



WORLD ASSOCIATION  
OF GIRL GUIDES  
AND GIRL SCOUTS

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# BE THE CHANGE 2030

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# FOREWORD

**“IF EVERY GIRL WAS ABLE TO LEARN ABOUT HER RIGHTS, SPEAK UP FOR HERSELF AND DEMAND CHANGE, THE WORLD WOULD BE A MUCH BETTER PLACE.”**

**Olympia, Girl Guide Leader, Greece**

Social change is what we do. It always has been. For more than 100 years, Girl Guides and Girl Scouts have been taking action in their communities and speaking out on the issues that matter to them.

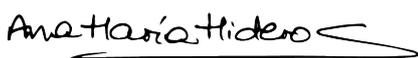
The World Association of Girl Guides and Girl Scouts exists to help every girl reach her full potential. We have a clear vision that “all girls are valued and take action to change the world”. We must respond to girls’ needs and constantly realise this vision in fresh, innovative ways.

I am hugely excited to introduce you to *Be the Change 2030*. We have developed this educational programme to help Girl Guides and Girl Scouts aged 14 and above to create social change by developing and running a **community action project** or launching an **advocacy campaign**. We want to help groups everywhere to plan, make, lead and share positive change in their community.

Community action and advocacy are as relevant for girls and young women now, as they ever have been. Starting a community action project is something every Girl Guide and Girl Scout can do. It just requires passion, hard work and an open mind. We know that around the world, our members want to make a difference, transform their communities and improve the lives of the places and people that matter to them.

Like community action, advocacy is central to all that we do. Girl Guiding and Girl Scouting began in 1909 when a group of girls gate-crashed a Boy Scout rally demanding ‘something for them’. We’ve been advocating ever since.

Be the Change will help girls everywhere to speak out and drive change. This tool is just one way we are supporting you - our Member Organisations - to take action on the UN’s Sustainable Development Goals. As a global Movement of 10 million people from 150 countries, we are all part of a uniquely connected international support system. Together we have incredible power. Be the Change will help us to realise this power and support Girl Guides and Girl Scouts everywhere to take action for the Sustainable Development Goals.



Ana Maria Mideros  
World Board Chair, WAGGGS

# WAGGGS AND THE SUSTAINABLE DEVELOPMENT GOALS

In 2015, World Leaders made an historic agreement to tackle the challenges facing our world. The 17 UN Sustainable Development Goals aim to achieve an end to extreme poverty, inequality and climate change by 2030.

Each of the 17 Goals have targets which apply to every country in the world. Governments, charities, businesses, organisations, individuals and (of course) Girl Guides and Girl Scouts must all play a part to achieve these goals.

The World Association of Girl Guides and Girl Scouts (WAGGGS) exists to help every girl to realise her potential and make a difference in her community and the wider world.

As the world's largest organisation for girls and young women, we can have an important impact. We want to support Girl Guides and Girl Scouts everywhere to take action for the Sustainable Development Goals.

## SUSTAINABLE DEVELOPMENT GOALS



# FIVE WAGGGS THEMES

We worked in consultation with young people and our Member Organisations to understand where we should focus our work around the SDGs. From this consultation, we developed an SDG framework which groups the 17 Goals into five core areas for WAGGGS. These five core areas seek to ensure:

- every girl is healthy and thriving
- every girl is safe and respected
- every girl can develop skills and have opportunities
- every girl can enjoy and inherit a liveable planet
- every girl can raise her voice and be heard

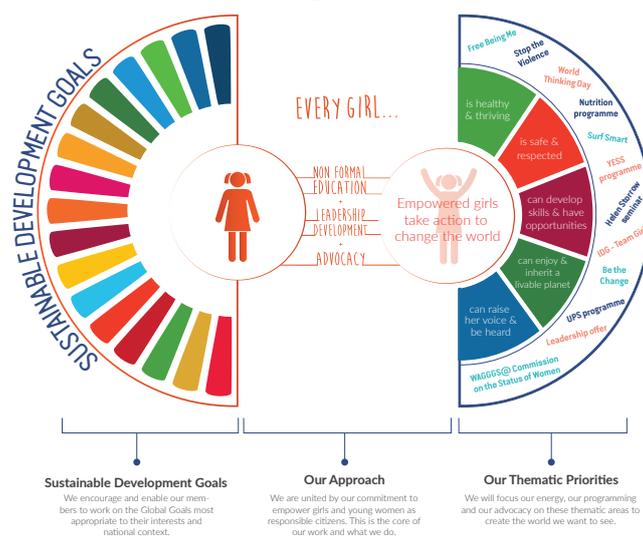
Until 2030 we will work towards achieving the SDGs and these five key themes through our programmes, leadership development opportunities and advocacy campaigns. These themes are already reflected through so much of our work:

- Our Free Being Me and Action on Body Confidence programmes with help to ensure that **every girl is healthy and thriving**. Through fun and interactive activities we have already helped more than 3.5 million young people across 125 countries to build body confidence and self-esteem.
- Our Stop the Violence campaign is just one way we're working to ensure **every girl is safe and respected**. The campaign seeks to prevent and eliminate all forms of violence against girls and women. Young people take action in their schools, local communities and at a national level
- Our global leadership events have reached girls in over 60 countries since 2015. These events help us to **ensure every girl can develop skills and have opportunities**. We're creating the next generation of community leaders.

We're sure you'll look at your work on WAGGGS' programmes and your own national and local initiatives and realise how much you are already doing to take action on the SDGs.

Be the Change 2030 gives you the tools to create a social change project with the impact to develop and strengthen your community. It helps you to create advocacy campaigns on the issues girls care about.

Girl Guides and Girl Scouts have incredible power. Together we can lead the change!



# GET READY

*Be the Change* is a programme for Girl Guides and Girl Scouts aged 14 and over. It can be used in small groups or on your own to plan and implement a social change or advocacy project. If you are working on your own you may need to adapt some of the activities. If you are working as a group (this will be your project team) we recommend a maximum size of eight people. The toolkit is designed to be girl-led. It works best when you make the decisions and take responsibility at every step of your project.

The most exciting part of this pack is what you will do with it. We hope it will guide you to deliver incredible projects and drive important change. As you work through the programme, we hope you enjoy the journey!

## Live the future, today

What future do you want for yourself, and the people you care about? What do you want your community to look like twenty years from now?

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. This pack helps you to see that you can make change happen!

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

Although any project will need resources, **all you need to get started is motivation, imagination, and a notebook!**

Each participant will use their notebook as their *Be the Change* journal to record activities, thoughts and decisions.

# ADVICE FOR LEADERS

## SUPPORTING YOUR GROUP

This programme is aimed at youth members aged 14+ and can also be used with younger groups with support and adaptation by a leader.

The level of challenge in setting up a social change project will vary greatly depending on:

- The age 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 points. 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

For tools and tips on how to assess risks within this programme please see the [appendix](#). (page 62)

Leaders can also help to motivate the group if they face challenges with their project and they can 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.

### PROJECT MENTORS

In the [Plan the Change](#) section of the pack, it is suggested that project teams recruit a mentor to support them in project development and to champion their work. The group should choose their mentor. If the mentor they identify is external to the Movement, it will be important to ensure they are introduced to the values and working methods that make Girl Guiding and Girl Scouting unique. Ensure that you always accompany your group when they meet with their mentor. You should also follow guidelines set by your National Association to ensure that the mentor adheres to organisational policies - particularly regarding safeguarding.

# BE THE CHANGE JOURNEY MAP\*

Map your journey throughout *Be the Change* and decide how you will work your way through this programme.

\*Remember this is just a guide, you can combine the stages depending on the time you have available. It is recommended that you spread this programme out over a series of weeks or months, so that you can have time to reflect at the end of each stage.



*Try out the team building games and really work hard to build this relationship.*

## STAGE 1

**Approx. 1 hour**

Introduce 'the SDGS' (pages 6 - 7)  
Introduce 'Be the Change' (pages 10-15)

## STAGE 2

**Approx. 2+ hours**

**Step 1:** Understand your community  
**Step 2:** Explore the issues

*Why not turn this stage into a trip outside of your usual meeting place or even a residential event?*

*Spend some time to understand the difference between leadership skills and leadership practices by diving in deeper to the Leadership Mindsets.*

## STAGE 3

**Approx. 2+ hours**

**Step 2:** Explore the issues  
**Step 3:** Build a vision for change

*You can always adapt the activities within each stage to make it as interactive as possible.*

## STAGE 4

**Approx. 1-2 hours**

**Step 4:** Craft your message  
**Step 5:** Identify decision makers

*Are there any local influencers who can talk to you about this? Do you have peers that you can talk to, who have taken on a similar project?*

## STAGE 6

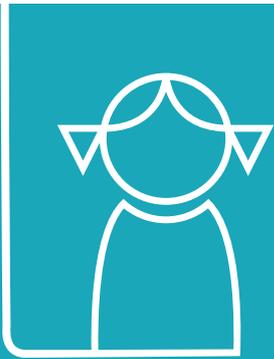
**Approx. 2 hours**

**Step 6:** Build your team (continued)

## STAGE 5

**Approx. 1-2 hours**

**Step 6:** Build your team



Story telling doesn't stop once you've achieved your first milestone, and celebrating your first success is very important.  
What didn't go quite to plan?  
What do you do now?

## STAGE 11

**Approx. 2 hours**

**Step 12: Storytelling: dos and don'ts** Approx. (less than 1 hour)  
Celebrate your success and learn from errors Approx. (2+ hours)

Look into how to run and manage your social change project and the strengths and opportunities of your team.

## STAGE 7

**Approx. 2+ hours**

**Step 7: Preparing for action**

Use these steps as an opportunity to regularly check in with your team to keep the momentum going. You can repeat these steps as often as you'd like throughout your community action project or campaign. This could be especially helpful if different patrols with your unit or troop are running different social change projects.

## STAGE 10

### Throughout the running of your social change project

It's time to start your project and conduct your activities. Good luck! It's up to you to decide how long this would be, 1 month? 3 months? 6 months?

**Step 10: Motivate your team** Approx. (1 hour)

**Step 11: Monitoring and Evaluation** Approx. (1 hour)

**Step 12: Storytelling: dos and don'ts** Approx. (less than 1 hour)

Take time at the end of this stage to think about your plan and then revisit it with any changes.

## STAGE 8

**Approx. 1-2 hours**

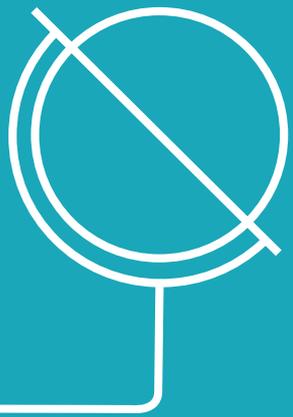
**Step 8: Project planning**

## STAGE 9

**Approx. 2 hours**

**Step 9: Choose your activities**

Figure out how you're actually going to make this happen.



# STEPS TO SUCCESS

Some activities are marked with a “key” because they have an important outcome that will help you move your project forward. We suggest you complete all key activities.



Key activity  
Great for both routes to social change



General activity  
Great for both routes to social change

There are also three icons that show you which activities are most suited to the different routes to social change found in this pack



Advocacy Activity icon



Community Action  
Activity icon

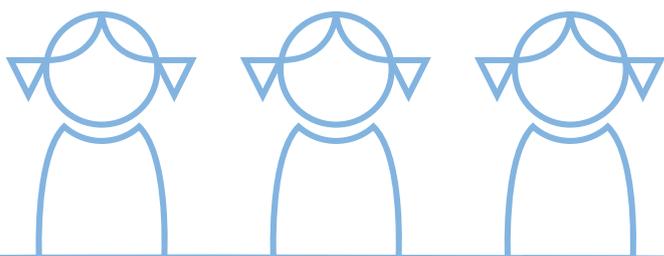


Social Entrepreneurship  
Activity icon



The reflect icon tells you when there is a task to complete, once you have finished your chosen activities in any section or mini section of the pack.

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 [leadingforherworld@waggs.org](mailto:leadingforherworld@waggs.org).



# WHAT IS A SOCIAL CHANGE PROJECT?

The goal of this pack is to support you to plan and deliver your own social change project – but what does that mean?

## SOCIAL CHANGE

Social change is about making a positive impact on a community, a society, or the wider world. It is about taking action to tackle one or several issues that you care about. Social change could relate to many different areas – for example, you could choose to protect the environment, end violence against women, ensure young people's voices are heard or improve public health.

## PROJECT

A project is an activity planned to meet specific aims. This means you'll set a start date and regular deadlines with intermediate objectives, you'll work out what your aim is (what you're trying to change in the world and who will benefit from your project) and then you'll plan out how to make this happen.



In this pack, we are presenting you with two routes to social change: community action and advocacy. Both community action and advocacy involve creating a project that will improve your community, society, or the wider world.

## COMMUNITY ACTION AND ADVOCACY, TWO WAYS TO TACKLE ONE ISSUE

### Community Action

You start recycling at your school by distributing recycling bins everywhere and educating your classmates on selective sorting.

### Advocacy

You create a local campaign to collect girls' voices and lobby your local government into banning plastic bags to reduce plastic waste.

### Take it futher with Social Entrepreneurship

You start selling products made from perfectly edible food that was destined for waste at your local market (discover more info on page 41)

# COMMUNITY ACTION

A community action project directly tackles an issue that matters to you, in a community you care about.

- You tackle an issue you care about (by taking action directly to develop a local solution) in a community you care about (a group of people you identify with or care about; this could be your local area, or other group/society. It could even be a group you aren't part of, as long as you care about what the group does.)

Examples:

- Communities in your local area could be; 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/Girl Scout group, place of worship, or other group/society.
- Communities that you are not a part of could be; a club for children from immigrant backgrounds in your area, or a health centre for older people.



Discover Girl Guides and Girl Scouts around the world delivering community action projects. <https://www.waggggs.org/en/resources/be-the-change-2030/>



## Why don't you take part in a Discover Your Potential event at Sangam World Centre, India?

<https://www.waggggs.org/en/resources/be-the-change-2030/>

**“From working with Sangam’s Community Partners I am inspired to do more within my own community... I have built on my previous skills of adaptability, leadership and team work through working on a Community Action Project”. (19, UK)**

**“The community action project really challenged me and made me a better leader... I learnt a lot about myself and that things aren’t as difficult as they first seem”. (20, Wales)**

# ADVOCACY

For WAGGGS, advocacy means:

- **We influence people by speaking out, taking action, and educating ourselves and others**
- **To take decisions - for example, change policies or regulations, implement a measure, allocate funding, provide support**
- **That will improve our life and the lives of others - the result we are trying to achieve.**



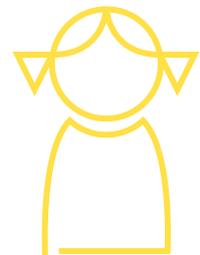
*Discover young women around the world who are advocates for positive change.  
<https://www.waggs.org/en/resources/be-the-change-2030/>*

## WHY ADVOCACY?

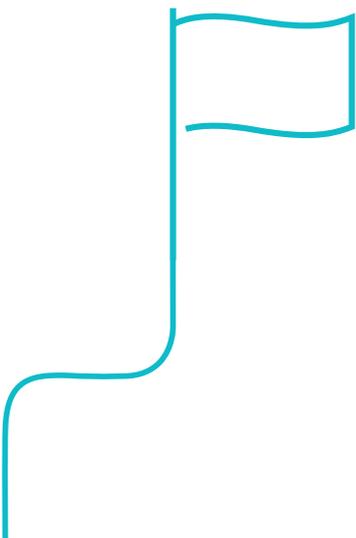
Our Movement is built on advocacy. More than 100 years ago, girls gate-crashed a Boy Scout rally demanding 'something for them'. We've been advocating ever since.

As a global organisation of 10 million people across 150 countries, Girl Guides and Girl Scouts have a powerful international support system.

We should be in the ear of those who have power to make real change, speaking for those girls and young women. We should be advocates for those girls and young women on issue that matter to them such as domestic violence, the gender pay gap or body image in the media. Emma, 28, UK



Advocacy is an important tool and a powerful way to influence decision makers. When we tell our friends about an issue that is affecting us we are raising awareness. Advocacy moves us beyond this. It helps us to reach a huge number of people around the world. Our campaigns can drive important local, national and global change. We need to approach advocacy one step at a time and with patience to make this change a reality.



# ADVOCACY

## Steps to Build an Advocacy Campaign

Using the steps to advocacy cards in the [appendix](#), (page 62) put them in order (you can work in project teams, pairs or on your own). The order doesn't have to be consecutive, as you might think two or more steps should happen at the same time. When you are finished, explain your order to the other pairs and compare how you've responded.

During the wrap-up discussion, keep the following points in mind:

- Did everyone have the same or different starting points? Same or different ending points?
- Were there any steps that were grouped together as a "package" (Often, the people will link audience + message + activities and materials)
- Are there any important steps that were left out of the process? Why?

## MYTH BUSTING

There are misconceptions about advocacy that can be off-putting. So remember:

- Advocacy doesn't have to be politically affiliated
- Advocacy is not only for experts, anyone can be an advocate, even a child.
- Advocacy is not just about big ideas - a group of children writing a letter together to a head teacher asking to build a school playground are advocating.



# STEPS TO SUCCESS

## HOW TO USE BE THE CHANGE

Be the Change activities are flexible. Throughout the pack you will see icons to help your group plan their pathway through the programme.

This pack is divided into four sections. Each section provides advice and activities to help you develop and implement a successful social change project. Look out for “key activities” in each section; you need to complete these before moving on with the programme.



# SEE THE CHANGE

Now it is time to think about what change you want to make and how you are going to make it happen.



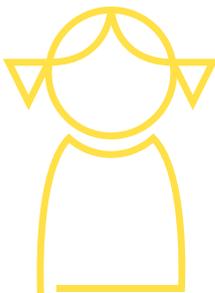
## STEP 1: Understand your community

Creating positive social change lies at the heart of WAGGGS' work.

To influence people to take decisions that will improve our life and the lives of others, we need to better understand our communities and the issues facing ourselves and others.

### How many communities are you part of?

Communities are not just defined by where you live. A community is also a group of people who have something in common whether that is a value, characteristics such as age, ability/disability, culture or beliefs, or a shared goal. It could also be people who identify in a similar way for example at school, a club, place of worship or the members of your Girl Guide or Girl Scout group. This is the time for you to reflect on the communities and networks you are a part of and decide if you are tackling a problem locally, nationally or globally.



"I identify as being a part of the Hispanic community and also I am a member of the Starfish town 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 you all agree with?

Now you know what community means, apply it to your own life. What groups of people do you feel part of?

# SEE THE CHANGE



## Community map

This activity helps you identify the groups of people you feel connected with.

- As a group, decide on the community you will be focusing on, is this targeted at a
- Each group member takes a large sheet of paper and draws themselves in the middle
- Start drawing or writing down people and places you know, from those you know personally to those you have only seen or heard of. 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 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 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, places or customs do not make you feel comfortable? Mark 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 you don't know much about? Mark them with a question mark.

You can add anything you want to the map - is there a community event you love being a part of or a community based activity your friends are part of? Collect as many thoughts and feelings about your community on the piece of paper as you can.

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

**Keep this safe! As you'll be using this a few times throughout your project.**



## Community gallery

You can take the Community Map activity further by using it as the starting point for creating a gallery style exhibition of your community. You can include photos of people, places and customs, fliers for events and celebrations, historical and cultural facts and quotes and ideas of change from community members.

Set this up in a public space and invite others to add their ideas and comments to it.

# SEE THE CHANGE



## Past, present, future

- Choose three objects that symbolise important aspects of your past, present and future
- Talk about them to your group and invite them to ask questions
- Then draw symbols representing each object in your journal and create a word cloud around each one to capture your thoughts and feelings about each stage of your life.



## Get out there

*If your chosen community is in your neighbourhood, try this:*

What if you had never visited your community before?

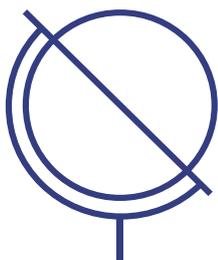
- Imagine you're a stranger to the neighbourhood and have come for a visit to help you decide if you want to live here
- Take a notebook and pencil, a camera or video camera (if you have one), and spend one of your group meetings exploring your community, visiting places and talking to people and recording your observations
- At your next meeting, share your experience with your group. What new things did you learn about your community?



## Reflect

*If your chosen community is in your neighbourhood, try this:*

- What do you like 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?



# SEE THE CHANGE

## STEP 2: Explore the issues

Now it's time to think about what issue you would like to tackle and how you will go about this. You can understand the issues in three stages. You need to identify and understand the issues within your community and look at them from different perspectives, before you can start looking at possible solutions.

### Identify

It's time to explore your community in a different way and there is a resource you have lots of: knowledge. By talking about your community, you will be able to 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?" At the end of this step you will have the issue will be the focus of your social change project.



#### 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 for example:

- '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. Remember the responses should be about your chosen community.



#### Stars and spots

- Sit in a circle with three pieces of paper marked "gold stars" "black spots" and "grey areas"
- Start chatting about your community
- 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?
- As you talk, write the good bits on the "gold stars" sheet, anything that could be better or you don't like on the "black spots" sheet and anything you don't know much about on the "grey areas" sheet.

# SEE THE CHANGE



## Field work

This activity is recommended as a way of inspiring you with a great project idea, particularly if you don't know as much about your community as you'd like to.

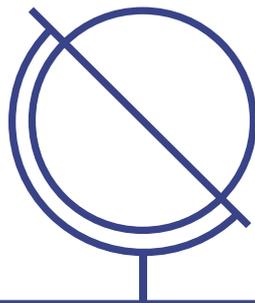
- Research volunteering opportunities in your community you haven't tried before and give at least six hours of your time to one.
- Perhaps you could research opportunities in a group or pairs, with each member trying a different one.
- Come back together and discuss your experiences. Did you learn anything to help you develop a project of your own? Did volunteering open your eyes to way you could support your community?

Before you move onto the next step, look at your community map and add the results of the “dreamers”, “stars and spots” and “field work” activities. Identify the issues in your community that interested you the most during these activities – you can choose one, or as many as you like. In groups, take it in turns to share your top issue and discuss it openly, writing down everyone's feedback.



## Reflect...

1. Write down all the issues you have identified in your community so far, and group together all of the same issues.
2. If you have more than six issues, each member votes for their top six.
3. Write the six issues on separate pieces on paper, put them into a bowl and pick out two at a time
4. As a group you have no more than five minutes to choose which issue is most important to you out of the two.
5. Pick another issue from the bowl and continue choosing your most important issue until you have one top issue you feel most connected to as a group.



# SEE THE CHANGE

## Research

Let's take your ideas further by understanding the facts behind your feelings and how your community connects to the issues you have identified. You can also research what has already been done elsewhere to tackle the issue you're passionate about. Find past or ongoing social change projects within your community you could learn from or support.

If you want to change something, you need to understand the problem first. Do you think that litter is affecting the quality of drinking water in your village? Research the science of pollution to find out if you're right.

Your research will answer the question and help you decide the best way to change things.

Research happens at different stages of your project: before you start to understand the issue, during to check you're going in the right direction and after to check the impact you had (this is monitoring and evaluation, more on [page 52](#))

## Why Research?

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

- Inform your decisions so you can decide which type of social change will have the biggest impact on the problem you want to tackle
- Persuade others such as local leaders and people you may need to ask for support or funding, your project will be of 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 know about to strengthen your ideas.



### Check your facts

- Look at the top issue you identified in **step one: react**, and 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 and put them into practice.

# SEE THE CHANGE

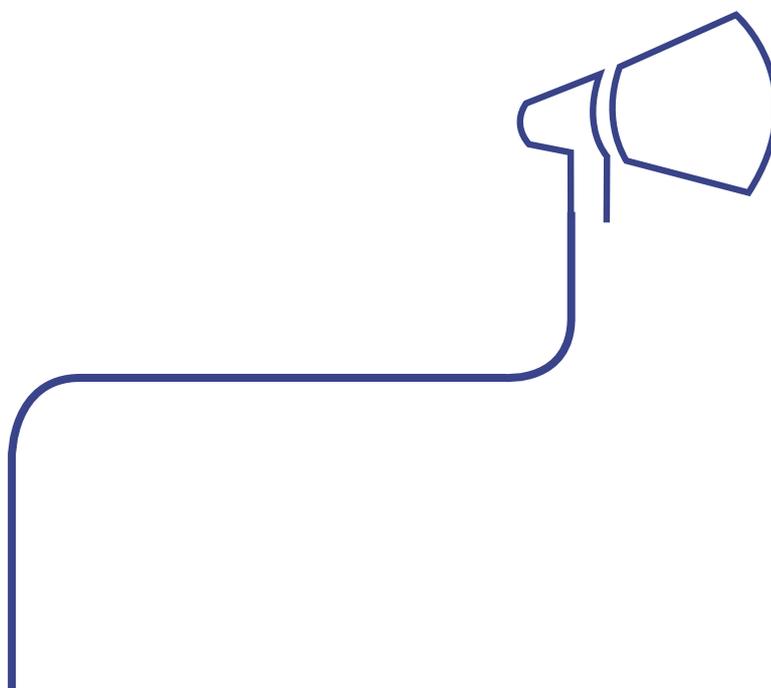
To work out what research you need to do, ask yourself these questions:

I NEED TO KNOW	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 about the best way of doing something or advice I can trust	Asking an expert on the topic, reading articles and journals related to the issue
The overall opinion of many 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 my project ideas and decisions	Interviews and focus groups
Statistics about my community including how many children don't have access to health care or how many families have Internet access.	Contacting the local government, studying census data, reading reports produced by non-governmental organisations (NGOs) that focus on my community.

Some of the methods listed on the next page 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 like "describe how you think the community centre impacts the neighbourhood".

You can distribute a questionnaire to a large group of people, or a smaller, selected group of people, depending on the information you need.



# SEE THE CHANGE

Different research methods:

TECHNIQUE	WHAT	HOW
<b>Observations</b>	<p>This is what you have been doing so far. As you observe life in your community and the issues you want to tackle, the main question you should ask yourselves is “What is going on here?”</p> <p>This is good way to start your research, but it is important this is not your only research method.</p>	<ul style="list-style-type: none"> <li>• Think critically think about what you have seen:               <ul style="list-style-type: none"> <li>• Do you have all of the information?</li> <li>• Who else do you need to collaborate with to see the whole picture – how can you do this?</li> <li>• Consider your own bias and how this may affect the way you.</li> </ul> </li> </ul>
<b>Interviews</b>	<p>This is a more personal way of collecting information, and if you learn something interesting or want to know more you can ask follow up questions.</p> <p>Interviews are good for gathering detailed information from a small number of people, who might be experts on a particular topic or who have an interest in, or will be affected by, your project.</p>	<ul style="list-style-type: none"> <li>• Decide what you want to learn and make a list of the best people to ask.</li> <li>• Prepare a list of questions in advance.</li> <li>• If more than one person is going to ask questions, decide who will ask what.</li> <li>• 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</li> <li>• Remember to take information about your project with you, as the person you’re interviewing might want to ask questions too.</li> </ul>
<b>Questionnaires</b>	<p>You can send the questionnaire out on paper, ask questions over the phone or put it on the Internet. Unlike interviews you do not engage in a discussion with those being questioned.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Make a list of people you want to gather information from and decide what kind of information you need. (See <a href="#">page 24</a> for more tips)</li> <li>• Plan your questions carefully. What type of answers do you want? Are your questions easy to understand? What age group are you talking to? What terms are you using?</li> <li>• Work out which method of asking your questions – face-to-face, over the phone, on paper or online – will result in the most replies.</li> <li>• Set a deadline to collect all your answers.</li> </ul>
<b>Polls</b>	<p>A poll is a single question with multiple answers people can select by choosing the one(s) they agree with.</p> <p>It’s a quick and easy way to find out how a group of people feels about one issue or idea, Polls are often used on websites and social media.</p>	<ul style="list-style-type: none"> <li>• Don’t bore people by running lots of polls, use polls to answer really key questions, particularly when you want lots of responses</li> <li>• It can be easier to have an open poll, where anyone can respond, i.e. running a poll online. People often like to see the results of a poll, so try to avoid very controversial or sensitive questions.</li> <li>• 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.</li> <li>• 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’.</li> </ul>

# SEE THE CHANGE



## Research ideas

Create a poll or survey for other girls in your community. Ask them which issue affects them the most? How it holds them back? What is it like accessing spaces or services they are entitled to them? What they think should be done by a decision maker? Could your school authority or local government help?

TECHNIQUE	WHAT
<b>Focus groups</b>	<p>A focus group brings together a set of people. They discuss a topic or project in depth, sharing ideas and opinions.</p> <p>You can use feedback from these discussions to gain a deeper understanding of your topic. It can help you make decisions about your project or come up with new ideas.</p>
<b>HOW</b>	
<ul style="list-style-type: none"> <li>Decide what you want to get out of your focus group. For example, a better understanding of problems young people face in your community.</li> <li>Choose participants based on their knowledge and experience of the topic. You'll also want the group to represent a diverse range of backgrounds and opinions.</li> <li>Six to ten people should provide a good range of views. A group this size is also small enough for everyone to have a chance to speak.</li> <li>Think about how much time you need. One hour to half a day should be plenty.</li> <li>Plan your questions in advance, including working out how long you want to spend on each question.</li> <li>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.</li> <li>During the meeting you will need a facilitator to guide the conversation, watch the time, ask questions and ensure everyone has a chance to speak. If you aren't comfortable in this role ask a friend.</li> <li>Plan to bring any equipment you'll need, like a voice recorder, pens and flip chart paper. Don't forget to provide drinks and snacks for long meetings.</li> </ul>	

TECHNIQUE	WHAT
<b>Analysing statistics</b>	<p>Statistics are created when information is gathered, analysed and presented. If you read "64 per cent of girls aged 13 to 21 have experienced sexual harassment at school in the past year,"<sup>1</sup> that's a statistic. Statistics can be used as evidence to illustrate change or help people make informed decisions.</p>
<b>HOW</b>	
<ul style="list-style-type: none"> <li>Collect relevant statistics by contacting local governments, charities or organisations. You can often find these kinds of reports or data online.</li> <li>Use your own data from your own research to develop statistics.</li> <li>If you want to be able to compare answers from people of different genders, ages or cultural backgrounds, you will need to survey more people. You should survey an equal number of people from each group.</li> <li>Choose data which is easy to understand. Experiment with graphs and illustrations to make your statistics more engaging. Statistics showing how your project will impact the community could help increase support for your work as people can see the difference your project could make.</li> </ul>	

<sup>1</sup> Statistic taken from the Girlguiding (UK) 2017 Girls' Attitudes Survey

# SEE THE CHANGE

## Different research methods:

General tips:

1. Take the time to work out how many people took part in your research. Take the time to analyse your answers, and share your results with your team.
2. Use clear simple language
3. Have someone look over your questions to check that it all makes sense.
4. Decide how you will record the answers or responses; you can take pictures (check this is appropriate), record your thoughts on a voice recorder or write notes throughout your observation

### Asking good questions

- There are two main types of question, open questions and closed questions. They can provide very different results.

**Closed questions** can be answered with a short phrase or one word, usually 'yes' or 'no'. They give facts, like people's ages. The answers can also be easily counted and compared.

For example, 'are you happy with the park?'  
20 people said 'yes' and 12 said 'no'.

Or 'do you agree that our park looks good and is useful?'

You can also use a scale to help people answer closed questions, '1-2-3-4-5'

1= strongly disagree

2 = disagree

3= not sure

4 = agree

5 = strongly agree

Open questions encourage longer answers by asking people to share their opinions and feelings in detail. For Example,

*'how will the new park affect your life?'*

*'What do you think about the new facilities in the park?'*

- Think about the kind of information you want to gather. You will probably need to use a mixture of open and closed questions.
- Once you've written your questions ask a few friends to answer them and check their responses. Did they understand the questions and give you the kind of answers you were looking for?

If not, change your questions until you are confident they work.

# SEE THE CHANGE

## Reliable research

Not everything you hear or read will be true, particularly if you are researching online. It is important to analyse information by thinking creatively and critically. Check sources on all information you find. Ask yourself:

- Does the information make sense?
- Can you find the author's name or information about where and when it was published?
- Is the source well known and reliable? Do an internet search about the source or ask other people you trust.
- Does it come from a government or education body? Is the website official?
- Crosscheck the information against other sources like books or other websites.
- When was the information created? Recent is better.



You can review local or national policies about your issue. This means looking into government initiatives or laws which set a standard for how the issue is dealt with. This could include improving the situation or resolving problems.



### What to think about next:

What has already been done to tackle this issue?

What has worked?

What hasn't worked?

What is missing?

## STEP 3: Build a vision for change

This next part is exciting. You are about to bring your research together to develop a response to the issue you have identified. It is your solution to the problem within your community.



### The problem tree

1. Draw a tree and label the three sections from top to bottom; roots, trunk and leaves.
2. The roots represent the root causes of your issue.
3. The trunk represent the core problem.
4. The leaves represents the effects of this problem.
5. Begin in the middle with the core problem.
6. Next, summarise why this happens, you can add longer roots if there are further reasons you want to go a little deeper.
7. Write down the effects or consequences of the problem (refer back to your research).



### Gather your facts

Bring your research together by filling in the research table. This research will be very helpful for your project.

[\(see appendix - page 62\)](#)

# SEE THE CHANGE



## Bring it Together

Here's when you make sure that your response is appropriate to the issue that you're tackling.

- **Community Action:**

(Issue identified)

I thought about how there's nowhere to hang out with my friends after school

(Research)

We surveyed our peer group and found 78 per cent of students agreed. What we really need is an opportunity to have fun which doesn't feel like school

(Response)

Our response is to start a youth club, organised and run by people our age

- **Advocacy:**

(Issue identified)

I thought about how there's nowhere to hang with my friends after school.

(Research)

I ran a poll which asked other young people if they felt the same. I also asked what sort of space they wanted, who should run it and who should support us. We learned 78 per cent of students agreed we needed a youth club. They thought we should run it ourselves with support from the whole community.

(Response)

We arranged a meeting with the local authority and lobbied them to approve the youth centre. We also arranged appropriate licences, health and safety measures and allocated budget to support the running of the centre. We set up an advisory committee by youth, for youth, to design and manage it.

- Look at your statement. Do the three steps fit together? Did your research back support your issue? Does your response meet the challenge set by your issues and research?

If so, well done. You're project is taking shape.

# SEE THE CHANGE

## CONNECT issues to the global situation – link it back to the SDGs

By taking action in your community, you're adding a drop of water to a big bucket. This bucket contains the work of people taking action around the world to tackle the challenges facing our world. Together we contribute to the Sustainable Development Goals (SDGs). These are 17 goals 193 nations signed up to working towards from 2015 to 2030. They present a unified vision of a sustainable future for the planet and everything within it. This is not the task of one country or select organisations, but every single one of us. Progress has been made, but there's still plenty to do. These goals aren't magically going to be achieved by 2030. Instead, everyone around the world needs to take action to make the world a fairer place for all. (more on SDGs on [page 4](#)).



### SDG MIND MAP

Choose four SDGs relevant to your issue. On four pieces of paper write an SDG in the middle of each sheet. Spread the sheets out. Think hard about the issue you have chosen to tackle and your community. How does this SDGs affect you? What do you see around you connected to this SDGs? Work through the sheets one by one.

Start with SDG 5 (gender equality). Can you think of how your issue affects women and girls? Is there any element of your issue, like mechanisms, customs or beliefs, which stops girls from being treated equally? Are boys pressured to act a certain way? Write down everything you can think of. Next, move onto the other SDG. When you've finished, look back at what you've written.

## Mind maps

Mind maps are a great tool to help you visualise information and grow your ideas. You put something, like a word, idea, or a question in the middle of a piece of paper. Next write associated ideas around this central point. Think about each associated idea and write down different aspects of it with a new set of branches. Explore all aspects, then use lines to show how each idea is connected.



### SDG link

Look back to the statement you created during the "Bring it together" activity and your SDG mind maps. How are these two results connected? Which SDG(s) will your project work on?

# SEE THE CHANGE

## Global goals.org



- Visit the website [wagggg.thegoals.org](https://www.wagggg.org/en/resources/be-the-change-2030/) to understand more about the SDGs your project is working on.
- Sign up with your group and ask your leader to be the coach. Work through different challenges or courses to learn more about the SDGs. Challenge other Girl Guide and Girl Scout groups all over the world to complete a course.
- [Check out this video to learn more: https://www.wagggg.org/en/resources/be-the-change-2030/](https://www.wagggg.org/en/resources/be-the-change-2030/)

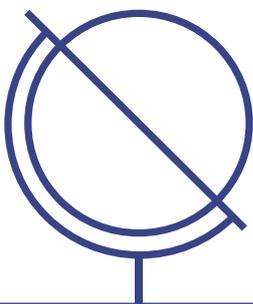
## Dream ahead



Shut your eyes and imagine you are 50 years old. Decades have passed since you completed this project. What story will you tell your family about how your project changed your community? What does your community look like now? What changes can have you seen? Write or draw your thoughts.

## Seeing my vision

Look back at everything you've explored through See the Change. You have defined your communities and identified things you could change for the better. You've researched how people in your community feel about these topics and explored your own motivation for taking action. You've learned about the SDGs and connected them to your community. Now, 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

Your vision is a description of what the world looks like when you achieve your goals. Your vision is there to inspire and motivate you. It should 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 of 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.
- Write using present tense, as if your project has already achieved its goals.
- Be exciting, don't be afraid for your vision to go further than you think your project can. This should stimulate your creativity and energise others.
- Capture how you will feel when you achieve your goals. Let your emotions be part of your vision, this will make it a stronger motivator during tough times and help others relate to what you are trying to achieve.



In a social change project, run by the Sri Lanka Girl Guide Association, their objective was to create awareness, educate and empower young people with skills to speak out and act against gender based violence.

## Now it's time to decide your route to social change.

From the beginning you might have known you wanted to start an advocacy campaign or create a community action project. But if you are unsure, take some time as a team to decide which route could best help you achieve your vision.



## Which route?

As a group, look back to 'Introduction to Social Change' on page 11. Next fill in the table (see appendix). In each box write one way you could achieve your vision using community action, advocacy or social entrepreneurship.

Now you have some ideas about the different ways you could tackle your issue, decide whether advocacy or community action would suit your team's interest the most. Once you've completed your project you can take it further with social entrepreneurship in Share the change.

STEPS TO SEE THE CHANGE	STEP COMPLETED
STEP 1: Understand your community.	<input type="checkbox"/>
STEP 2: Explore the issues	<input type="checkbox"/>
STEP 3: Build a vision for change.	<input type="checkbox"/>

# PLAN THE CHANGE

You have selected your route to social change. Now you're going to need a plan to turn your vision into reality.

## STEP 4

Craft your message

## STEP 5

Identify decision makers

## STEP 6

Build your team

## STEP 7

Prepare for action

### STEP 4: Craft your message

Your goal describes the contribution you want to make towards your vision. It's a general statement which 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 to integrate refugee children into my community'). If you are planning lots of smaller activities which contribute towards your vision in different ways, your overall goal could be more general. For example, you might plan a series of activities and events which enable teenage mothers to develop skills and socialise with their peers. The goal might be to tackle the isolation of teenage mothers in my community and empower them to make their own decisions.

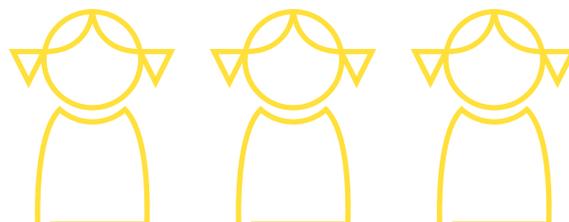


#### Project goal

Look back at your statement from the 'Bring it Together' activity on [page 27](#). Shape this statement into a goal which describes your project idea.

The changes you focus on in your action plan should:

- Be winnable. Choose things which can be changed and ensure 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. Consider your content, the available resources and timeframe.



# PLAN THE CHANGE

## DEFINE OBJECTIVES

### What are objectives, why do they matter?

Objective setting is an important stage in project planning. This is when you take your big idea, or your goal, and work out what meeting this goal would look like.

### 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, "increase public transport use at my school". Goals give you a vague idea of what you want to achieve, but how will you measure the progress you're making?

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



For example:

**Goal:** Improved safety for girls at school.

**Objective:** Lobby ten head teachers in my district to create separate toilets for girls and boys within two years.

### SMART objectives:

A good objective should be SMART:

- Specific, or describing a specific result,
- Measurable, you can measure how close you are by counting a rate, number, percentage or frequency,
- Achievable,
- Relevant, people involved have the skills and resources to make the objective happen,
- Time-based, a clear start and finish date.

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

- By (DATE), (WHO) will have (TAKEN WHAT ACTION) resulting in (RESULTS) by (DATE).
- For example, by December 2013, Underhill Girl Scouts will have set up a rota of monthly litter sweeps in Firtree Park, resulting in a 70 per cent reduction in litter by May 2014.
- You will probably need more than one objective to match the scope of your project. Consider your objectives as a team, if your list is getting too long or they don't sound achievable, you may need to adapt your plan.



- Try writing a set of SMART objectives for your project, then share them with others, including people who aren't involved in the project. This is important to check they are SMART and easy to understand.
- In small groups take two large sheets of paper.
- Write the words goals and objectives on one page.
- Write the letters SMART horizontally down the next page, one letter per line.
- Begin by defining your goal on the first sheet.
- Using your SMART assessment write what you need to do to reach your objective, according to what each letter stands for.
- Finally, review your goal and define your objective(s).

# PLAN THE CHANGE

## STEP 5: Identify decision makers (power mapping)

You have the power to influence and change situations or harmful attitudes affecting your community. To do this, you'll probably need support from outside your group. Find out who might be able to help by identifying local stakeholders and gatekeepers.

### Gatekeepers

Have you ever heard of a gatekeeper? Historically these were people who decided who could enter a city. Today a gatekeeper is describes someone who can control access to something you need. This could include resources, influence and information. It is important to have these people on side, as they can lock you out or let you in. Gatekeepers can also be called influencers. For example, an influencer could be a local authority, community leader or mechanism influencing policy or local beliefs.

- Your primary audiences are influencers who can act to directly affect your project.
- The secondary audiences are individuals or groups who can influence the primary audience.



Let's revisit the youth centre example. **The gatekeeper** could be the local government who said there was no money for a youth centre. **The influencer** could be a youth worker who understood this but worked with stakeholders to create a proposal for a pop up youth centre using existing facilities and volunteers.

### Stakeholders

A stakeholder is someone who has an interest in your project, or would be affected by your project, no matter who or where they were. Stakeholders could be potential beneficiaries, people within your team or community members. They could be a source of support, as well as gatekeepers and influencers. Using this definition and the example below, take another look at your community map.

**The stakeholder:** In our youth centre example parents who would like to find opportunities and safe spaces for their children could be stakeholders a parent working or connected to local government could turn out to be an influencer.



The key to effective advocacy is focusing on audiences which have an impact on the decision making process.

*If you want a new youth centre you would have a greater impact by writing to your local government authority, over the Minister of Youth.*

# PLAN THE CHANGE

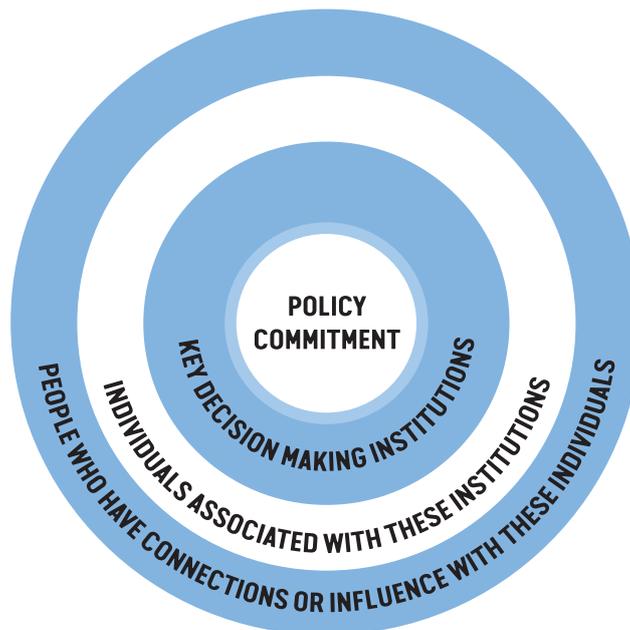


## Power mapping

Power mapping is a way to identify and analyse the key actors who have influence or power over if and how your issue is addressed. Power mapping identifies who needs to be influenced and defines potential relationships with those in power.

- Take a big piece of paper and draw a circle. Then draw four more rings inside it. Write your **'goal and objectives'** inside the first inner circle.
- Label the second circle **'institution'**. Name all the institutions with influence relevant to your goal. (For example, Ministry of Youth).
- Label the next circle **'titles'** and list the people in those institutions you need to reach.
- Label the next circle **'individuals'** and list the people you need to reach from the previous circle.
- Label the final circle **'influencers'**. Consider any other contacts you could use to reach them.
- Now review your four circles. Of those listed who is likely to be positive, negative or neutral about your goal? Write a + or - or 0 sign next to each depending on their status.
- In a different colour pen, circle the institutions, titles, individuals and influencers most likely to help you succeed. You will need to decide which decision makers will be the target of your community action or advocacy campaign. This will help you narrow the focus of your work and may help sharpen your goals and objectives. You may need to target more than one type of audience.

**Make time to review your goals and objectives after power mapping if necessary.**



To bring about positive change you will need to enlist the support of different people. Each will require a different approach. For example, the way you engage with your head teacher or local government official is very different to rally the support of your classmates or neighbours.

# PLAN THE CHANGE



## Responding to opposition

A group or person opposed to your objectives could become a target audience, but they could make your work difficult. Knowing how to respond to is essential.

- Look back to power mapping.
- Go through each organisation or person listed. Discuss how significant their opposition might be to the campaign. Should their opposition be addressed directly? Can each opposition be won over or not? Also consider the benefits and negatives of working with them.
- What are the other ways you will deal with this opposition?
- For example, you could create a way for people to express their opinions and concerns. You could organise information sessions, online discussions or street stalls for people to speak in person. Avoid arguments, instead try to understand their points and respond to any issues.

Essential points for discussion

- What would be the hardest part of dealing with opposition?
- How can we deal with it?
- What should we do to prepare?



## Mapping your target groups

Return to the community map you made earlier:

- Who are your stakeholders? Draw any symbol next to their names.
- Who are the gatekeepers? Draw a gate beside them.



## Open the gate

- In pairs or groups, take turns to pretend to be one of the real gatekeepers. Discuss the project from their point of view.
- Think of all the ways those gatekeepers could be opposed to the project.
- Don't hesitate to point out the pitfalls in your project. It will help you strengthen your argument and correct weaknesses.
- As the representative for the project, explain why you want it implemented. Explain to the gatekeepers the positive difference it will make. Try to reach an agreement which opens the gate for your project and wins their support.

# PLAN THE CHANGE

## STEP 6: Build your team

### Team incredible

Projects need people. The best ideas aren't worth anything without people to make 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. What makes a good team? Who should take on each different role? What skills are needed to make your project successful?



### What I know, What I do

- In your group, take turns to think about one skill a person might have which could help with your project, they could be organised, a strong public speaker or a talented artist. One person writes down these skills and everyone continues to call these out until you have created a long list. Do the same for experiences, this could include having lived in another country or chaired a committee.
- Once you have the two lists lay a long rope on the floor. This rope represents a scale of how much of each skill or experience you have. One end represents One person calls out a skill or experience from the lists. Everyone positions themselves along the rope to show how the skill or experience applies to them. Do you see any patterns?
- As individuals, take a piece of paper. Write down the skills you have on one side and relevant experiences on the other. Use your original lists for help.

*The purpose of this skills audit is to help you use your strengths, as individuals and as a group, to develop a great project. For example, if everyone in your group is very creative and good at using social media, you might decide to launch an online campaign. This exercise might also show up gaps, maybe nobody in your group is very good at writing letters, or no one knows how to run a meeting. Now you can see the gaps, you can fill them. You might decide to recruit somebody else who can do these things, or to learn the skills yourselves.*

### What makes a team?

A group of people become a team when they:

- Work towards clear goals,
- Understand what they are trying to achieve,
- Identify themselves as part of the team,
- Take leadership, either jointly or with one leader,
- Share a set of values and beliefs.



### Team agreement

- When you first meet ask everyone to discuss their expectations about being part of the team. This could include how they intend to behave as team members and how they want to be treated.
- Develop five to ten behaviour points everyone agrees to stick to.
- For example, you could agree to treat each other with respect, not to swear during team meetings, be honest, let the team know if you can't attend a meeting and listen more than you talk.
- Write these points down and ask everyone to sign it. Display the agreement in your meeting place and support each other to keep to it.

# PLAN THE CHANGE

## There's so much more to leadership

One person might be managing your social change project, but they aren't the only leader on your team. By sharing leadership, you create opportunities to develop and strengthen your team. Everyone has a unique perspective and skills to share. This also leads to shared ownership. People are more likely to act on a decision they helped to make.

We believe practising good leadership is more important than learning skills, like public speaking or timekeeping. These are important, but your values the way you see the world and you behave matter more.



## Follow the host

A leader isn't just someone who tells other people what to do. In this activity, think about what it means 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 opportunity for others to come together. They create a space where everyone can share their ideas, feel confident to make suggestions and volunteer to take the lead when ready.

The host doesn't tell people what to do, instead they empower the team to take advantage of the creative space and develop new ideas.

- Take it turns to host your team meetings. 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.

The WAGGGS Leadership Mindsets are a tool which will help you practise your leadership. They will help your team develop six perspectives for understanding situations, resolving conflict and finding solutions. Try some of the activities below to exercise different Leadership Mindsets. For more activities and information visit [waggs.org](http://waggs.org). Think about the activities you have already completed. Can you see how many have already use the mindsets? See the icons below, and look out for the activities that help you to practice each mindset.

<b>Leading self:</b>	The reflective mindset.	<a href="#">Activity: Past, Present, Future page 18</a>
<b>Leading relationships:</b>	The collaborative mindset	<a href="#">What I Know, What I Do page 36</a>
<b>Leading in context:</b>	The worldly mindset	<a href="#">Get Out There page 18</a>
<b>Leading for girls' empowerment:</b>	The gender equality mindset.	<a href="#">Key activity SDG MIND MAP page 28</a>
<b>Leading innovation:</b>	The creative and critical thinking mindset.	<a href="#">Activity The Problem Tree page 26</a>
<b>Leading impact:</b>	The responsible action mindset	<a href="#">My Vision page 29</a>

# PLAN THE CHANGE



## Mindset pictures

- Create six picture frames large enough for your head to fit in them. Around the outside of each frame write the powerful questions which fit each mindset.
- Think of a leadership scenario you have faced, are facing, or might face in the future.
- With your scenario in mind take turns looking through each frame and thinking about each question.
- Keep these frames and use them when you need to make decisions.

Powerful question examples, these can be adapted for each group:

**Reflective:** How does this make me feel? Why am I reacting like this? What do I want to bring to this?

**Collaborative:** What can I learn from others? How can others support this? How can this empower others?

**Worldly:** Who will this affect? What unconscious bias might I have? What can I do to understand the context?

**Gender equality:** What does this mean for girls or women? Can it create opportunities for girls and women? How can I involve girls and women?

**Creative and critical thinking:** What are the other perspectives? How could I approach this differently? What information do I need? What questions do I need to ask?

**Responsible action:** What change is needed? How does this contribute to WAGGGS' mission? What actions are best to help create this change?

**How were the frames helpful?**

**Think about what you learned, how will you behave differently in the future?**



NB: Using WAGGGS' leadership mindsets can be as simple as asking yourself the right questions at the right time. This will help your reflection and decision making. Use these frames to help explore different perspectives on any leadership situation, dilemma, challenge or decision.

# THE WAGGGS LEADERSHIP MINDSETS

WAGGGS sees leadership as a shared process that is part of our everyday lives. When we empower and inspire others, even in small ways, we are practising leadership. Leadership is not about who is in charge or who has the power, it's about collectively creating an environment where everyone is valued and can be their best self.

*Our new leadership model is a model of leadership practice. Leadership practice is the set of behaviours you choose to develop your leadership on a daily basis.*



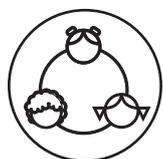
## **Leading Self:** The reflective mindset.

Draw meaning from your past experiences and think about your behaviour and its impact. Explore your values and how to be true to them when you practice leadership. Cultivate your curiosity! Hold space for learning about and caring for yourself and recognise and create the conditions you need to thrive.



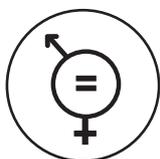
## **Leading in Context:** The worldly mindset

Get inside the worlds of others, understand their needs and concerns more deeply. Observe, ask questions and educate yourself on local conditions and perspectives. Build meaningful connections with others through inclusive opportunities for shared leadership.



## **Leading for Girls' Empowerment:** The gender equality mindset.

Take gender into account when practising leadership, and challenge gender stereotypes. Understand the impact of gender barriers and empower yourself and others to recognise and overcome them. Champion the value of being a girl-led Movement.



## **Leading Innovation:** The creative and critical thinking mindset.

Create an environment where both innovation and enquiry are valued. Seek data, analyse and learn from information and evidence. Look out for assumptions and challenge them. Encourage yourself and others to innovate. Seek new ideas and be open to changing your mind.



## **Leading Relationships:** The collaborative mindset

Bring together different perspectives and inspire consensus around a shared vision. Listen to and learn from others. Share what you know freely. Create the structures, conditions and attitudes people need to reach their potential, and contribute fully to any team or situation.



## **Leading Impact:** The responsible action mindset

Mobilise energy around what needs changing, and what needs to be protected. Transform your values into action with authenticity. Practise leadership to create a world where all girls are valued and can reach their potential as responsible citizens of the world.

# PLAN THE CHANGE



## Mindset mapping

Relate the mindsets to your leadership practice and reflect on ways to develop your project.

- Use the mindsets map in the [appendix](#) you can refer back to the [Leadership mindsets \(page 69\)](#) whenever you need help.
- You will need two different coloured pens or pencils for this activity.
- Mindsets are a tool we can use to interpret our experiences and the world around us. They help us learn, draw out meanings, when can then use these results in our leadership practice. They are a tool to support lifelong experiential learning. All mindsets are important, but can be used separately and together. Depending on your role you will need a different balance between the mindsets
- Colour one: Think about your leadership experience so far. What about how you behave as a leader in your everyday life? Now reflect on the six mindsets. How often do you use each mindset? How consciously do you try to reflect from the perspective each mindset represents? Write these responses in a circle on the paper, once complete join them with lines. Mark your response on each spoke. Draw a circle to join up your responses.
- Colour two: Now reflect on the project and your role in it. How important is each mindset in this role? How much time should you spend practising each mindset? Try to prioritise, all mindsets are important, but it's helpful to know where to focus your leadership practice. In a different colour, write this on each spoke. Draw a circle to join up your responses.
- Compare your responses with other members of your team. What mindsets do you find it easier to practise or understand? Is there a balance within your team?

If there is not a balance, think creatively and critically about how you could counter this. How are you going to develop your practice of the leadership mindsets? What skills could you share with others?



## Team time

- A team that plays together, stays together. This might sound silly, but there will be times during your project when everyone feels under pressure. When this happens, your team members will need to trust each other and work together to solve problems.
- Try some of the team building games on pages [52-53](#) to help everyone get to know each other better.
- Build regular social activities into your project timeline. If you can organise a teambuilding afternoon during the project planning stage.
- Why not try an outdoor adventure? What about a hike, high ropes course, overnight survival camp, or raft building?
- You can bring the outdoors to your indoor space too. What about an indoor camp, sleepover or wide game.

# PLAN THE CHANGE

## STEP 7: Preparing for action

Before starting your plan, decide on actions you will take to meet your objectives and create a project plan.

### What is project management anyway?

Ever wanted something but needed to plan how to make it happen? Without realising it you have been practising project management skills. Project management is how you manage the process of bringing about changes 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 useful when looking for a job, planning a holiday or building a house. Any time there is something you want to achieve, you'll find knowing how to manage a project is helpful. These skills look good on a CV or resume, especially if you can demonstrate to employers how these skills helped to make your community a better place.

However big a project is, it always has three elements:

- A. A set timeline, with start and end dates.
- B. All projects have specific and realistic objectives. The objectives are the targets you have in mind for the project or the difference you want to make.
- C. Each project needs resources. These could be people, money or other items. You will need to identify these resources, set up a budget and work out how to get your hands on the things you need.

When planning your project, remember these three elements always affect each other. For example, if your timeline is reduced you may not be able to meet all your objectives, if you receive unexpected resources this might increase the length of your project.

### Life cycle of a project

No two projects are exactly the same. However, most projects move through similar stages. This is called a project's life cycle. By understanding the stages of a project, you can organise your tasks, understand how your project is progressing and which stage you should be preparing for next.

Most project life cycles aren't a simple journey from start to finish. In the middle of your project, when you are applying your plan and running your activities, you may go through some stages more than once 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 two and three) but your monitoring of its result (stage four) shows it hasn't achieved to the objective, you may need to prepare and run further activities until your objective is met.]



# PLAN THE CHANGE

## Case study: Back to the plan

Luisa's project to start a local food market in her town looked promising. However she was struggling to spread the word. She returned to steps two to four a few times to meet one of her objectives. "I wanted to recruit 20 local food growers, a mixture of small farms and families growing more vegetables than they needed, to sell their food at the first market," she said, "I held a meeting in the community centre, but only a handful of people turned up. I realised I needed to find a better way of getting in touch with people." She started asking friends and family if they knew people on local farms or allotments. Next she put messages out through social media and her local newspaper. "I got 12 sellers this way," she said. "They agreed to go ahead with the first market." By seeing the market in action other people became interested. Now the market has 30 local producers with stalls at the monthly community centre market.

## Writing your plan

Your project plan is the most important tool you will develop. It might only be a piece of paper, but a good plan will keep you aware of your project's big picture and provide enough detail to keep you on track. You will find a project plan template in the appendix.

If you're going on a journey, you have to know where you're starting. Planning a project is a journey too. If you want to create change, you have to be confident you understand the current situation.

A simple tool to help you develop a start point is SWOT analysis. SWOT stands for Strengths, Weaknesses, Opportunities and Threats. It's a way to help you make decisions by weighing up factors which could affect your project. These factors can be positive and negative, inside and outside your own team or organisation.

## Chances and risks

This is an example of a simple SWOT analysis for a group planning a guerrilla gardening project. They want to transform empty local spaces into vegetable gardens.

SWOT for 2nd Ferndown Guides: Guerilla Gardening Project

	<b>POSITIVE</b>	<b>NEGATIVE</b>
<b>INTERNAL</b>	<b>STRENGTHS</b> <ul style="list-style-type: none"><li>• Girl Guides are well known in our local community.</li><li>• Our team is very motivated to make a difference.</li></ul>	<b>WEAKNESSES</b> <ul style="list-style-type: none"><li>• We don't know much about growing plants. Many team members have important exams coming up. This may limit the commitment they can make to the project.</li></ul>
<b>EXTERNAL</b>	<b>OPPORTUNITIES</b> <ul style="list-style-type: none"><li>• Local community centres are supporting the project. They have also offered first patch of land.</li><li>• A local garden centre has supported community projects before. They would potential donate seeds and equipment.</li></ul>	<b>THREATS</b> <ul style="list-style-type: none"><li>• There's a very dry summer forecast. This may limit vegetable growth. There's little interest in gardening in our town. People may not be interested in this project.</li></ul>

# PLAN THE CHANGE

**Internal:** Looking at you, your team or your project?

**External:** looking at the external environment and how it could affect your project?

**Positive:** Could increase your chance of success?

**Negative:** Could decrease 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?

**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?



## SWOT IT

Perform a SWOT analysis for your project idea. Remember to work as a group to check you haven't missed anything.

You may never have run a community project before, but you will have plenty of other experience. You've experienced life in your community, you've seen the good parts, the tricky bits. All this experience will help when you start to plan your project.

Remember, a community is made of people and the only experts are its members. You might not know what it's like to be elderly or have a disability but you may know someone who does.

By now you have a clear idea of what you want to achieve. You may already have some support, or a team of other Girl Guides and Girl Scouts working together to bring the project to life. But to make your work more effective you need more people on your side.



## Ten best friends

Look at the people on your community map. How many can you find who 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. Next, write a list of ways to make contact with them.



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 should have a positive impact for as many people as possible.

# PLAN THE CHANGE

## Plan the actions

Now it's time to think about how you meet your objectives.

This involves deciding what actions you will take and when. This is the most important to do list you will create during your project.



### Action gallery

- Write your objectives in the middle of large pieces of paper. Spread them around your meeting place.
- Each team member has a pen or pencil and wanders around the room. They should be thinking of activities which meet or contribute to each objective. Once they have an idea they write it the relevant paper.
- They can also add comments or extra ideas to activities.
- Once everyone has finished, bring the papers together and take turns to pick a favourite activity. Present these to the group for discussion.
- Consider questions like:
  - Which activities make the biggest contribution to the objective?
  - Which activities are realistic?
  - Which activities will be fun to do?
  - Which activities would have the biggest impact on the community?
- Explore the activity ideas until you have a shortlist of the most popular. 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.**

STEPS TO SEE THE CHANGE	STEPS COMPLETED
STEP 4: Craft you message	<input type="checkbox"/>
STEP 5: Identify a decision maker	<input type="checkbox"/>
STEP 6: Build your team	<input type="checkbox"/>
STEP 7: Preparing for action	<input type="checkbox"/>

# LEAD THE CHANGE

You've started to think about your project plan and now it's time to start the action. In Lead the Change you will start your social change project. You'll also need to keep the momentum going and continuously motivate your team. This is the exciting part

## STEP 8

Project  
Planning

## STEP 9

Choose your  
activities

## STEP 9

Motivate  
your team

## STEP 10

Monitoring  
and Evaluation

## STEP 7: Project Planning

### Timeline

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

Planning your timeline in advance helps you to keep track of how your project is progressing, what needs to be done and when. If you don't bother planning your timeline you could find people don't do enough at first and there is a rush to catch up later.

It's important to set a realistic timeline. This project isn't the only thing you'll be doing in your life. Each of you should map out your personal timeline, do you have exams coming up? Or a big life change like leaving home? All these things will affect how much time and energy you can give the project. Don't give yourself a tight deadline when you'll be busy with something else. Consult your team about their lives too.

Missing ambitious deadlines isn't a nice feeling and can make your project feel less satisfying.

On the other side, if you leave large gaps between targets it can be easy to lose momentum. Try to plan a timeline which gives realistic amounts of time for each task, but keeps the momentum going.

### Maximum impact

Internationally recognised days, like International Women's Day, are declared by the United Nations to highlight global issues of interest or concern. Find out which international days could be relevant to your project. Use them to draw your community's attention to issues you're tackling.



### Your timeline

- On a large sheet of paper, a board, or an online tool, mark your project's start date at the top and end date 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 will last.
- Mark important dates and deadlines.
- 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.

# LEAD THE CHANGE



## GANTT chart

A GANTT chart is useful for showing in detail when individual tasks take place and who is responsible. It can help you spot times when your project will be busy, so you can see if you need to reorganise tasks or find some extra support.

Look at the example below then create your own GANTT chart.

### GANTT chart example

	WEEK ONE	WEEK TWO	WEEK THREE	WEEK FOUR	WEEK FIVE
<b>Plan community meeting (Eri)</b>					
<b>Produce leaflet (Taisha)</b>					
<b>Connect with Mayor (Eri)</b>					
<b>Plan activity day programme (Max)</b>					

### Create a project plan

How will you 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, 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 or the things you will do to create change.
- Tasks: These are the smaller steps your team must take to achieve the milestones.
- Deadline: These are the days by which an activity, milestone, or task should be completed.
- Point person: This is the person who is responsible for doing the activity, milestone, or task.

# LEAD THE CHANGE

## Project plan template

Use these pages to summarise your key decisions and create a project plan. You can find a blank copy of this plan in the [appendix](#).

**Vision:** What would the world will look like after my project is successful? An inspiring and motivating statement. It can be aspirational, so your project does not have to fulfill your vision. For example, to have my community alive with green spaces, nurtured by local families working together to transform empty land into fertile and productive vegetable gardens.

**Outcomes:** What you are determined to achieve to bring your project vision to life. For example, 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). For example, by January 2022, I will have recruited 20 people to reclaim unused land in the community, resulting in 10 reclaimed areas by July 2022.

**Activities:** The individual actions you will take to achieve each objective and who will carry them out. You may need to do just one activity to meet an objective, or many. For example, hold a recruitment drive at the local garden centre to attract interest. Or put a notice in the local paper to invite people to take part.

**Outputs:** Your measurable goals and immediate results. It's easy to think of this as the quantity of activities. For example, we held two recruitment drives for at least four hours each. Or we put three notices in the community newspaper.

**Result:** How meeting each objective contributes towards achieving your goal. This could include the projected promotional materials produced or the awareness raised in your community.

**Resources needed:** Everything you will need to achieve each activity.

**Start and end dates:** When you will begin and complete each action.

# LEAD THE CHANGE

## STEP 9: Choose your activities



### What can I do to make this change happen?

In groups think of all the activities or methods you could use to gain support for your idea and media social change happen think of activities or methods

For example:

- Mass media, like radio, television and newspapers,
- Meetings,
- Workshops,
- Marches and rallies,
- Drama, dance, or song performances,
- Sports competitions, tournaments.

Now work in groups to consider all the different types of materials you could use to promote your message.

For example:

- Fact sheets,
- Brochures,
- Briefing cards,
- Newspaper editorials,
- Billboards,
- Posters,
- Clothing,
- Personal testimonies,
- Song lyrics.

When thinking about the activities and materials you will use consider audience characteristics.



### Audience Characteristics:

- Size: Large - Small
- Literacy: Literate - Low-literacy
- Age: Young - Middle-age - Elder
- Social or political standing: Government official, - Community or religious leader - Community member
- Access to media: Access - Little access
- Knowledge about the advocacy issue: Knowledgeable - Little knowledge
- 
- 
- 

Do you have any other characteristics which should be identified before choosing an activity or material? Add these to the list.

- Now match the activities most appropriate to each type of audience characteristic. Why do you think each activity is best for a certain type of audience?

Audiences may have many characteristics, so each activity may be appropriate for different characteristics.

**Repeat this process for the materials.**

# LEAD THE CHANGE

## Speed pitching

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



### Elevator pitches

- Divide into two groups. Half the group is given paper and pen and then spread around the room. Each person from the other half of the group prepares their pitch. It should be short, interesting, provide the key points and explain why the listener should care.
- The pitchers match up with listeners who have three minutes to deliver their pitch. If there is time, the listener can ask questions.
- Ask someone to help with timekeeping by ringing a bell or 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 groups so the listeners have a chance to pitch.
- Afterwards, discuss what made a good pitch.

## Funding your project

When you contact someone who might be interested in funding your project, be prepared to give them lots of information. Donors will need to feel confident 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 minds. Think about the skills you practiced during your gatekeeper role play.

### Hearts

Share your passion for your project and show the donor how it will impact your community. Talk about the underlying issue so your donor understands why it is worth caring about.

### Minds

Demonstrate you have the skills and commitment to implement your ideas. Show your project is well planned and has an excellent chance of success.

- Tips for identifying donors
- Start local
- Look at your stakeholders, influencers and gatekeepers. Do any of these people or organisations have resources you need? Consider their perspective on your project and the impact it will have on them? Can you make them your ally and win their support? Explore your local area and write down any businesses or organisations you think might have an interest in your project, then send them a letter.

# LEAD THE CHANGE

## **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 a large funding bid. Plan local fundraising activities like selling products, organising fairs, sales, competitions, sponsored events or ticketed parties.

## **Old Friends**

People and organisations which already know and trust you are more likely to support you again. Even if you've never organised a project before, as a Girl Guide or Girl Scout you may be able to leverage a partnership your Association already has. Contact your Association locally and nationally to gather recommendations.

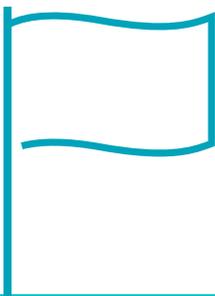
## **Shared Values**

Look for organisations and people who believe in the values behind your project or working on a related issue. You won't have to convince them your project is worth doing, only your capacity to make it happen.

## **Contacting donors**

Some donors, particularly bigger organisations or funds, will have their own application forms for funding. They might want to see particular documents or evidence like references or copies of your accounts. Before contacting any organisation in writing, get in touch with them to double check their application process. Try to find the name and address of the person who considers applications to make your letter more personal. If you want a donor to take your application seriously show you have taken the time to understand their process and you're willing to complete this process.

When writing to a donor here is the important information you should include:



# LEAD THE CHANGE

Their contact details

**Your contact details:** Give clear contact details. You must respond promptly to these.

*Check with your Association before giving out any contact information.*

**Title** - Use your project name and a clear opening sentence which captures your project.

Dear Mr Nyabo (*find the best person to write to*)

**Proposal summary:** A short paragraph of your proposal.

**Issue:** Provide an overview of the issue you are tackling. Use facts and statistics to give context and introduce the community affected.

**Background:** Introduce your Association and WAGGGS. Give your mission, aims and examples of other successful projects.

**Your change:** Set out your project's vision, goal and objectives. 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.

**Your budget:** Give an accurate overview of your budget. Provide enough detail for the potential donor to see the different costs and income you are expecting. If you are converting your figures into a different currency, remember to show the conversion rate.

**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 their own contribution. Alternatively ask for a specific amount. Remember it's not just money you might need. You might be more successful asking donors for equipment or services.

**Thank you:** Don't forget to thank the potential donor for their time and consideration.

Your name

Project name

Your position in your Association

# LEAD THE CHANGE

## STEP 10: Motivate your team

### Team building

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

Bringing about social change takes a lot of energy. It's important to keep your team energised during each stage of project, so don't forget about these games. They can also break down barriers, demonstrate leadership abilities while sharing leadership and problem-solving skills. Think about how you could use them with other community groups to pass on your skills.



#### Name circle

- Everyone stands in a circle.
- Pick someone to start. They will introduce themselves by saying their name and an adjective which starts with the first letter of their first name, like adventurous Adam, or caring Catherine.
- The next person has to repeat all the names which have come before them, then add their own introduction.
- Variations: ask each person perform a gesture during their introduction. This could be a wave or a jump.
- Once everyone has shared their name give someone in the circle a ball. Ask them to say their own name then pick someone else at random, saying their name then throw them the ball.



#### In balance

- Ask everyone to stand in a circle, facing inward and holding hands.
- Step backwards until everyone has stretched out, but remain holding neighbouring hands tightly.
- Ask the group to keep their feet still but lean back as far as they can, relying on the circle to keep their balance.
- Once everyone is comfortable number people alternately one and two.
- Ask everyone numbered one to lean into the middle and everyone numbered two to lean out, then swap.
- The circle should stay balanced.



#### 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. The person on their left should copy their face, then turn to the next person.
- Once the face has gone all the way around the circle another person starts a new round.

# LEAD THE CHANGE



## Crocodile river

- The group must cross a river full of crocodiles. Use two markers on the floor to represent river banks.
- The only way to cross is by stepping on floating logs. Each group has pieces of paper to represent these logs, they should be large enough for one person to stand on, They should have  $\frac{1}{3}$  as many pieces of paper as group members, a group of nine would have three pieces. The logs can be picked up and moved, but only one person can stand on a log at any time. Can the group move everyone from one side of the river to the other?



## Bhombela

- Give everyone in the group a small stone or stick which 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. One person claps or count a rhythm.
- Everyone picks up the stone in front of them and places it down in front of the person to 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.
- Practice with the song. You can change patterns, songs, or speed to vary the game.



## Ding dong

- Sit in a circle as a group, one person has two objects.
- They pass one to the left. As they pass it they say, "this is a ding".
- The person next to them replies, "a what?" The first person repeats "a ding". The second person replies, "oh, a ding" and passes it on.
- The pattern repeats and the same happens passing "a dong" on the right. The words are passed all the way back to the first person each time.
- This is a cooperative race to see which object completes the circle first.
- Don't be surprised if it falls apart when the "dings" and the "dongs" cross over.



## Helium stick

In groups of six, stand in two rows close together. Balance a narrow stick or bamboo cane on everyone's outstretched index fingers. As a group lower the stick to the ground without anyone removing their finger.

# LEAD THE CHANGE

## STEP 11: How is it going? Monitoring and evaluation

Monitoring and evaluation are ways to find out if your project is achieving its goal. They used at different stages of a project and will help you reflect on progress, learn how actions you take affect your impact and enable you to make better decisions.

Both monitoring and evaluation help you answer questions like:

- Are we doing what we said we would do?
- Are we achieving what we planned?
- Is our project plan correct? Can it be improved?
- What are the unintended consequences of our project?
- Is our project creating the changes we expected?

Look back to your SMART objectives (page 16). The M stands for measurable. If your objectives are SMART you should be able to measure at least one aspect of each objective. This will help you determine if you have achieved your goal.

### Two types of monitoring and evaluation

The information you'll need to collect for monitoring and evaluation has to 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? Qualitative information isn't so easy to measure. Instead it looks at the quality of what's happened. How do people feel about the project? How has the community reacted? How smoothly is project is running?



#### 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 information you would need to gather to help you write the report.

*You can gather information with the same methods used to research your project idea – [see pages 22](#).*

### Keep on track: Monitoring your project

Monitoring means regularly collecting information about your project and analysing it to check you are on track to meet your objectives. This gives you the chance to spot problems quickly and adapt your project when needed. It also means keeping an eye on resources and timeline to spot where extra work is needed. Good monitoring will help you complete your project on time and with the desired results.

Regularly collect information to check:

- What impact your project has already?
- Are you on track to meet your objectives?
- Does anything need to be adapted to increase your impact?

If you find something isn't progressing according to plan, don't be afraid to make changes. No matter how good your project plan is things you didn't expect will happen. Being flexible and adapting your plan is an important part of project management. Before you make any changes ask yourself one question, will this change increase or decrease the impact of my project?

# LEAD THE CHANGE

## Signs of success: Evaluating your project

The information you'll need to collect for monitoring and evaluation has 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? Qualitative information isn't so easy to measure. Instead it looks at the quality of what's happened. How do people feel about the project? How has the community reacted? How smoothly is project is running?

## Signs of success: Evaluating your project



### Monitoring and evaluation IT

With your group, decide what information you are going to collect regularly to keep your project on track, this is monitoring. What information will you need at the end to judge the impact on the community? This is evaluation. Make a list of the different pieces of information and agree how you will collect each one and when. Mark these on your project timeline.

**Now you have everything you need to create social change. Start with the activities you decided in your project plan. Remember to motivate each other and evaluate your campaigns or projects.**

Share what you get up to in the next section.

STEPS TO SEE THE CHANGE	STEPS COMPLETED
STEP 8: Project planning.	<input type="checkbox"/>
STEP 9: Choose your activities.	<input type="checkbox"/>
STEP 10: Motivate your team.	<input type="checkbox"/>
STEP 11: Monitoring and evaluation.	<input type="checkbox"/>

# SHARE THE CHANGE

You've completed your project! Whether it has been a great success or things didn't quite go as expected, you have learnt something and you have brought the world a little closer to your vision. Hopefully you have also had lots of fun along the way.

So what comes next?

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

- STEP 12: Celebrate your success and learn from errors
- STEP 13: Storytelling do's and don'ts
- STEP 14: Take your project further

## STEP 12: CELEBRATE YOUR SUCCESS AND LEARN FROM ERRORS



### Recognise your success

Look back at the goal you created and see what you have managed to accomplish. Write the words **keep, change, innovate** and **love** on three pieces of paper. Spread these out as far as you can in the space that you have. Visit each word in turn and think;

**(Keep)** - about the things you would keep about any aspect of your project from your first activity to where you are now.

**(Change)** - of the things you would change or get rid of completely and explain how and why you would do this.

**(Innovate)** - of new ideas and things you would incorporate into your project if you did it again.

**(Love)** - about the best parts of the project, your biggest achievements and when you had the most fun.



### Project story wall

How can you capture your success? When did you realise you had succeeded or made an impact? Invite everyone who engaged with your social change project to an interactive display.

1. Using words or pictures, create a display representing each project outcome.

2. Use different methods to show your success e.g. quotes, statistics or before and after testimonials. Arrange these around each outcome.

Leave space for your team and visitors to contribute their thoughts on; what worked, what didn't, and the role they played or impact they had.

# SHARE THE CHANGE



## Future Party

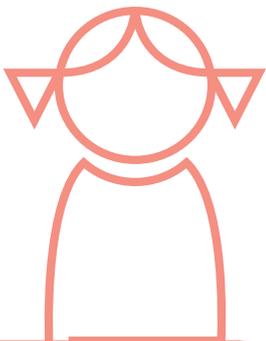
- Throw a thank you party for everyone involved in your project.
- Start by celebrating your success then introduce the big question - "How could we take this further?"
- Get everyone to call out or write down as many ideas as they can on how to build on the project, spread the word, and consider other ways the issue could be tackled in your community.
- Stick the ideas up around your 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.



## There's no such thing as failure

Your project may not have turned out the way you wanted, or the way you thought it would - but that doesn't mean you have failed. If you learn, it's less of a failure and more of a lesson. Now we need to look at how we can learn from our experiences and adapt so we still reach our goal.

Using the Leadership Mindsets, reflect on why you haven't been able to reach certain goals. Brainstorm creative solutions to the obstacles you have faced to continue your project or start a new one.



Before she was published, JK Rowling sent her manuscript for the first book of the Harry Potter series to 12 publishing houses, that all rejected her. If she hadn't persevered despite the obstacles, her books would never have been published and she wouldn't have become one of the biggest philanthropists in the world.

"It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all - in which case, you fail by default." **JK Rowling**

# SHARE THE CHANGE

## STEP 13: STORYTELLING DO'S AND DON'TS

### **DO**

#### **SPREAD THE WORD**

Your project has shown what a difference you can make. Now it's time to tell the world what you have achieved and inspire other people to spread the change in their own way.

Imagine a world map. Then imagine a tiny dot on that map, right where you are. That dot represents your community and your project. Now imagine a tiny line leading from your project to another community. They could be just up the road or on the other side of the map. Imagine more lines spreading out, making a web across the map, connecting lots of tiny dots together.

Sharing your story can inspire other people to develop their own projects. Using online and offline communication, 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. This helped you to know that the action you took was right for your community. This same action may not be right for another community, even if they want to tackle a similar issue. Instead, we can share inspiration, teamwork and ideas with other communities. This is called trans-local working - starting locally then connecting with others. Sharing local ideas without assuming they are global solutions, but hoping they inspire new solutions for different communities.



#### **Social media savvy**

You can use your existing social media channels to tell the story of your project or you may want to set up a specific blog or social media page to promote your project. Creating a unique hashtag can be another great way to engage people on social media. To help spread the word further, make sure to tell your Association and any organisations that helped you with your project about your blog, your hashtag and any exciting social media content.

At events, a social media wall can be a great way to pull together all of the places your hashtag is used across different social media platforms. This will allow you to share posts, photos, stories and quotes from across your team and audience. Feeling creative? Video is a really engaging way to show people your project.



#### **Community Story**

However many people you've reached, your project has changed lives - which means you have 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 way. Try interviewing 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 or collecting videos and audio recordings. Hold the exhibition in a public building and invite high profile guests, journalists, NGO representatives and anyone else who could help spread the word about your project.

# SHARE THE CHANGE



## Tell WAGGGS!

We would love to hear about your project and share your experience with our global Movement. Visit [www.waggggs.org](http://www.waggggs.org) and explore the “take action” section to learn more about how to share your story. Or email us at [leadingforherworld@waggggs.org](mailto:leadingforherworld@waggggs.org). You can share your project with us on social media using the hashtag **#BeTheChange2030**. Make sure to tag WAGGGS so we can share it too.



## AGAIN AND AGAIN

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

## DON'T

When sharing stories about your project, be careful not to reinforce stereotypes or present a narrative that is not the whole truth.

It can be easy to do this if stereotypes are linked to common beliefs. Reinforcing stereotypes could also seem like a way to bring your work to a large audience – but this can be harmful to your community and could make the issue you want to tackle worse.

Here are a few activities to help you think about what to avoid and ensure you share the best stories for all involved.



## Whose story is it?

Sharing stories is a great way to let people know about your project and about the people that have been affected by your social change.

It is important be authentic and honest when telling other people's stories. Use the following checklist to verify a story before sharing it:

1. Do you have permission to share this story, quote or use someone's name?
2. Are you providing context to the story, video or quote - so it is not misrepresented?
3. Is your quote authentic? (Make sure you haven't edited it to fit your message)

If you answer no to any of these questions, don't share the story. It can be just as powerful to tell your own story, and explain the changes you have directly seen and experienced in your community.

# SHARE THE CHANGE



## A picture is worth 1000 words

Capturing the impact of your project or campaign with photography can often tell a story that you are not able to capture in a blog post, poem or single social media post. Natural, energetic and authentic photos are best placed to capture and engage your audience.



**“Whether your photo is of something specific (such as an event) or it conveys an emotion (such as the excitement and fun of an adventurous activity), it should clearly tell this story.”**

Use photos to communicate your project’s journey and share with those who supported you. For more photography dos and don’t, have a look at the brand guidelines on [our https://www.waggs.org/en/resources/be-the-change-2030/](https://www.waggs.org/en/resources/be-the-change-2030/)

## STEP 14: TAKE YOUR PROJECT FURTHER

### 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 the tree as the beginning of a forest. If you’ve enjoyed working on your project, why not use your experience to take this work further?

#### Share your impact through monitoring and evaluation

Monitoring and evaluation isn’t just something to consider for your personal reporting. You can use information gathered to clearly show people how much you have achieved. Use key facts and results in your social media posts or when you are talking with people about your social change.

Example Tweet: “Our campaign has reached over 500 members of our local community and a recent survey shows that 40 per cent more young people now feel more comfortable to be themselves.”

Share the impact your project is having on the SDGs! Go back to the SDG MIND MAP on [page 27](#).



## And another one...

If you want to continue your great work, start your next phase from Step 3: Build a vision for change on page 24. Build a vision that is focused on the route to social change you did not choose at that initial stage.

*For example:* If you chose to run a community action project about recycling you could take this further by identifying a policy that needs to be changed or a common practice that needs to stop around waste management in your community. Once you’ve identified a relevant policy, create an advocacy campaign around this. Go through the rest of the programme using this new vision for change.

### BECOME A PROFESSIONAL CHANGEMAKER

During your project, did you ever feel like you wanted to become a professional changemaker? You may want to think about becoming a social entrepreneur.

# SHARE THE CHANGE

## For WAGGGS, Social Entrepreneurship means...

...driving innovation and building a sustainable organisation that is able to meet a community's needs. This could be by starting a business that provides an important service to your community or by creating an NGO that helps you bring about social change.

Social Entrepreneurship means you are developing solutions to social and environmental issues by creating an enterprise and reinvesting your profit to have a bigger impact.



### Discover an Entrepreneur

Each group member researches an entrepreneur who is of the same age range and gender as them. Create a profile of the entrepreneur to share this with the group. What makes their work inspirational?

As you may be thinking, being a social entrepreneur is a big commitment. It will require you to invest a lot of energy and time into your project. An entrepreneur drives innovation and takes on the risks of creating positive and sustainable social change. Your social change project could eventually become your career or something you are passionate about doing alongside your career. Some community action projects can be directly scaled up into social enterprises, and more often than not, when you are a social entrepreneur, you are also an advocate. Are you ready to take the leap? You don't have to be ready today, if you like the idea think about the skills you will need to start this route to social change and work towards this.



### Gaining new skills

Make a list of all of the skills you think you need to become a social entrepreneur then divide these into soft skills and hard skills.

**Soft Skills** are developed through practice, and are often described as interpersonal skills. These are difficult to evaluate. Listening, timekeeping, persuasion and communication are soft skills that are can very useful when you are trying to create social change.

**Hard skills** are developed and improved through education, training programs and experience. These skills are easy to test and are different depending on your job. A hard skill for a sailor might be knowledge of knot tying.

1. Consider three ways you can use the Leadership Mindsets to practice and develop soft skills.
2. Use three different research methods to find out how you can develop hard skills. Is there a free online course you can complete? Do you have the opportunity to study a useful subject in school? Can you gain relevant work experience or take on an apprenticeship?



Discover teenage girls around the world who are social entrepreneurs

STEPS TO SHARE THE CHANGE	STEPS COMPLETED
STEP 12: Storytelling do's and don'ts	<input type="checkbox"/>
STEP 13: Celebrate your success and learn from errors	<input type="checkbox"/>
STEP 14: Take your project further	<input type="checkbox"/>

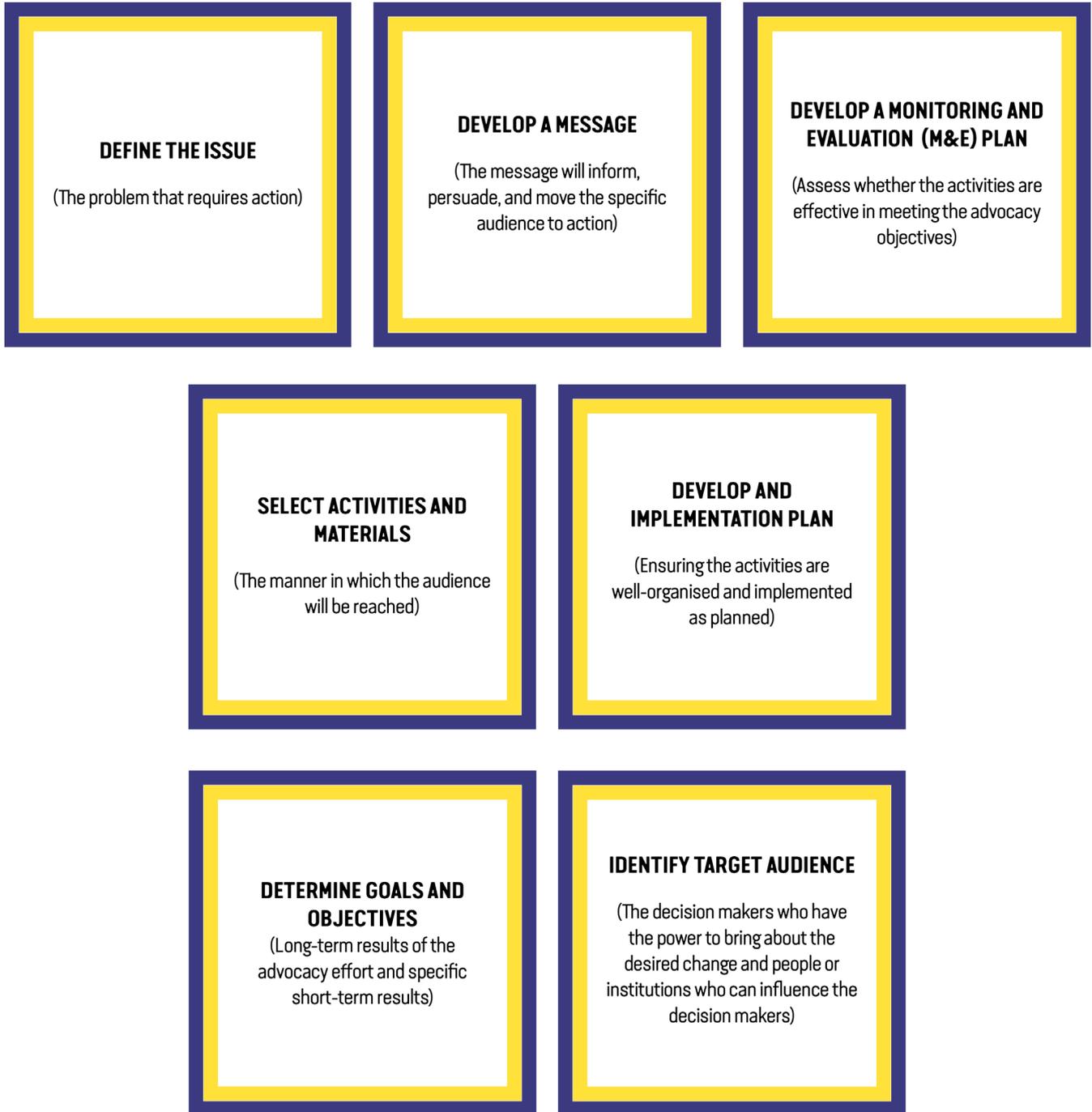
# APPENDIX

## Advice to leaders: Risk assessment template: Page 7

Activity: Location:		Date:				
		Total Attendees:		Leaders:		Others:
Hazards	Who is affected by this hazard	What is currently in place to mitigate the hazard?	Likelihood of this hazard occurring (L/M/H)	Severity of risk (L/M/H)	How else can you reduce the risk to an acceptable level?	Who is responsible for controlling this hazard?

# APPENDIX

SEE the change: Research summary activity: Page 12



Correct order: Define the issue; Determine goals and Objectives; Identify target audience; Select activities and materials; Develop a message; Develop and implementation plan; Develop a monitoring and evaluation plan

# APPENDIX

## SEE the change: Research summary activity: Page 26

<b>Community Action / Advocacy</b>	1. What is the problem related to young people in your community that you think needs to be addressed?	
	2. What are the key factors contributing to this problem?	
	3. Which current national policy(ies), customs or beliefs address these key factors?  Note: This includes factors that put young people at risk of this problem, such as barriers to information, services or protection.	
<b>Advocacy</b>	4. Identify specific policy commitments that address these key factors:	
	5. Which of these policy commitments are not being implemented?  OR Which of these commitments are not being correctly implemented?	
	6. Which policy commitment do you and your organisation have the capacity to address through advocacy?	

# APPENDIX

SEE the change: Which route: Page 30

COMMUNITY ACTION	ADVOCACY	TAKE IT FURTHER WITH SOCIAL ENTREPRENEURSHIP (MORE INFO ON PAGE 60)
<p>You start recycling at your school by disposing recycling bins everywhere and educating your classmates on selective sorting.</p>	<p>You create a local campaign to collect girls' voices and lobby your local government into banning plastic bags to reduce plastic waste.</p>	<p>You start a business selling products made from perfectly edible food that was destined for waste.</p>

PLAN the change: Project plan template: 47

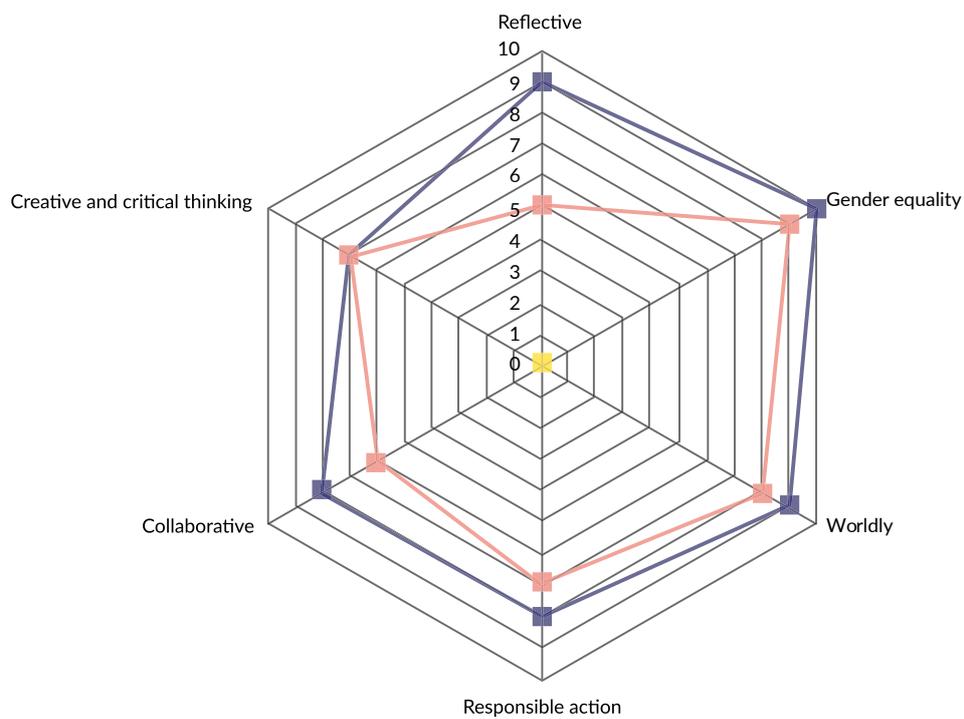
<b>VISION</b>	
<b>OUTCOMES</b>	
<b>OBJECTIVES</b>	
<b>ACTIVITIES</b>	
<b>OUTPUTS</b>	
<b>RESULT</b>	
<b>RESOURCES NEEDED</b>	
<b>START AND END DATES</b>	

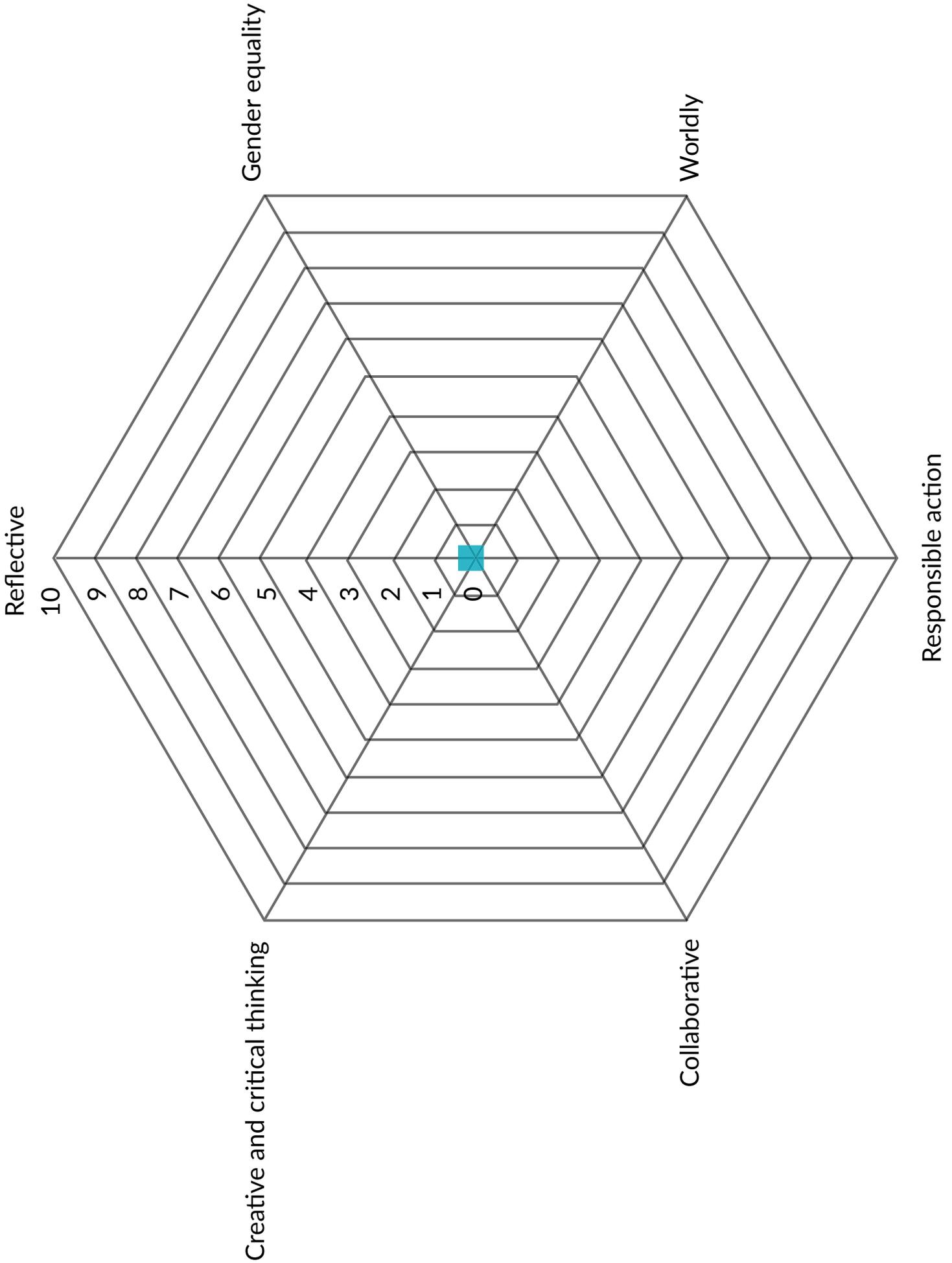
# APPENDIX

## PLAN the change: Mindset mapping: 37

### MINDSET MAPS

Plot two shapes on this map; one showing how much you currently practise each mindset and one showing how important each mindset is to your leadership role. Compare the circles and use them to help you identify where you need to focus your leadership practise.





This is an update of Be the Change first published in 2014.

Be the Change 2030 is also available in Arabic  
French and Spanish editions coming soon

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# GLOSSARY

<b>AUDIT</b>	To carry out an evaluation or assessment of something.
<b>ADVOCACY</b>	The process of influencing the decisions, actions or understanding of those within political, economic, and social systems.
<b>COMMUNITY ACTION</b>	An activity that provides local services to improve the understanding, equality, support and empowerment of a group of local people.
<b>CURRICULUM VITAE (CV) OR RESUME</b>	A written overview of a person's educational qualifications, skills, and professional history used when applying to jobs and/or further education.
<b>DONOR</b>	A person or a group that gives something (such as money or other resources) in order to help and support a person, a project or an organisation.
<b>GANTT CHART</b>	A scheduling chart used for project management. The horizontal lines or coloured boxes show the actual and projected amounts of time needed to complete a task.
<b>GATEKEEPERS</b>	A person or group that controls access to somebody or something. A gatekeeper can 'lock people out' or 'let them in'. It is important to have support from the gatekeeper to access the item they control.
<b>INFLUENCERS</b>	A person or thing able to affect the course of events or somebody's thinking, action or project.
<b>MILLENNIUM DEVELOPMENT GOALS (MDGS)</b>	Recognising 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 were accompanied by specific targets and indicators to monitor progress towards the targets and goals from 2000 – 2015. <a href="#">You can find the summary report here.</a>
<b>NON-GOVERNMENTAL ORGANISATIONS (NGOS)</b>	NGOs are organisations that operate independently from any Government, and normally refers to charities and other not-for-profit organisations that work towards social change.
<b>LEADERSHIP MINDSETS</b>	The WAGGGS Leadership Mindsets <sup>1</sup> are a theory of leadership practice. The mindsets explore six ways to view the world, a situation and your guiding and scouting through different windows to make decisions and assessments.
<b>PITCHING</b>	Trying to sell or promote an idea to someone to gain their support.
<b>PROJECT MANAGEMENT</b>	The practice of planning, organising and managing a temporary endeavour undertaken to meet specific goals and objectives.
<b>SAFEGUARDING</b>	Putting in place practices and actions to prevent something or somebody from being harmed, damaged, badly treated, or lost.
<b>STAKEHOLDER</b>	A person, group or organisation that affects or can be affected by your project.
<b>SUSTAINABLE DEVELOPMENT GOALS (SDGS)</b>	In 2015, World Leaders made an historic agreement to tackle the challenges facing our world. The 17 UN SDGs build on the lessons learnt from the MDGs and aim to achieve an end to extreme poverty, inequality and climate change by 2030. Governments, businesses, organisations and individuals must all play a part to achieve these goals.
<b>SWOT ANALYSIS</b>	A tool used to evaluate the strengths, weaknesses, opportunities, and threats connected with a person, team, situation or project.

<sup>1</sup> This model is based on [The Five Minds of a Manager](#) theory by Jonathan Gosling and Henry Mintzberg.