



**WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS**

Understanding Our Movement

Youth Consultation Session Pack

2025



Contents

Introduction	3
Learning Objectives	4
Guidance for Leaders	5
Safeguarding	7
Consent	7
Creating a Brave Space	7
Activity Guide	8
Younger Years (5-8 years) & Introductory Activity (9+ years)	
1. Feeling Your Best	9
Middle and Older Years (9+ Years)	
2. Imagining a Better World	11
3. Barriers to an equal world	13
4. Girl Guiding, Girl Scouting and You	17
5. Stronger Together	19
Online Survey	21
Congratulations!	25

Introduction

What is the purpose of this consultation?

We are building and developing a Theory of Change. This is to help us better explain to others who we are, and why we do what we do! As part of this process, we want to collect insights from girls and young people around the world to help us understand and answer the following questions:

1. Our vision is an equal world where all girls can thrive.

- What does a world where all girls can thrive look like to you?
- What are the barriers preventing girls from thriving?
- How does Girl Guiding and Girl Scouting help to create a better world?
- What can we do in the future with Girl Guides and Girl Scouts to help create a better world for girls?

2. What does Girl Guiding or Girl Scouting mean to you? How does it support you to be a leader?

To help us answer these questions, we've put together a simple session you can run with your Girl Guide/Girl Scout group. It will take up to one hour to complete, with options for:



Younger Years (5-8 years)



Middle Years (9-12 years)



Older Years (13+ years)

We encourage you to pick the relevant activities for your group and adapt these as needed.



Theory of Change helps an organisation to connect what they do to the impact they want to have. It breaks down: the overall vision of the organisation, the outcomes it is trying to reach, how they are trying to reach those outcomes and the specific activities they do.

Introduction

This is a special opportunity for girls in your unit to contribute meaningfully to the global Girl Guide and Girl Scout Movement. You can use this session to help them understand they are part of a global sisterhood spanning 153 countries around the world. Why not combine it with some activities about WAGGGS and international Girl Guiding and Girl Scouting? Once you have shared your feedback and completed this session, you can download a certificate at the end of the form.

After finishing your sessions with your group, please go [here](#) to share a summary of the conversations captured during the session. To help you collate responses, at the end of each activity we have written the information you need to collect and left some space for you to do so.

We will use all the responses to build a picture of what girls and young women across the global Movement think about Girl Guiding and Girl Scouting, to help develop our Theory of Change.

Learning Objectives



To consult girls' and young people's thoughts and perspectives about the challenges girls face and how we can create a better world for girls.



To explore what Girl Guiding and Girl Scouting means to our members.



Guidance for Leaders

We encourage leaders to:

- Work in small groups where appropriate.
- Build in time for reflection during and after activities.
- Adapt activities to meet the unique needs and interests of their group.

We ask leaders to intentionally create girl/youth-focused, engaging and brave spaces, places where participants are safe enough to take risks and speak up.

One of the ways in which you can adapt this resource to better suit your group is by using the REAL method. This focuses on how you can keep activities (R)levant, (E)xciting, (A)ccessible and (L)earner-led. You can learn more by visiting [here](#).



Guidance for Leaders

Relevant

The activities connect to the lived experience, age, context, and interests of the participants. You can do this by:

- Linking each activity to participants' real-life friendships and experiences.
- Encouraging personal reflection and storytelling.
- Adapting examples to local traditions, cultures, and community life.

Exciting

The activities feel fun, creative, and spark curiosity. It includes different types of learning: movement, discussion, hands-on making, and reflection. This can be done by:

- Using music, movement, art, and storytelling to bring energy.
- Encouraging play, role-play, and experimentation.
- Celebrating imagination and creativity, there are no wrong answers.

Accessible

Every learner feels included, supported, and able to participate fully. Activities are designed to be adaptable to different learning needs and local resources. You can do this by:

- Offering flexible formats (digital/physical, group/individual).
- Adjusting pacing or simplifying language where needed.
- Making time for everyone's voice and contribution.

Learner Led

Participants shape the learning experience through choice, leadership, and action. This can be done by:

- Letting participants take the lead in decision-making and planning.
- Encouraging peer learning, group reflection, and co-facilitation.
- Supporting action projects that reflect their passions and ideas.

Safeguarding

Consent

Please ensure your group are aware that the group responses from this session will be used to inform WAGGGS Theory of Change (you can use the information in the introduction to explain this) and gather consent for their participation. If participants are under 16 years old, please ensure you have consent from their parents, including photos and videos if you are sharing with WAGGGS. Make it clear that no names or data will be handed over, only the summary of discussions. All participants should be given the option to opt out if they do not want to take part. We encourage you to align this with your country's safeguarding policy. Please refer to [WAGGGS Safeguarding Policy](#) for more information.

Creating a Brave Space

We recognise that some topics that are explored in these sessions are complex, therefore we want to ensure leaders feel supported and empowered to facilitate these activities. It is important to create a girl-focused, engaging and brave space. This brave space should be a supportive and safe environment where every participant feels confident to learn, develop and challenge themselves. It should be:

Inclusive

Everyone can meaningfully participate and feel an equal part of the space.

Empowering

Everyone feels confident to be themselves.

Safe

Everyone is respected and free from discrimination and harm.

How to facilitate a brave space?

- Co-create some clear guidelines as a group to encourage openness and respect, agreeing on how your group will uphold them.
- Vocally state that your space is safe for all those who wish to participate.
- Be aware and mindful of what is happening in your local community and the wider world that may be impacting your group members, ensuring your approach allows all voices to have space to be heard.
- Be ready and willing to adapt the resource to your local context and your group's experiences.
- Avoid making generalisations when speaking about different issues.
- Create a plan and communicate this clearly with your group to ensure everyone feels supported to speak up or seek support if they do not feel safe.
- Stress the importance of confidentiality.

Activity Guide

There are 5 activities as part of the youth consultation session:

1. **Feeling Your Best**
2. **Imagining a Better World**
3. **Barriers to Equality**
4. **Girl Guiding, Girl Scouting and You**
5. **Stronger Together**

- For Younger Years (5-8 years) you should only complete **Activity 1**.
- For Middle and Older Years (9+ years), you should complete **all 5** activities.

For each activity, there is a central question that we need you to gather responses for in the 'Leader consultation form'. We have marked what you need to gather at the start of each activity under 'what you need to collect'. Please capture these responses as you go along and complete the form once you have finished. You can also upload pictures.

There is no right or wrong answer in a consultation, we want to hear every contribution, as every single idea or piece of data will support us and inform us of our future work! Please do not change or adapt anything your young people share, even if it feels like they are not answering the question the way you expect or if it is completely random, this is still useful for the Theory of Change.

Note on terms:

within these activities we refer to 'being your best' as 'thriving'. If you think your group will understand 'being your best' continue using this.



Younger Years (5-8 years) & Introductory Activity (9+ years)

Activity 1 Feeling Your Best



15 Mins

Outcome

- Explore what it means to feel your best and thrive.
- Understand why and how you can feel your best.



Preparation

- Paper
- Pens



What you need to collect

- A summary of words/phrases that came up for each question
 - What is it like when you feel your best?
 - When do you feel your best?
 - What helps you feel your best?
 - What stops you from feeling your best?
 - Why do you like coming to Girl Guiding/Girl Scouting
- Total numbers of Girl Guiding/Girl Scouting who answered the question “Does Girl Guiding or Girl Scouting make you feel your best?” with:
 - Definitely
 - A little
 - No

What Happens

For all age groups

- 1 Describe what it is like when you feel your best. If needed, break down what being your best means: best means growing, feeling strong, reaching your full potential, being happy, safe, comfortable, reaching your dreams!
- 2 Discuss when do you feel your best?

Younger Years (5-8 years) & Introductory Activity (9+ years)

Activity 1 Feeling Your Best

- 3 What is something that helps you feel your best?
- 4 Is there anything that stops you from feeling your best?

For younger groups only

- 5 Why do you like coming to Girl Guides/ Girl Scouts?
- 6 Now get everyone to close their eyes and ask them to think about the following question 'Does Girl Guiding or Girl Scouting make you feel your best?'

If they think **"Definitely"** ask them to raise their hand.
If they think **"A little"** ask them to raise their hand.
If they think **"No"** ask them to raise their hand.

After each vote, make sure you count how many raised their hand.

For Older Groups

When we feel our best and have everything, we need to do this, that is what it means to thrive! Link back to what people identify as things that stop them thriving – these are barriers. In the rest of this session, we are going to think about how all girls can thrive and best their best. We are going to explore some of those barriers and dream of a better world together!



Tips

You can write, draw or speak aloud the answers to the questions. Feel free to choose your preferred method to get feedback from your group.

You can simplify language to make it more accessible to your participants.

Middle and Older Years (9+ Years)

First complete the introductory activity (1) above, then begin these activities.

Activity 2 Imagining a Better World

Outcome

- Understand what equality means and explore how inequality presents itself in the world.
- Get creative by drawing what a better world looks like where all girls can thrive.
- Discuss what can be done to create a better world.



15 Mins



Preparation

- Paper
- Colour pens or pencils



What you need to collect

- Upload any pictures that were drawn of an equal/better world.
- A summary of words and phrases the group discuss which describe their answer to “What does an equal (better) world where all girls can thrive look like for you?”

What Happens

- 1 Introduce to the group that the vision for the Girl Guide/Girl Scout Movement is ‘an equal world where all girls can thrive’. This is because we think an equal world is a better world for everyone and allows everyone to be their best.
- 2 Add to this by explaining what equality means. You can use this definition: Equality is treating people fairly and giving them the same opportunities. It doesn’t always mean giving everyone the exact same thing, but making sure everyone has what they need to succeed and be their best.

Middle and Older Years (9+ Years)

Activity 2 Imagining a Better World

- 3 As a group, imagine what the world would look and be like if every girl was able to thrive - where every girl feels confident to be themselves, grow, be happy, achieve what they want to achieve, allowing them to be the best.
- 4 Give everyone a piece of paper, get them in pairs and ask them to describe/draw their answer to "What does an equal (better) world where all girls can thrive look like for you?". Encourage them to draw what they imagine it will look like. They can use key words if preferred.
- 5 Bring everyone back together and get them to share what their equal world looks like with the group. Encourage them to expand upon their ideas and write down any key words or ideas that reappear.



Tips

If your participants are struggling encourage them to think about: education, healthcare, environment, peace. If the terms are too complex, stick to talking about what things help girls to be their best.



Middle and Older Years (9+ Years)

Activity 3 Barriers to an Equal World

Outcome

- Understand what equality means and explore how inequality presents itself in the world.
- Rank inequalities that are present locally and globally.



15 Mins



Preparation

- Barrier Cards



What you need to collect

- The top 5 barriers that the group select.
- Some words and phrases or pictures that explain why they chose these barriers – thinking on an individual, community and global level.

What Happens

- 1 Now that you have imagined an equal world where all girls can thrive, take time to reflect on whether that is a reality in the world today. Around the world, inequality does exist, and many people are treated unfairly. For this activity, you will be exploring the barriers that stop girls from thriving and feeling their best.
- 2 Reflect on an equal (better) world. What is preventing us from living in a world like that?
- 3 Look at the Barrier Cards together, making sure everyone understands what each one means. Is there anything missing that was mentioned during the previous question? If so, add these in.
- 4 Using the Barrier Cards, work together as a group to rank them from the most to least significant barriers.

Middle and Older Years (9+ Years)

Activity 3 Barriers to an Equal World

- Once they have been ranked, get them to explain their reasoning. Why did you put them in this order?
- Now select 5 barriers that were ranked the most significant. Get into 5 groups and assign each group a different barrier. Their task is to note down how this barrier affects girls on an individual level, community level and global level.
- Come back together and get the groups to share different levels of impact for each barrier.



Tips

Create a brave space together to explore and facilitate this discussion in more detail. If they feel comfortable, encourage participants to share examples of when they have seen or experienced these barriers in their life.

If there is another barrier (not noted), please add this and create your own barrier card.



Resource: Barrier Cards

Climate and Environmental Factors

Changes in the natural environment that impacts our planet and people often negatively

War/Conflict

Fights between different places and groups.

Lack of education

Being unable to go to school or study what you need.

Gender-Based Violence

Hurting someone just because of their gender (more commonly impacts girls and women).

Economic Instability

Countries experiencing money problems

Insufficient Healthcare

Not having access to the people who will make you better if you are sick or unwell

Political Instability

Problems that arise when people in control not agreeing with one another

Resource: Barrier Cards

Poverty

Not having enough money for vital things

Racism and Discrimination

Being mean to someone because of the colour of their skin, where they come from or because they are different

Lack of Confidence and poor Self-Esteem

Not believing in yourself

Unstable Livelihoods

Not being able to make money or get a job

Unfair Cultural and Social Norms

Rules that negatively impact certain people in a community

Poor Mental Health and Wellbeing

When our feelings, thoughts, or worries make it hard for us to feel happy.

Middle and Older Years (9+ Years)

Activity 4 Girl Guiding, Girl Scouting and You

Outcome

- Explore what being part of Girl Guiding and Girl Scouting means to you.



15 Mins



Preparation

- Paper with question
- Pens



What you need to collect

- Gather key words/phrases in the response to 'what does Girl Guiding/Girl Scouting mean to you?'
- Count responses to the question "does Girl Guiding/Girl Scouting make you feel more confident to be a leader?"
 - Very
 - A little
 - No
- A summary of how Girl Guiding/Girl Scouting makes them feel more confident.
- A summary of what might make them feel more confident in Girl Guiding/Girl Scouting.



Middle and Older Years (9+ Years)

Activity 4 Girl Guiding, Girl Scouting and You

What Happens

- 1 Begin by discussing and reflecting on why you joined your local Girl Guide or Girl Scout group. Was it because of your friends, your family or because you had heard about all the stuff you can do as Girl Guiding/Girl Scouting? Share these ideas together.
- 2 Using a large piece of paper with the question “What does being a Girl Guide or Girl Scout mean to you?” written in the middle of it. Get each person to answer the question on a sticky note and put it on the paper.
- 3 Once everyone has answered the question, bring them back together to discuss the answers they gave.
- 4 Now get everyone to close their eyes and ask them to think about the following question ‘does Girl Guiding or Girl Scouting make you feel more confident?’

If it has made them feel **‘very confident’**, ask them to raise their hand.
If it has made them feel **‘a little confident’**, ask them to raise their hand.
If it has made them feel **‘not confident at all’**, ask them to raise their hand.

After each vote, make sure you count how many raised their hand.

- 5 Once you have done the vote, ask the group to share examples of the different ways they feel more confident from Girl Guiding/Girl Scouting (e.g. more comfortable speaking up and sharing their ideas, confident making friends, confident to lead).
- 6 Now, think about what would help make you feel more confident in your Girl Guides or Girl Scout group? Get them to share these ideas and note them down.

We are asking this question to help us build a better picture of the role Girl Guiding and Girl Scouting plays in building an equal (better) world where all girls feel confident and can thrive.



Tips

If your group is struggling, you could encourage them to discuss skills, experiences or friendships they have made as Girl Guides and Girl Scouts.

Middle and Older Years (9+ Years)

Activity 5 Stronger Together

Outcome

- Explore the role Girl Guides and Girl Scouts have in creating a better world.



15 Mins



Preparation

- 2 x Paper with questions
- Pens (enough for each person)
- Post-it notes



What you need to collect

- Number of girls who think:
 - Definitely
 - A little
 - No
- Summary of responses to the question: how does Girl Guiding/Girl Scouting create a better world?
- Summary of responses to the question: what can Girl Guiding/Girl Scouting do in the future to create a better world?



Middle and Older Years (9+ Years)

Activity 5 Stronger Together

What Happens

- 1 Begin by sharing the following fact: As a Girl Guide and/or Girl Scout, you are part of a global sisterhood of 11 million girls like you around the world. You are all part of the World Association of Girl Guides and Girl Scouts (or WAGGGS for short). Imagine what it would be like if you were all in one room. What would you all talk about? How would it make you feel? What would you do together?
- 2 Now get everyone to close their eyes and ask them to think about the following question 'Do you think Girl Guiding and Girl Scouting helps us make a better world for all girls?' Encourage them to think about Girl Guiding and Girl Scouting locally and around the world.

If they think '**definitely**', ask them to raise their hand.

If they think '**a little**', ask them to raise their hand.

If they think '**no**', ask them to raise their hand.

After each vote, make sure you count how many raised their hand.

- 3 Place 2 pieces of paper around your space. They should have the following questions written on each piece of paper:
 - How does Girl Guiding and Girl Scouting help us to make an equal (better) world for girls?
 - What can Girl Guiding and Girl Scouting offer in the future to help create a better world where all girls can thrive?
- 4 Give each participant a pen and a few sticky notes and give them the chance to move around the space answering each question. Spend around 10 minutes doing this.
- 5 Once everyone has answered the questions, come back together as a group and share the answers written. Ask participants to expand upon any ideas you might be unsure of.



Tips

Share and explore in more detail current programmes your local group are working on that focus on creating a better world.

You can substitute Girl Guide and Girl Scout with the group you are working with (e.g. Rainbows, Brownies).

Online Survey

- This is the list of questions to help you prepare your responses to the [online survey form](#).
- The form is to be completed by leaders ages 16 and above.
- If you work across age groups, you may complete the form separately for the 'younger years age group (5-8)' and the other age groups. You may also choose the age group most representative of your group.
- You will get a link to download the certificate of participation at the end of the online form.
- Deadline to complete survey: 6 October 2025

1	I am 16 years old and above.	• Yes • No
2	By completing this survey, I agree that I have obtained consent from the young people in my unit/troop to participate in this consultation and for their responses to be used by WAGGGS in the work as mentioned in the description above.	• Yes • No
3	Region	• Africa • Arab • Asia Pacific • Europe • Western Hemisphere
4	Country/Territory	
5	What is the name of your unit/troop?	
6	Number of females in your group	
7	Number of males in your group	
8	Number of non-binaries in your group	
9	Age group of participants	• 5-8 • 9-12 • 13-17 • 18-30
	Younger years activity: How can we be the best we can be?	
10	What is it like when you feel your best? • Please provide a summary of the words and phrases from the responses of your group.	

Online Survey

11	When do you feel your best? • Please provide a summary of the words and phrases from the responses of your group.	
12	What helps you feel your best? • Please provide a summary of the words and phrases from the responses of your group.	
13	What stops you from feeling your best? • Please provide a summary of the words and phrases from the responses of your group.	
14	Why do you like coming to Girl Guiding/Girl Scouting? • Please provide a summary of the words and phrases from the responses of your group.	
	Does Girl Guiding or Girl Scouting make you feel your best?	
15	Number of youths responding "Definitely"	
16	Number of youths responding "A little"	
17	Number of youths responding "No"	
	Middle and Older years	
	Activity 2 : Imagining a better world	
18	What does an equal (better) world where all girls can thrive look like to you? • Please provide a summary of the words and phrases from the responses of your group. You can also upload any pictures that they drew at the section in this form where we ask for sharing of photos/videos.	
	Activity 3: Barriers to an equal world	
19	What are the main barriers to creating a better world where girls can thrive? Which were the top 5 barriers selected?	Refer list on pages 15-16
20	Please tell us more about why selected these barriers – include their thoughts on how they affect girls on an individual, community and global level.	

Online Survey

	Activity 4: You and Girl Guiding/Girl Scouting	
21	What does Girl Guiding or Girl Scouting mean to you? Please provide a summary of the words and phrases from the responses of your group. You can also upload any pictures that they drew at the section in this form where we ask for sharing of photos/videos.	
	Does your experience in Girl Guiding/Girl Scouting make you feel more confident?	
22	Number of youths responding "Very"	
23	Number of youths responding "A little"	
24	Number of youths responding "No"	
25	In what ways does it make you feel more confident? Please provide a summary of the words and phrases from the responses of your group.	
26	What would help make you feel more confident in your Girl Guiding/Girl Scouting group? Please provide a summary of the words and phrases from the responses of your group.	
	Activity 5: Stronger Together	
	Do you think Girl Guiding/Girl Scouting helps us create a better world for girls?	
27	Number of youths responding "Definitely"	
28	Number of youths responding "A little"	
29	Number of youths responding "No"	
30	How does Girl Guiding/Girl Scouting help us create an equal (better) world for girls? Please provide a summary of the words and phrases from the responses of your group.	

Online Survey

31	What can Girl Guiding/Girl Scouting offer in the future to help achieve a better world where all girls can thrive? Please provide a summary of the words and phrases from the responses of your group.	
32	Any other comments or suggestions	
	Photos/Videos	
33	Would you be happy to share some photos/videos from the consultation activities you conducted?	- Yes - No
34	Please upload your photos/videos from the consultation activities to an online folder (e.g. Google Drive folder, Dropbox folder, OneDrive folder or any other cloud server) and share the link of the folder here. Kindly ensure you open permission for WAGGGS to access your folder.	
35	Please share the e-mail address of the contact person of the photos/videos you are sharing with WAGGGS	
36	Media Consent I hereby consent to the World Association of Girl Guides and Girl Scouts and its approved partners around the world making use of the photos/stories/video recordings of the group under my care as shared in this form in its charitable communications activities of all kinds, including marketing materials, media and press materials, reports, website and social media sites. I also consent for World Association of Girl Guides and Girl Scouts to store my personal information in case they need to contact me in the future about the photos/stories/video recordings of the group for whom I am signing this form on behalf of.	- Yes - No
37	Privacy By checking "Yes", I understand that WAGGGS will process the personal information provided in this form in accordance with applicable privacy and data protection laws, for the purpose of the event. I understand that WAGGGS will not share the personal information that I provide in the form with any other organisations.	- Yes - No

Congratulations!

You have completed the Youth Consultation Session.

Please make sure you share the information you gathered with us at WAGGGS [here](#).

Deadline to complete survey: 6 October 2025



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