing it to find out if you are on track to meet your objectives. This gives you the chance to spot problems quickly and adapt your project if needed. You'll keep an eye on your resources and timeline to spot where extra work is needed, and check what's happening against your project plan. Good monitoring will help you complete your project on time and get the results you want.

Regularly collect information during your project to see…

- What impact has your project had so far

- Are you on track to meet your objectives

- Does anything need to be adapted to increase your impact

If you find something isn't going to plan, don't be afraid to make changes! However good your project plan is, things will happen that you couldn't have guessed when beginning your project journey. Being flexible and adapting your project plan is an important part of project management. Before you make any changes, just ask yourself one question: "will this change increase or decrease the impact of my project?"

MAKE the CHANGE

SIGNS OF SUCCESS: EVALUATING YOUR PROJECT

Evaluation is a review of your whole project that looks at the impact you've made and helps you understand how and where your project succeeded. You evaluate your project once it is completed, but you can use the information you gathered by monitoring your project as part of your evaluation.

Collect information at the end of your project, and analyse all your information to see...

- How effective have your activities been - what worked well and what could have been better

- How far has your project achieved its objectives

- How great an impact have you had on your community

Once you have analyzed your information, decide on how to report about your project and who to share your evaluation with. You could do a written report, video, blog, exhibition or display. Don't forget to report back to any donors or key supporters that have contributed to your project!

M&E IT

With your group, decide what information you are going to collect on a regular basis to keep your project on track (monitoring) and what information you will need at the end of your project to judge your impact on the community (evaluation). Make a list of the different pieces of information and agree how you will collect each one, and how often you will track it. Mark your monitoring points on your project timeline.

"What lies behind us and what lies before us are tiny matters compared to what lies within us."

Ralph Waldo Emerson

SHARE ♡ THE CHANGE

Your project is a great success. You've brought the world a little bit closer to your vision, and have hopefully had lots of fun along the way. So what comes next?

This section is about sharing the change you've made. There are different ways you can share the change: You will...

TAKE YOUR PROJECT FURTHER

Think about ways of expanding on the impact of your project. This could mean running it again with a different group of people, or creating a new project to extend the impact of your first one.

SPREAD YOUR SUCCESS STORY

By telling others what you have done, you can demonstrate how Girl Guides and Girl Scouts can change the world and inspire others to do the same. Your project idea, created to fit your community, could be the perfect starting point for other people who want to work on the same issue in their community.

SPEAK OUT

for wider change in the area you've worked on. Speaking out, also known as Advocacy, is about influencing people to take decisions that will improve our lives and the lives of others. If you believe that your project has changed an issue in your community for the better, you can use your project as leverage to influence decision makers to also tackle that issue –to read more check out the WAGGGS 'From a Whisper to a Shout' Toolkit.

SHARE ♡ THE CHANGE

TAKE IT FURTHER

Your project started off as a tiny seed of an idea. Now it has taken root and grown into a tree. You could sit back and look at your tree, or you could see that tree as the beginning of a forest.

If you've enjoyed working on your project, why not use your experience to take that work further? You could extend your existing project, develop new projects that tackle the issue you identified in "see the change", or challenge your team to go out and run projects of their own, building a new team for your next project.

SPREAD THE WORD

You've seen what a difference you can make. Now you can tell the world and hopefully inspire others to spread the change in their own way.

A community action project is always going to be local; as local as the community it affects. However with 10 million Girl Guides and Girl Scouts around the world, wouldn't it be amazing if you could spread the word about your project to other young women in other communities, even other countries or continents, to inspire them to take action for themselves?

Imagine a world map. Then imagine a tiny dot on that map, right where you are. That dot represents your community, your project. Then imagine a tiny line leading to another community, maybe just up the road, maybe on the other side of the map. Suddenly there's another dot; another project. Imagine the lines spreading out, making a web across the map, connecting all those tiny dots together.

That's how spreading the word can make a difference. Using the internet and other ways of communicating, you can share your ideas and motivation with others. But remember, your project has been a success because you worked hard to understand your community, so you knew the action you took was the right answer - for your community. That doesn't mean it would be the right answer for another community, even if they want to tackle a similar issue. There is no perfect answer for everyone. Instead, share the inspiration, the teamwork, the ideas. Your actions and approach could inspire a different community to find the answer that is right for them. It's called trans-local working; starting locally then connecting with others. Sharing local ideas without pretending they are global solutions, but hoping those shared ideas could grow into new solutions for different communities. Don't share the blueprint, share the inspiration, the "spark".

"It's not that successful people are givers; it is that givers are successful people."

Patti Thor

SHARE ♥ THE CHANGE

FUTURE PARTY

Throw a thank you party for everyone who was involved in your project. Start by celebrating your success then introduce the big question – "How could we take this further?" Get everyone to call out or write down as many ideas as they can of how to build on the project, spread the word about what you've achieved, and think of other ways this issue could be tackled in your community. Stick the ideas up around your party venue, give each guest a sheet of stickers and ask them to read them as they wander around, putting a sticker on their favourite ideas.

BLOG IT

Set up an online blog to share the story of your project. Use a site like www.tumblr.com where you can add posts describing how the project is going and display all your photos, stories and quotes. Tell your Association and any organisations who helped you with your project about your blog. Feeling creative? Make a video telling the story of your project as attractively as possible and share it online.

COMMUNITY STORY

Your project has probably created quite a stir. Even if it's only reached a handful of people, you have changed lives – and that means you've got stories to share. Plan an exhibition that tells the story of your project, the people involved, and the change you've created, in a creative and easy to understand way. Try interviewing different people who have experienced your project, taking photos of your community before and after the project, making copies of pages from your Be the Change Journal, collecting videos and audio recordings. Hold the exhibition in a public building and invite high profile guests, journalists, NGO representatives and anyone else you can think of who could spread the word about your project.

SHARE ♡ THE CHANGE

TELL WAGGGS

WAGGGS would love to hear about your project, and will be able to share your success internationally. Go to the website: www.wagggs.org and explore the "take action" section to learn more about how to share your story, or email youthlearning@wagggs.org

AGAIN AND AGAIN

Contact other Girl Guide/Girl Scout groups and offer to share your project story, encouraging them to adapt your plan and use it in their community. See how many groups you can inspire!

"I've learned that you shouldn't go through life with a catchers mitt on both hands. You need to be able to throw something back."

Maya Angelou

FACT

The carbon footprint of the poorest billion people on earth is 3 per cent of the world's total, yet it is the poor who will bear the disproportionate brunt of climate change.

APPENDIX - STORIES OF SUCCESS

'ERADICATE HUNGER AND POVERTY' SERVICE PROJECT, CANADA

The 'Eradicate Hunger and Poverty 2010 National Service Project' is a unique way for Girl Guides in Canada to learn about hunger and poverty in their community, across Canada and around the world. A toolkit helps units to plan a project to take action against hunger where they live. Girl Guides take part in activities such as collecting and donating food to a food bank; planting a garden and donating the food; volunteering at a food bank; and writing letters to local politicians. Young people learn about hunger and poverty locally and around the world. Then they plan and implement a project to take action on it. The results will be tallied on the website so anyone can go and see how many Girl Guides have taken which actions so far.

ASSOCIATION OF PORTUGUESE GUIDES ` "HAVING BIG HANDS TO HELP"

The Association of Portuguese Guides (AGP) established a project to support development in countries whose official language is Portuguese. The purpose of the project is to sensitize Girl Guides in Portugal to get involved in their community, by raising awareness about the MDGs using educational programme as a framework for development.

By baking and selling cookies, Girl Guides were mobilized to raise financial support for the following projects in partnership with an NGO - the Evangelism and Cultures Foundation:

1. East Timor- Rehabilitating a community bakery.

2. Angola - Rehabilitate and improve an internal school for young girls.

3. Mozambique - Rehabilitating a library, to promote recreational activities and recovery classes at school.

Through this initiative, AGP intends to contribute to the following MDGs: Eradication of poverty and hunger, universal primary education, gender equality, and developing global partnerships for development. The cookies are labelled with information about each of the specific projects, thus also helping to raise awareness about the MDGs in their country.

APPENDIX – STORIES OF SUCCESS

LILIAN'S STORY

"I have worked on many different projects related to the MDGs in my country. My top tips for a successful project are:

1) The community have to understand the purpose of the project. If they don't know what you are really trying to do, they will think you are using them as guinea pigs, or trying to "change" them. If the community really knows what you are doing and, most of all, why you are doing it, that's when you'll get their support.

2) Involve people in your project who come from the community. Then you'll have champions that others will listen to.

3) When I started, I didn't have all the skills I needed. So I read about projects and found information on other experiences, so I could work out what I needed to do and the skills I needed to work on.

4) Training is really important. In every project we start, there is a trainer who knows about Guiding. Before we start any project in a community, we ensure there is training about what the Girl Guides are, about their values and what they do. Then we build the project on that, so it's always based on the values of Guiding, and people involved in the project can go out and talk about the Girl Guides and what we do. The trainer from the beginning then trains another trainer to carry it on, making the project sustainable."
Lilian Itenya, Kenya

SOPHIE'S STORY

"The project I created at the Helen Storrow Seminar at Our Chalet quickly evolved and grew into three parts! To this point I have completed the first two parts- holding a Guiding Resources Swap and implementing a recycling system at our local Girl Guide Camp, Camp Rory. I am currently working on the third part which is creating a challenge for Girl Guide Members in British Columbia, Canada. Running the first two parts was a wonderful experience and helped give the motivation to keep going on when I saw what a difference they were making. I found it was really important to have a successful outcome to my projects by staying organized and focused on the plan that I made. Having a set plan and goal helped make it easier to figure out what I needed to get to there! I felt that the biggest challenge with my first two parts of the project was having support. Many people that eventually became involved in the projects at first didn't want to support them as they didn't feel they would occur or benefit anyone. But once they saw the progress many people began jumping on board. If you're doing your own project, just remember to stay positive and focused; don't let what others think affect your idea and plan, because you will eventually achieve your goal with a little time, effort and hard work!" Sophie Streloff, Canada

APPENDIX – STORIES OF SUCCESS

RIGEL'S STORY

"I wanted to share some things I've learned from running my project of recycling used batteries. Running a project is not that easy, even if you have all the motivation of the world, because it needs people, and motivated people. When you try to run a project, you will find people that want to help and they do help, and people that want to help but they don't, maybe because they don't know how, or they simply don't have the motivation. So you will always have to be prepared to confront these difficulties, and always surround yourself with enthusiastic people who are disposed to help."
Rigel Gigi Rebolledo Rodriguez, Panama.

ERIN'S STORY

"I think this project has really helped me to grow as an individual, a leader, a decision maker and a world citizen. In creating the advocacy badges and workshops I have further delved into the concept of global citizenship and how one person can be a leader in their community and help work with others to change the world. This has helped to re-inspire my belief that with hard work, good support and the ability to think outside the square and make smart and tough decisions anything is possible. The biggest challenge for me was balancing my passion with the processes and priorities of others. I have learned to be more diplomatic, understanding and tolerant." Erin Wicking, Australia, developed advocacy workshops and resources to increase awareness of advocacy and the MDGs in her Association.

RYOKO'S STORY

Ryoko Iwadare from Japan worked on an environmental project called Greener Cleaner. "Greener cleaner will be a huge project and many people will take part. Through this, I get the chance to meet so many people and develop my communication skills"

KATHRINE'S STORY

Kathrine Myhre Nordby, from Norway, developed a project called "Girls Can" which motivated a group of 13-18 year olds to contribute to their community by ending the project with a trip to the WAGGGS World Centre of Our Chalet, in Switzerland. "I managed to use the enthusiasm for the trip to bring the group together and make a great course that explored the things we have in common and how we all have something to learn from each other."

GLOSSARY

AUDIT To evaluate and take stock of something.

DONOR a person or a group that gives something (such as money, food and other resources) in order to help and support a person, a project or an organization.

GLOBAL ACTION THEME (GAT) A six year theme implemented by WAGGGS to encourage its Members to address a particular global topic as part of their programme.

MILLENNIUM DECLARATION The Declaration is the resolution passed by the member states at the Millennium Summit, restating their commitment to the principles and values of the UN, identifying the challenges facing humanity at the 21st century and identifying concrete measures to respond to these challenges.

MILLENNIUM DEVELOPMENT GOALS (MDGS) Recognizing the situation of the world's poor was a major point of concern on the global agenda. Eight specific development goals were elaborated from the Millennium Declaration. These goals are accompanied by specific targets to be achieved by the year 2015 and indicators to monitor progress towards the targets and goals.

MILLENNIUM SUMMIT High-level meeting of heads of state convened September 6-8, 2000 during the UN Millennium Assembly in order to discuss "The Role of the United Nations in the Twenty-First Century."

MO WAGGGS Member Organization.

NGOs Non-Governmental Organization. NGOs are organizations that operate independently from any government, and normally refers to charities and other not-for-profit organizations that work towards social change.

PROJECT MANAGEMENT the practice of planning, organising and managing a temporary endeavour undertaken to meet specific goals and objectives.

STAKEHOLDER a person, group or organisation who affects or can be affected by your project's actions.

"TOGETHER WE CAN CHANGE OUR WORLD" The 2009 - 2015 Global Action Theme for WAGGGS, this programme encourages Girl Guides and Girl Scouts around the world to take action to achieve the Millennium Development Goals.

FURTHER WAGGGS RESOURCES

'Together we Can Change the World' GAT Badge Curriculum:
http://www.wagggs.org/en/grab/20082/1/2GATcurriculumENG.pdf

GAT Guidelines for Member Organisations
http://www.wagggs.org/en/grab/3335/2/guidelinesEngweb.pdf

GAT Toolkit - this is aimed at National Boards of WAGGGS Member Organisations and leaders who would like to get more involved in developing projects that contribute to the MDGs http://europe.wagggs.org/en/grab/21932/1/gattoolkiteurope-e.pdf

Strategic Partnership Guidelines
http://extranet.wagggsworld.org/en/grab/20939/1/StrategicPartnershipsbookENGfinal.pdf

Advocacy Toolkit
http://www.wagggs.org/en/grab/3384/1/1advocacyENG.pdf

Fundraising Booklet
http://www.wagggs.org/fr/grab/358/1/fundraisingguide.pdf

Online MDG programmes
http://www.un.org/millenniumgoals/

YUNGA - WAGGGS Challenge Badge Curriculum

http://yunga-youth.weebly.com/themes.html

World Thinking Day Activity Packs:

Universal Education (2014):
http://www.worldthinkingday.org/en/grab/24779/1/activity-pack-2014-final.pdf

Child Mortality (2013):
http://www.worldthinkingday.org/en/grab/23629/1/wtd-2013-mdg4-web.pdf

Maternal Health (2013):
http://www.worldthinkingday.org/en/grab/23630/1/wtd-2013-mdg5-web.pdf

Environmental Sustainability (2012):
http://www.worldthinkingday.org/en/grab/22460/1/2012-wtd-activity-pack-cover-eng-web.pdf

Gender equality and empowering women (2011):
http://www.worldthinkingday.org/en/grab/20868/1/WTDActivityPack2011.pdf

Extreme hunger and poverty (2010):
http://www.worldthinkingday.org/en/grab/3642/1/activitiesWTD2010.pdf

HIV and AIDS, Malaria and other diseases (2009):
http://www.worldthinkingday.org/en/grab/2787/1/2HIVAIDSactivities.pdf

http://www.worldthinkingday.org/en/grab/2789/1/Malariaactivities.pdf

http://www.worldthinkingday.org/en/grab/2790/1/1Otherdiseasesactivities.pdf

Water (2008):
http://www.worldthinkingday.org/en/grab/1879/1/activitycardsENG.pdf

thoughts

thoughts

"You must **be the change** you want to see in the world"
(Mahatma Gandhi)