

# SELF LEARNING MODULES



**HWB COURSE FOR FLOCK LEADERS**

**THE BHARAT SCOUTS & GUIDES  
NATIONAL HEAD QUARTERS  
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## Himalaya Wood Badge Course for Flock Leaders

### Self Learning Module No. 1

#### B.P'S Life and Sayings

Certainly you would feel elated when you realise that you are a member of a worldwide Guide Movement, which is more than 100 years old. Naturally this great feeling would lead to an urge within oneself to get to know how and where the Movement originated, who has been responsible for this and how did it spread all over the world. This module has been prepared to meet this purpose.

#### Objectives

At the end of this module, flock leaders will be able to:

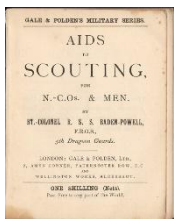
1. Narrate the history of the Guide Movement.
2. Explain how Guiding spread to various countries around the world.
3. List few sayings of Lord Baden Powell.

#### Birth of Scouting

Scouting's history commences with a British Army Officer, Robert Stephenson Smyth Baden-Powell. It is not merely one act or initiative of Baden-Powell that led to formation of Scouting but a number of events, prevailing conditions in England at that point of time, and influences which attracted the attention of Baden-Powell to draw up a plan to be of service to society, particularly the young boys. We shall explore them one by one. These influences are not presented in a sequential order.



**Influence 1:** While stationed in Lucknow, India as an Army Officer in 1876, Baden-Powell (B.-P.) found that his men did not know basic first aid or outdoor survival skills. They were not able to follow a trail, tell directions, read danger signs, or find food and water. Hoping to teach his men resourcefulness, adaptability and the leadership qualities demanded by frontier conditions, in 1896, Baden-Powell began to write a small military handbook titled *Aids to Scouting*.



**Influence 2:** In 1896 a rebellion broke out in Matabeleland, or Rhodesia as we now call it. On 19 May 1896 B.-P. arrived at Cape Town on a new assignment which he afterwards called "the best adventure of my life". He was the Chief of Staff of Sir Frederick Carrington in the operations against the rebelling tribes of Rhodesia's Matabeleland. On April 11, 1900 the Boers bombarded Mafeking for four hours. On 16<sup>th</sup> May, an advance party of the relieving force rode into Mafeking. Amongst them was Major Baden-Powell.



Baden-Powell became world famous during this South African Boer War. He held

the small town of Mafeking during a 217-day siege. The relief was hailed with delight throughout the Empire. As soon as the news of the Relief was brought to Queen Victoria, she had the following telegram sent to Baden-Powell:

*'I and my whole Empire greatly rejoice at the relief of Mafeking after the splendid defence made by you through all these months. I heartily congratulate you and all under you, military and civil, British and native, for the heroism and devotion you have shown.'*

**Influence 3:** The boys of Mafeking from nine years up were organized into the Mafeking Cadet Corps, which was eventually recognized as an official part of the Mafeking defences. They took over all manner of duties such as message-carrying, orderly work in the field kitchens, anything that could free a trained man for combat duties. B.-P. had noticed how useful these boys were and how they responded to responsibility being put on them.



The courage and resourcefulness shown by the boys in the corps of messengers at Mafeking made a lasting impression on him.

**Influence 4:** When B.-P. returned to London as a national hero, he was promoted to Lieutenant General. In England, he found that his little handbook written for soldiers was being used to teach observation and woodcraft to members of Boys' Clubs and Boys' Brigade. It had captured the imagination of English boys and was widely read. B.-P. felt the need to rewrite the book especially for boys.

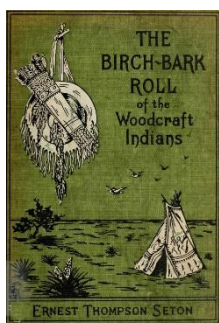
**Influence 5:** On 30<sup>th</sup> April 1904, Baden-Powell inspected the Annual Drill Inspection and Review of the Boys' Brigade on the occasion of



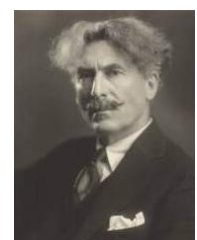
the organization's coming-of-age. The Drill Inspection and Review was an impressive affair, with seven thousand youngsters performing before eleven thousand 'ticket-holder onlookers'. As the boys marched off the field, Baden-Powell turned to congratulate the Boys' Brigade founder William Alexander Smith. He also added that the Brigade, to his way of thinking, should have many more members than it had-and would have ten times the number with more variety and attraction in the training.



Without a moment's hesitation, Smith agreed and instantly challenged Baden-Powell to develop a programme that would provide that added 'variety and attraction'. He specifically suggested that it might be done through a boys' version of B.-P.'s small book, "Aids to Scouting".



**Influence 6:** At the end of July 1906, Baden-Powell received a small book by mail titled: 'The Birch-bark Roll of the Woodcraft Indians' written by Ernest



Thompson Seton, a British citizen living in the United States. He was very much impressed with the content of the book. On 30 October, the 46-year-old naturalist-writer and the 49-year-old general lunched together. The day after their meeting, Baden-Powell sent Seton his 'Aids to Scouting' and a copy of the material he had prepared earlier that year regarding his ideas on 'Scouting for Boys'. Seton secured B.-P.'s promise of assistance in revising the Campcraft section of The Birch-bark Roll for the sixth printing and Baden-Powell got Seton's permission to use some of the games of the Woodcraft Indians in his programme.

**Influence 7:** A report of conditions in the British capital, just published after exhaustive study, revealed the shocking fact that 30% of the population of London -a city that prided itself on being the richest in the world -were suffering from malnutrition. Another report showed that of more than two million school boys, only about a quarter of a million were under any kind of 'good' influence after school hours. Poverty, squalor, overcrowding, marginalization, exploitation, crime, etc., were prevalent in the poor areas of London. This bothered many especially Baden-Powell who returned to London in 1903 after spending several years abroad as part of his military career. He could not believe that nearly a third of London's population was under-nourished. He was shocked with the fact that alcoholism, vandalism and crime rate were becoming increasingly rampant.

B.-P. termed these as "failings". He believed that such "failings" sap the very foundation of society, thus placing it in danger and compromising its future. Such harsh realities prompted B.-P. to offer something concrete to such dehumanizing situation and particularly to the young boys of the country.

B.-P. believed that it was necessary to "develop character" to tackle such problems. The educational institutions failed to do this – they merely transmitted knowledge. He basically believed that "education aims to draw out and develop from the inside 'the good', to the exclusion of the bad". He therefore proposed a twin plan – a **purpose** – to improve society by improving the individuals of which it is composed, and a **method** intended to "draw out" rather than "impress upon".



Baden-Powell was determined to give his Boy Scouts scheme a thorough test before he developed the final details. Since one of its main characteristics was to be adventuring outdoors the only way of doing this testing was by camping with a group of boys. This, in itself, was a revolutionary idea at the time. Hitherto, camping had been reserved almost exclusively for the military at home and abroad, and for explorers and sportsmen overseas. Now, for the first time, it would be made generally available to British boys on their home ground.

The result crystallised in the form of an experimental camp in Brownsea Island, in Poole Harbour, Dorset, England in August 1907 organised by Baden-Powell. He wanted to see how far his scheme would interest boys of different upbringing and education and therefore recruited his 20 campers from various walks of English life. Some were from large public schools, others from the slums, shops or farms.

To the boys, the Brownsea camp became a thrilling adventure. They were having fun and excitement.. They were organized into patrols. They played games, took hikes, cooked without utensils, learned stalking and pioneering skills. In the evenings, around the magic of a campfire, they were spellbound by B.-P.'s stories of his army adventures. Scouting had begun in earnest and was destined to spread around the world.

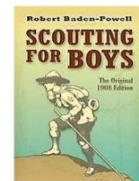


B.-P. himself considered the camp a success. Within a few days of his return B.-P. began to receive letters from the boys and their parents. The boys expressed themselves enthusiastically about the marvelous time they had experienced. The reactions of the parents were of the greatest importance to Baden-Powell. They had trusted their boys to his care for an experiment. The parents felt that their boys had not only picked up useful knowledge but had become more resourceful and more independent.



After the Brownsea camp, B.-P. rewrote his earlier handbook and called it Scouting for Boys. He incorporated many ideas from two American programmes for boys: The Woodcraft Indians, and The Sons of Daniel Boone.

Scouting for Boys was first published as a six – part series of magazine articles. People liked the series so well that it was published as a book in 1908.



Spurred by Baden-Powell's enthusiasm and personal magnetism, Boy Scout patrols started to appear in each of communities in which the General had stopped on his countrywide tour to describe his Boy Scouts scheme. By the time the sixth and final part of the book made its appearance at the end of March, Boy Scouting had swept like a tidal wave across the length and breadth of the United Kingdom.

The general doubt that is likely to arise is as to when exactly Scouting was born. The conduct of the first experimental camp by Baden-Powell at Brown Sea Island in 1907 is considered to be the birth of Scouting.

### **Growth of the Movement**

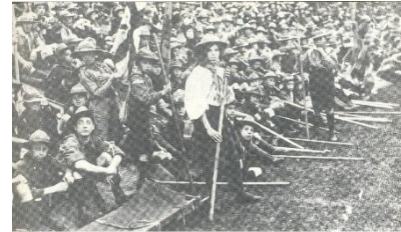
Scouting spread throughout England and began spreading to other countries. The first recognized overseas unit was chartered in Gibraltar in 1908, followed quickly by a unit in Malta. Canada became the first overseas dominion with a sanctioned Boy Scout program, followed by Australia, New Zealand and South Africa. Chile was the first country outside the British dominions to have a recognized Scouting program. Scouting came to India in the year 1909. By 1910, Argentina, Denmark, Finland, France, Germany, Greece, Malaya, Mexico, the Netherlands, Norway, Russia, Sweden and the United States had Boy Scouts.

By 1909 the Movement had taken firm root. "Scouting for Boys" had been translated into five languages.

## Birth of Guiding

1909 is the memorable year in the history of Scouting to have the first gathering of Scouts at Crystal Place, London. Over 11,000 Scouts in uniform who attended the rally proved their willingness to play the game of Scouting.

Along with these 11,000 Scouts, there were a handful of girls who too wanted to join the game. It was a surprise for Baden-Powell to see girls at the rally, wearing uniforms like Boy Scouts. When he asked them “Who are you?” they replied, “**We are Girl Scouts!**” They said they too wanted very much to be in the game like their brothers.



He tried to persuade the girls to give up the idea, but he found enthusiasm in those young girls and determination to follow their brothers. So he separated the girl section of the Movement into a new section and put his sister Agnes Baden-Powell in charge to look after it, calling the branch as Girl Guides. Thus was born the Movement for girls.

Baden-Powell picked the name Girl Guides—from a famous corps of guides he knew of in India, ‘distinguished for their general handiness and resourcefulness under difficulties, and their keenness and courage...a force trained to take up any duties that are required of them, and to turn their hand to anything’. The name also had a symbolic value as implying that guides know the way and lead others in the right direction.

The Girl Guide Movement was officially recognized in 1910. Miss Agnes Baden-Powell became the President of this organisation and the Girl Guide Headquarters was established. With the publication of “How Girls Can Help to Build up the Empire” written by Miss Agnes Baden-Powell and Lord Baden-Powell in 1912, the Movement gained momentum.

Baden-Powell married Miss Olave St. Clair Soames in October 1912. In 1914 plans were suggested to meet the needs of children below the Guide age group. The name suggested was ‘Rosebuds’ which was later renamed as ‘Brownies’. In 1916, Olave began to take an interest in the Girl Guides. Appointed in 1916 Commissioner for the County of Sussex, England, and later that year Chief Commissioner, she worked tirelessly to recruit adult leaders. Senior Guides (for those aged 15-25 years) were first set up in 1917 (renamed as ‘Rangers’ as in 1920).



In 1918 B.-P.’s “Girl Guiding” was published. In 1919 Olave Baden-Powell set up an International Committee and an Overseas Council to help her as more and more countries began to take an interest in Guiding. The first International Conference was held at Oxford in 1920. Delegates from all parts of the world attended the conference. The dream of World Guiding was realized. In 1924 the first World Camp was held at Foxlease, England. Forty countries were represented.

The idea that there should be a World Association of Girl Guides and Girl Scouts was first mooted at a Conference in Hungary in 1928. In 1930 Olave was chosen as Chief Guide of the world.

There is a World Bureau in London; there are Five World Centres at Our Chalet in Switzerland, Sangam in India, Our Cabana in Mexico and Olave House in London, Kusafiri, Africa. By 1975 the World Association comprised ninety-one Member Organisations.

Guiding celebrated its Centenary Year in 2010. Today there are more than 10 million girls around the world involved in the Movement.



The fact that celebrities such as Queen Elizabeth II (then Princess), Princess Margret, Hillary Clinton, Secretary of State, US, Sally Ride – the first American Woman in Space, Venus Williams – Tennis Player were actively involved in Guiding during their younger days; and also the fact that many countries have brought out postage stamps on Guiding as well as coins on Guiding on various occasions, adds to the Value of the Guide Movement and makes each one of us proud to be associated with such a great Movement.



### Quotes of Lord Baden Powell

- “It is only when you know a boy’s environment that you can know what influences to bring to bear.”
- “It’s the spirit within, not the veneer without, that makes a man.”
- “It is risky to order a boy not to do something; it immediately opens to him the adventure of doing it.”
- “You can only get discipline in the mass by discipline in the individual.”
- “The Scoutmaster must be alert to check badge hunting as compared to badge earning.”
- “The Scout Oath and Law are our binding disciplinary force.”
- “A week of camp life is worth six months of theoretical teaching in the meeting room.”
- “A boy is not a sitting-down animal.”
- “Vigorous Scout games are the best form of physical education because most of them bring in moral education.”
- “An invaluable step in character training is to put responsibility on the individual.”
- “When a boy finds someone who takes an interest in him, he responds and follows.
- “The sport in Scouting is to find the good in every boy and develop it.”
- “Success in training the boy depends largely on the Scoutmaster’s own personal example.”
- “Correcting bad habits cannot be done by forbidding or punishment.”



- “Show me a poorly uniformed troop and I’ll show you a poorly uniformed leader.”
- “The more responsibility the Scoutmaster gives his patrol leaders, the more they will respond.”
- “It should be the thing never to mention unfairness of judging when defeated in a contest.”
- “There is no teaching to compare with example.”
- “We do not want to make Scout training too soft.”
- “The Good Turn will educate the boy out of the groove of selfishness.”
- “When you want a thing done, ‘Don’t do it yourself’ is a good motto for Scoutmasters.”
- “Loyalty is a feature in a boy’s character that inspires boundless hope.”
- “See things from the boy’s point of view.”
- “The boy is not governed by ‘don’t’, but is led by ‘do.’ ”
- “The object of the patrol method is not so much saving the Scoutmaster trouble as to give responsibility to the boy.”
- “The most important object in Boy Scout training is to educate, not instruct.”
- “Scoutmasters need the capacity to enjoy the out-of-doors.”
- “A boy carries out suggestions more wholeheartedly when he understands their aim.”
- “The Scoutmaster guides the boy in the spirit of an older brother.”
- “To get a hold on boys you must be their friend.”

#### **An Attempt to Recollect**

Having read through so far, you can now try to test your memory by answering the following questions:

1. What is the full name of the Founder of the Scout Movement?
2. Where was the First Experimental Camp held for Scouts?
3. In which year was the Crystal Palace Rally held?
4. From where did Baden-Powell pick up the name Girl Guides?
5. Who looked after the Girl Guide Movement in the initial phase?
6. In which year was Olave Baden-Powell chosen as Chief Guide of the world?

#### **For further reading**

1. Girl Guiding in India\*
2. The Story of Girl Guides by Rose Kerr, Published by The Girl Guide Headquarters, London

\* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

## Himalaya Wood Badge Course for Flock Leaders

### Self Learning Module No. 2

#### Revision of knowledge and skills up to Heerak Pankh

#### Objectives:

By the end of the module, the flock leaders will be able to:

- Enrich their knowledge about pravesh and various pankhs

#### Pravesh

- Be able to tell the story of Tara.
- Understand the meaning of Bulbul Promise, Bulbul Law, Bulbul Motto and Bulbul Greetings.
- Demonstrate correctly Bulbul Salute and Left hand shake.
- Offer daily prayer as told by parents.
- Do a daily good turn at home.
- Be able to sing Bulbul Prayer

#### Komal Pankh

- Know how to keep personal effects (clothes, foot wear, etc.) neat and tidy and be able to sew button on garments.
- Learn to pray before meals.
- Do daily good turn at home and at school.
- Do knee bending and toe touching exercises regularly and maintain good health habits.
- Practise any two of the following physical activities
  - Balance walk,
  - Throw and catch a tennis (or equivalent) ball from 3 meters,
  - Hopping
  - Skipping.
- Make a collection of five different leaves and flowers. Paste and label them in a scrap book.
- Be able to tell time by clock.
- Know whipping and tie reef knot, clove hitch and learn their uses.
- Demonstrate any three of the following:
  - Ride a bicycle.
  - Write address and affix stamps on an envelope for posting.
  - Tell what to do when the flags are flown and National Anthem is sung or played.
  - Find out the meaning of the Badge given at the time of Investiture.
  - Use of Basic communication device (Telephone or Mobile Phone).
  - Climb up a tree or a rope
- Be able to sing National Anthem and Flag Song
- Be able to tell the name, address and telephone/mobile numbers of their parents.
- Attend at least eight Flock Meetings as a Bulbul.

## Rajat Pankh

- i. Know from your parents about a few important people in your village/locality and tell about them to the Flock Leader.
- ii. Learn from your parents about the care to be taken of brittle, sharp and valuable things in the house.
- iii. Prepare a handicraft out of the waste materials or do clay modelling.
- iv. Observe flowers in the garden, trees in the locality/ Mohalla and make a collection of eight flowers. Paste and label them in the log books.
- v. Be able to preserve thing collected by you.
- vi. Tie a Sheet Bend and a Fisherman's knot and show their uses.
- vii. Render First Aid for small cuts, burns and scratches.
- viii. Along with your Six, do a Good Turn in School/ Locality under the supervision of the Flock Leader.
- ix. Demonstrate any three of the following:
  - a. Make your own bed daily at least for a month.
  - b. Know the importance of our National Flag.
  - c. Sow seeds and grow a plant. The growth may be recorded and reported to the Flock Leader.
  - d. OR Prepare a Bird feeder or a fountain and maintain it for two months.
  - e. Draw or paint a picture of any subject of your choice.
  - f. Trim, fill, light and extinguish a hurricane / lantern or light a candle or Know the use of Emergency light and how to charge it.
  - g. Make a handkerchief and present it to your mother.
- x. Follow a trail not less than half a kilo meter and not exceeding one kilo meter with your Six/FL/AFL.
- xi. Attend at least eight Flock Meetings as Komal Pankh Bulbul.
- xii. Participate in at least two All Faiths Prayer Meetings.
- xiii. Participate in Kim's Game
- xiv. Know about the 3Rs of conservation i.e. Reduce, Recycle and Reuse

## Swarna Pankh

- I. Prepare and present a useful handicraft preferably for a Differently Abled person in the locality
- II. Know the eight principle points of a compass.
- III. Have Knowledge of your village/town regarding nearby of Railway Station, Bus stand, Bank, Post Office, Schools, Colleges and Hospitals.
- IV. Render First Aid for Sprains, Stings and be able to clean a wound.
- V. Participate in a Flock Good Turn activity by adopting a public place.
- VI. Participate successfully in at least three sense training games of different types.
- VII. Go on a day Hike with your Flock.
- VIII. Help a younger child in the habits of cleanliness.
- IX. Qualify for one of the following Proficiency Badges:
  - (a) Observer (b) Team Player (c) Home Craft (d) Entertainer (e) Guide (f) Computer Awareness.
- X.
  - A) Know how to welcome and receive a guest.
  - B) Prepare and serve cold or hot drink.
  - C) Prepare a greeting card for a special occasion.
- XI.
  - A) Know the wood craft signs and traffic signs.

- B) Know the rules of road safety as a pedestrian and as a cyclist.  
C) Follow a marked track for one kilo meter.
- XII. XII. Attend at least 8 Flock Meetings after qualifying for Rajat Pankh.

### **Heerak Pankh**

- I. Participate in an overnight Flock holiday.
- II. Participate in Flock Expedition.
- III. Tie and know the use of bowline, round turn and two half hitches.
- IV. Open a small savings account in a Post office or a Bank or Plant at least two saplings in your locality and ensure their growth for at least six months.
- V. Participate in a religious function and share your experiences with your Flock Leader.
- VI. Qualify any one of the following Proficiency Badges not earned earlier:  
a) World Conservation b) First Aider (c) Cyclist d) Gardener (e) Book Binder (f) Heritage (g) Free being me
- VII. Observe Guide Patrol/Company meeting in your locality for a month and discuss your observations with your Flock Leader.  
Or Collect addresses of five Guides in the locality and submit to the Flock Leader.
- VIII. Be able to tell about two National Heroines/Freedom Fighters.
- IX. Know about the National Flag and Bharat Scouts & Guides Flag.
- X. Gain knowledge and practice simple Yoga in daily life.
- XI. To know from the Flock Leader about any two good habits of Tara and inculcate them in her life.
- XII. Observe a pet bird or an animal and take care of it at least for three months.
- XIII. Attend at least eight Flock Meetings after qualifying for Swarna Pankh

### **An attempt to recollect**

1. What are the knots introduced to bulbuls in various pankhs
2. How many flock meetings have to attended by a swarna pankh bulbuls.
3. At which pankh the bulbul will learn about Compass
4. At which pankh proficiency badges are introduced to the bulbul

### **For further reading**

- Flock Leader's Handbook
- APRO Part III
- [www.bsgindia.org](http://www.bsgindia.org)

## Himalaya Wood Badge Course for Flock leaders

### Self Learning Module No -3

#### Festivals – Decorations

##### Objectives

By the end of the module the Flock Leader will be able to:

- Define Festivals
- Explain the Importance of festivals

##### Festivals

A festival is an event ordinarily celebrated by a community and centering on some characteristic aspect of that community and its religion or cultures. It is often marked as a local, state or national holidays.

Festivals are not just celebrated for cultural or religious reasons. Festivals have much more to offer to the people. They bring people together and create a sense of belonging in the community. On these days people come together to celebrate life.

##### Why is it necessary for Bulbul to know about Festivals

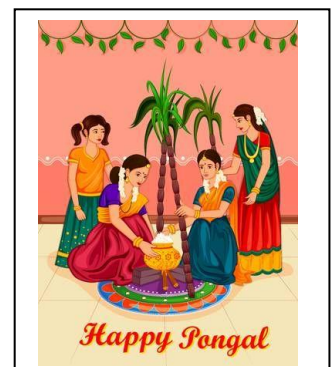
Celebrations help a Flock leader to instill the right values to her bulbuls.

Celebrations like Thinking day, Enrolment ceremonies, Badge ceremonies need to be planned through pow- wow. Permissions from the school or institution, parents / guardians should be taken first before the events. Place, time and other preparations should be planned.

Local, national and International festivals like Independence day, Christmas day are also celebrated in the Flock meeting. The Flock leaders should explain why and how these are celebrated. They are the results of our mythological and traditional believes and this will help our bulbuls to learn about their ancestors culture, values and traditions. In this way they also feel connected to their roots.

##### The benefits of Festivals for bulbuls:

- They grow up with festive spirit in their lives over the years
- Respect and learn to appreciate the elders teaching them about their culture.
- Importance and names of festivals help them to enhance their memories and stay connected to the roots
- Understanding their countries culture
- Tolerance for tradition
- Play dress up
- In act and Make games out of it to for better memory
- Family and Team Bonding
- Respect for all religions



## Decoration

The process or an act of decorating some things that adorns, enriches or beautifies an environment or a thing can be defined as Decoration.

Decorations can be done with different materials found in nature like leaves, flowers, things which are made out of these natural materials, and man-made things made out paper, ropes, cloth, clay and more

## Why is it necessary for Bulbul to know about Decoration

In real sense a Bulbul is a bird. We know that the characteristics about a bird is to build homes/ nests for themselves when they are nesting, to find food and take care and teach their chicks until they are big enough to do the same on their own.

The typical characteristic of a Bulbul is curiosity about the things around her. She likes to hoard, design, create , experiment about the things which she uses and sees in her daily life.

A good, alert and observant flock leader will take a Bulbul's mind towards the creativity about her Six corner. She will help and guide to make and decorate Six corner with the things and skills learnt.

In a bulbul meeting she can make her bulbuls decorate a Bulbul Tree, log files, Six boxes - how to decorate, colour, materials. Also events like Investiture ceremony, Badge presentation ceremony involves more planning on decorations.

**The benefits of decoration** for bulbuls enhances creativity, gross and fine motor skills, team work and understanding, resources and more.

## To conclude

Festivals represent the spirit of Indian culture, society and people from diverse back grounds, regions, communities and religion.

People revel in the feeling of friendship, sisterhood and bring harmony, peace and universal humanity.

## *An attempt to recollect*

1. Why is it important to teach importance of Festival to a Bulbul?
2. Define different types of Decorations



## Himalaya Wood Badge Course for Flock Leaders

### Self Learning Module No. 4

#### Organisation – International level – WAGGGS – Asia Pacific Region

##### **Objectives:**

By the end of the module, the flock leaders will be able to:

- Define WAGGGS
- Explain about vision and mission of WAGGGS
- List the projects of Asia Pacific Region
- Detail the criteria of APR Appreciation Award

The World Association of Girl Guides and Girl Scouts is the largest voluntary Movement dedicated to girls and young women in the world. The Movement represents ten million girls and young women from 152 countries.

For more than 100 years Girl Guiding and Girl Scouting has transformed the lives of girls and young women worldwide, supporting and empowering them to achieve their fullest potential and become responsible citizens of the world.

It is innovative non-formal education programmes, leadership development, advocacy and community action, empowering girls and young women to develop the skills and confidence needed to make positive changes in their lives, in their communities and countries.

**Vision:** An equal world where all girls can thrive. By 2032 we will be a girl-led Movement where every and any girl feels confident to lead and empowered to create a better world together.

**Mission** is to 'enable girls and young women to develop their fullest potential as responsible citizens of the world.'

## World Association of Girl Guides and Girl Scouts (WAGGGS)



WAGGGS has a robust and transparent governance system.

**Governance system** has three key features:

- **World Conference**, the key decision-making body for the Association which meets triennially. All Member Organisations are invited to send two delegates to the conference who vote on policies and standards for the following three years.
- **World Board** Is made up of 17 active Girl Guiding and Girl Scouting members from around the world who are democratically elected by all Member Organizations at the World Conference. Each region elects a Chair at their Regional Conference every three years and the five Regional Chairs also sit on the World Board.
- **World Bureau**, the secretariat of WAGGGS, located in London, UK.

### History

The First World Conference held in England, in 1920 was a historic occasion that gave representatives of the Girl Guiding and Girl Scouting world the opportunity to meet and exchange ideas and experiences. This contributed to not only a heightened and strengthened international scouting and guiding experience, but it also raised the awareness and profile of the movement.

Girl Guiding and Girl Scouting became known to the International Council and, for the first time, groups began to plan trips abroad, with the First World Camp organized to coincide with the Third International Conference, in 1924, Foxlease, UK, and brought 1,100 girls and young women together from 40 countries.



As the Movement grew and expanded, country representatives began to feel that it was time to create something more solid and binding and the idea of forming a world association was proposed after the 4th World Conference in 1926.

The founder of the Movement, Lord Robert Baden-Powell, sought the opinions of all known Girl Guide and Girl Scout organizations and asked them to consider the proposition. Delegates from 26 countries met at the Fifth International Conference in Hungary in 1928, and formed the World Association of Girl Guides and Girl Scouts (WAGGGS), with a World Bureau as its secretariat to be located in London, replacing an advisory body, the International Council created in 1919.

It was decided that the newly founded World Association would hold elections to determine a World Committee, of which Lord and Lady Baden-Powell, and the Director of the World Bureau, would be ex-officio members. International Conferences (now known as World Conferences) take place once every three years and to this day remain a platform for policy and decision making for Member Organizations.

The First World Conference was instrumental in shaping the collective experience of Girl Guiding and Scouting, in bringing a number of countries together to share their vision of the movement, shape the future and direction of the Guiding and Scouting World – a legacy which continues in our global movement today.

## Timeline

**1907** – Army general Lord Robert Baden-Powell, the founding father of the Scout Movement and first chief scout of the boy scouts association, organized the first scout camp in United Kingdom.

**1908** – Baden-Powell published a book based on his scheme and ideas for the training of boys. His book, titled *Scouting for Boys* inspired thousands of boys around the country to join the Movement. *Scouting for Boys* became one of the bestselling books of the 20th century.

**1909** – The first Boy Scout rally, organised by Baden-Powell in Crystal Palace, South London, saw a number of girls attending. They were proclaiming to be Girl Scouts and prompted the founder to include girls and young women into the Movement.

**1910** – The Girl Guides movement was formally founded in 1910 by Baden-Powell and his sister Agnes Baden-Powell. Even before the foundation of an association, groups of Guides had already existed in Australia, Canada, Denmark, Finland, New Zealand, and South Africa.

**1912** – Juliette 'Daisy' Gordon Low founded Girl Guiding in the USA. She assembled 18 girls from Georgia on 12 March 1912, for a local Girl Scout meeting and believed that all girls should be given the opportunity to develop physically, mentally and spiritually.

**1919** - The International Council was formed, it later became the International Conference.

**1926** - World Thinking Day was launched at the Fourth International Conference.

**1928** - WAGGGS was formed at the fifth International Conference, Hungary. It is at that conference that International Conference became the World Conference. There were 26 founding members of WAGGGS (Australia, Belgium, Canada, Czechoslovakia, Denmark, Estonia, Finland, France, Hungary, Iceland, India, Japan, Latvia, Liberia, Lithuania, Luxembourg, Netherlands, New Zealand, Norway, Poland, South Africa, Sweden, Switzerland, UK and Northern Ireland, USA and Yugoslavia).

**1931** – The Movement continued to grow throughout the two World Wars and in 1931, WAGGGS reached one million members.

**1932** – The first WAGGGS World Centre, Our Chalet, officially opened in Switzerland.

**1932** – The first Juliette Low Seminar was held at Our Chalet.

**1940** – The WAGGGS Western Hemisphere Region was formed.

**1941** – Lord Robert Baden-Powell died. His wife Olave Baden-Powell continued to lead the Movement as Chief Guide.

**1957** – The second WAGGGS World Centre, Our Cabaña in Cuernavaca, Mexico, was opened by Olave Baden-Powell.

**1966** – The third World Centre, Sangam, opens in India.

**1969** – The WAGGGS Asia Pacific Region was formed.

**1971** – The WAGGGS Europe Region was formed.

**1975** – The WAGGGS Africa Region was formed.

**1977** – Lady Olave Baden-Powell passed away.

**1985** – The World Bureau officially opened in London, UK.

**1991** – Pax Lodge World Centre opens in London, UK.

**1993** – The first Global Action Theme (GAT) curriculum was launched: 'Create Peace Worldwide.'

**1999** – The WAGGGS Arab Region was formed.

**1999** – WAGGGS launched its first advocacy campaign, 'Prevention of Adolescent Pregnancy.'

**2002** – The second GAT was launched, called 'Our Rights Our Responsibilities'.

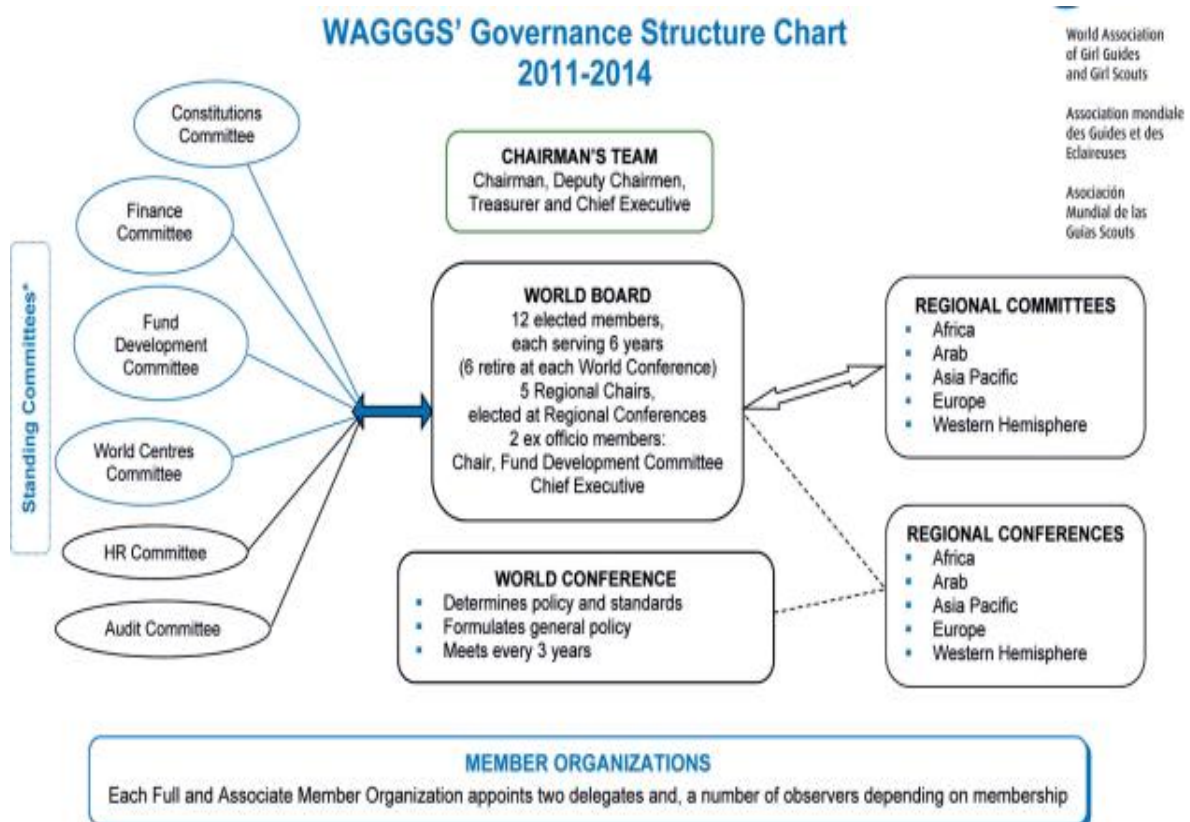
**2008** – The third GAT was launched: 'Together we can change our world; based United Nations Millennium Development Goals.

**2008** – The WAGGGS Leadership Development Programme (WLDP) was launched.

**2010-2012** – WAGGGS celebrated the centenary of international Girl Guiding and Girl Scouting.

**2011** – The WAGGGS Global Advocacy Campaign, ‘Stop the Violence – Speak out for girls’ rights’ was launched.

**2015** – WAGGGS become an Incorporated Charity.



\* Other Working/Task Groups exist but are not listed on this chart.

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## WAGGGS' Governance Structure Chart 2011-2014



### Asia Pacific Region

The Asia Pacific Region was established in 1969 with only 12 countries. The Asia Pacific Region supports 26 national Girl Guide and Girl Scouts organisations across the region.

The Asia Pacific Region works to grow members, empower girls and young women to be leaders, promote diversity and ensure good governance.

The Asia Pacific Region supports 26 national Girl Guide and Girl Scout organisations and reaches 3.6 million girls and young women across the region.

#### Supporting role of Asia Pacific Region at WAGGGS

Our Member Organisations work with young people on a range of topics including girls' rights, education, environmental issues and many more through non-formal education, leadership and advocacy programmes. We involve Member Organisations in every level of decision making.

We aim to engage more girls and young women in decision-making and groom them to be future leaders through Regional Conferences, committees and working groups.

#### Regional Conference

The Asia Pacific Regional Conference is held once every three years. Key volunteer leaders and senior staff of the Member Organisations from the Asia Pacific Region attend the conference to celebrate achievements of the past three years and discuss strategies for the future development of Girl Guiding and Girl Scouting.

## **Regional Committee and Staff**

The WAGGGS Asia Pacific Committee was elected by delegates at the Regional Conference.

The Regional Conference elects six volunteers from the Member Organisations to the Asia Pacific Regional Committee. The Committee work closely with regional staff to deliver plans of the region.

The Asia Pacific Regional Committee consists of The Chair, The Vice Chair and Four Committee members.

## **Projects**

Asia Pacific Region carries out different types of projects for the development of Member Organisations especially girls and young women.

The projects run by the Asia Pacific Region include:

1. Project 3L: Life Long Learning
2. FAPW Membership Incentive Projects
3. MO love MO projects

### **Project 3L: Life Long Learning**

Project 3L provides opportunities for girls and young women to learn life skills so they are better equipped to reach their fullest potential in the changing world.

The Project 3L grants are funded by the Friends of Asia Pacific WAGGGS (FAPW). Member Organisations (MO's) in the Asia Pacific Region may submit one project proposal per year to the Asia Pacific Committee. The project may be conducted at a national level and or the next tier of decision making, such as state, region or province. The value of the grant for each project is GBP 2,000.

Running since 2004, 3L Projects have benefited thousands of girls and young women to date. Some of the projects generate new income for the Member Organisations as a result of projects funded. Some of them bring extra income to help with the living cost of their families.

### **FAPW MEMBERSHIP INCENTIVE PROJECT**

For every GBP6000 raised by the Friends of Asia Pacific WAGGGS (FAPW) from a single country group, GBP1800 (30%) of the donations will be returned to the MO of the country.

The Membership Incentive is only to support the Member Organisations where the donation is collected. If the country does not have a registered MO with WAGGGS, it will not qualify for the Membership Incentive.

The types of projects that would meet the Asia Pacific Regional Committee's requirements are:

1. Projects contributing to the achievement of objectives in the Asia Pacific Operation Plan.
2. Projects which will benefit young women of the MO.

### **MO LOVE MO PROJECTS**

Another way of achieving the priorities of the Asia Pacific Region is through the MO-love-MO strategy.

The MO Love MO projects describe the partnership between MO. The purpose is two-pronged. First, for one MO, it is to build the capacity of its members in the areas of need as identified by the committee. For the other MO, it is to enable their members to share their expertise and gain an enriching regional experience.

Some successful partnerships in the recent years include:

- Japan and Australia worked with Myanmar,
- Hong Kong with Mongolia,
- The Philippines with Bangladesh and
- New Zealand with the Pacific MOs'

### **ASIA PACIFIC REGIONAL AWARDS**

There are two types of Awards given out by the region for outstanding contribution of adult leaders and volunteers. They are the annual Asia Pacific Leadership Awards which are divided into three categories and the Region Appreciation Award which is given out once every three years during the Regional Conference.

#### **1) ASIA PACIFIC LEADERSHIP AWARDS**

The Asia Pacific Leadership Awards aims to recognise achievement of adult leaders in the Member Organisations of the Asia Pacific Region.

Asia Pacific Leadership Awards pins



Through the Asia Pacific Leadership Awards, the Region hopes to provide incentive and motivation for adults who:

- are effective role models in their areas of service
- have given outstanding contributions in their areas of service

- have acquired a high level of self-development that has enabled them to provide quality Girl Guiding/Girl Scouting

The Asia Pacific Leadership Awards are offered annually in three categories:

- Asia Pacific Leadership Award for Troop/Unit Leaders
- Asia Pacific Leadership Award for Commissioners
- Asia Pacific Leadership Award for Service to Girl Guiding/Girl Scouting

Each Member Organisation is eligible to apply for 50 awards for Troop/Unit Leaders, 15 awards for Commissioners and 5 awards for Service to Girl Guiding/Girl Scouting every year. A certificate and pin will be presented to each awardee. The pin may be worn in and out of uniform subjected to uniform guidelines of the respective Member Organisations.

## 2) ASIA PACIFIC REGION APPRECIATION AWARD

The Asia Pacific Region Appreciation Award is the highest award given by the Asia Pacific Region, World Association of Girl Guides and Girl Scouts.

The Asia Pacific Region Appreciation Award is to honour individuals who have given outstanding service and contribution to the development of Girl Guiding Girl Scouting in the Region. The award is presented once every three years and awardees will receive a certificate and an exclusive pin.

### Objective

1. To recognise individuals who:
2. Stand out as role model
3. Have used their resources, talents and influence to promote Girl Guiding/Girl Scouting in an Asia Pacific country or in the Region
4. Have used her/his position to improve the image of Girl Guiding/Girl Scouting in an Asia Pacific country or in the Region.



### Criteria

- Nominee need not be a member of a WAGGGS Member Organisation. Nominee must also fulfil at least three out of the following criteria:
- Be of exemplary character and stand out as a role model;
- Made an outstanding contribution as a volunteer, staff or supporter to a Member Organisation for a period of at least ten years.
- Contributed time and expertise to the development of Girl Guiding/Girl Scouting in an Asia Pacific country or in the Region.
- Demonstrated the ability to promote and advance Girl Guiding/Girl Scouting in an Asia Pacific country or in the Region.
- Demonstrated quality and exemplary leadership.
- Made an outstanding contribution to the Asia Pacific Region.

### **An attempt to recollect**

1. Define WAGGGS
2. Explain about vision and mission of WAGGGS
3. List the projects of Asia Pacific Region
4. Detail the criteria of APR Appreciation Award

### **For further reading:**

- WAGGGS book
- [www.waggggs.org](http://www.waggggs.org)
- <https://www.waggggs.org/en/our-world/asia-pacific-region/about-us/awards/>



## Himalaya Wood Badge Course for Flock Leaders

### Self Learning Module No. 5

#### Communication techniques

##### **Objectives:**

By the end of the module, the flock leaders will be able to:

- Define Communication.
- State 03 Elements of Communication.
- List responsibilities of Sayer and Receiver.
- Identify the barriers of Communication.

**Communications :** “The Vital process by which people are linked together in an organisation to achieve a common purpose.

Without the transfer of information, group activity is impossible, there can be no coordination and change cannot be effected.

##### **Communication has 3 elements :**

1. SAVER – One who says.
2. The message - What you have to say.
3. RECEIVER – One who listens and receives the message.

##### **Communication Process : Two Parts**

1. Transfer of information.
2. Understanding the message and putting it to good use.

The communications process is complete only when the RECEIVER understands the, accepts and puts the information acquired into use.

##### **Responsibilities of the SAYER :**

1. Clarity – Deliver the message clearly, simply, in language that will be easily understood by RECEIVER.
2. INTEGRITY – Deliver it in a way that it supports organisational objectives. Do not by pass a communicator for the sake of reaching the group more quickly.
3. ANTICIPATION – “Cross your bridges before you come to them” a good message does exactly that it anticipates questions answers them before they are asked.

##### **Responsibilities of the RECEIVER :**

1. FULL ATTENTION – Understanding impossible without CONCENTRATION.
2. Make sure message is CLEAR. Ask questions.

##### **The Communications Barriers :**

1. FAILURE TO COMMUNICATE - The message is not sent because of

- a. LAZINESS – PROCRASTINATION
  - b. WRONG – ASSUMPTIONS – “Everybody knows it already”.
  - c. DELIBERATION FAILURE – “To embarrass someone”
2. LACK OF ATTENTION  
Listen with “half an ear”; “read without concentration, failure to read bulletins, circulars, minutes of meetings etc.
  3. CARELESSNESS in composing, transmitting or receiving messages.
  4. UNCLASSIFIED ASSUMPTIONS leaving out some information because it should be known already.  
Assume nothing “INCLUDE EVERYTHING IMPORTANT”.
  5. FEAR  
The fear of asking questions to clarify an unclear message because we may be thought ignorant and stupid.

**Communication** is just good or as bad as the people in it.

You can control the message – but you never know what will happen when people get hold of it.

People are the source of “Communications Barriers” caused mainly by human failings.

**An attempt to recollect:**

1. Define communication.
2. What are the responsibilities of a SAYER?
3. List the communication barriers.
4. What are the elements of communication?