



Make, Do, Lead

Resource & Challenge Badge



**A 100 Girls Project through Juliette Low Seminar (JLS) and supported by WAGGGS.
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What is Make, Do, Lead?

Make, Do, Lead is a resource primarily aimed at Guides and Rangers in Girlguiding but can be used and applied in contexts by artist educators, teachers, practitioners and facilitators where there are girls and young women aged 11+.

Make, Do, Lead aims to nurture and build awareness of creativity, along with building problem solving skills in girls and young women.

We hope the challenge badge encourages creativity, critical thinking, problem solving and higher order thinking in a fun and engaging way. Each section focuses on the *Creative and Critical Thinking Mindset* with areas and foundations that engage the other parts of the *WAGGGS Leadership Model*, as well as helping girls, young women and Leaders and practitioners to learn about WAGGGS.

Make, Do, Lead hopes to highlight the importance of the *Creative and Critical Thinking Mindset* and how building on those skills can inspire girls to become creative and imaginative leaders, for themselves and for those around them.

Why Make, Do, Lead?

WAGGGS is *The World Association of Girl Guides and Girl Scouts*, the largest voluntary movement dedicated to empowering girls and women around the world. WAGGGS operates in five regions around the world, Africa, Arab, Asia Pacific, Europe and Western Hemisphere.

What they do:

Non-formal education - offering educational programmes and 'international day' campaigns developed with the technical expertise of world-class partners.

Leadership development - support and provide a range of resources and training opportunities to support girls and women's on-going leadership development.

Girl-led advocacy - supports girls and young women to influence people to make decisions that will bring about an equal world where all girls can thrive.

Capacity building - they help national Girl Guiding and Girl Scouting associations to understand their strengths and weaknesses and support them to develop and grow.

As part of their work, WAGGGS developed a framework for leadership to support their movement. *The Leadership Model* uses a system of six mindsets as the main tool to make leadership practice conscious and to consciously influence reactions, reflections, choices and behaviours.

The six mindsets are:

- Reflective mindset - Leading yourself
- Collaborative mindset - Leading relationships
- Creative and critical thinking mindset - Leading for innovation
- Responsible action mindset - Leading for impact
- Gender equality mindset - Leading for girls' empowerment
- Worldly mindset - Leading in context

They have been designed to work together as a flexible system, offering leaders a tapestry they can weave together into more intentional leadership behaviours.

They take us on a journey that uses reflection, and the relevance of each mindset will change depending on the situation and we can draw on different mindsets, or combinations of them, at different times.

This challenge badge and accompanying zine are part of a project that was developed through learning about the *Leadership Model* as a delegate of the Juliette Low Seminar in December 2022. Delegates from across the world met over a period of months and will culminate in at least 500 members from WAGGGS creating their own "*100 Girls Project*", to reach 100 girls each by June 2023. Supporting and using this challenge badge contributes to the development of the "*100 Girls Project*" and helps reach as many girls as possible.

Using this resource will hopefully encourage your own thinking and reflective practice on how you use Creative and Critical Thinking, and pass on that enthusiasm and engagement to your young members and participants. *In each activity, what other mindsets might link into it?*

Appendix B has some definitions and quiz questions for including in discussion about WAGGGS and the *Leadership Model* in your session.

Using Make, Do, Lead

The **Make, Do, Lead** resource has four main sections, **Make, Do, Lead, You**, and two **Reflect** sections at the beginning and at the end for measuring impact over the course of the challenge.

Make is about active making and creating to discover things about ourselves

Do includes activities that invite critical thinking skills to solve problems in a fun way

You includes activities about self care and elements of the Reflective Mindset and taking a step back

Lead involves looking at the Collaboration mindset and how we can become creative leaders by working with others

To earn the challenge badge, those participating must complete

- all activities in the two **Reflect** sections, at the beginning and end of the challenge badge
- one activity from each of the four main sections, **Make, Do, Lead and You**.
- an additional activity from any of the four main sections.

Make, Do, Lead is a malleable and flexible resource that we would encourage you to share with your unit or group to ask for their opinions on what they want to do. Appendix A has a cut out section for the titles of each activity (except the compulsory **Reflect** sections) which you can use to encourage choice and independence in your unit or group.

Starting the resource, we would encourage using a quick call and shout or quiz to ask participants what they know already about WAGGS or what *Leadership Mindsets* might be about. Appendix B has some questions and useful information.

Please do take the time to fill in the Make, Do, Lead survey once you've completed the challenge - we would really appreciate it.

Accessible here: <https://forms.gle/dDGSxNvKmirxw13C7>

Useful resources

AccessArt - A charitable membership organisation that works with teachers and artist educators in craft, art and design to provide and share resources and CPD.

<https://www.accessart.org.uk/>

Art Pedagogy - A resource made by teachers for supporting and encouraging arts and creativity in schools, through a series of frameworks and "Threshold Concepts" to support teaching and pedagogy.

<https://www.artpedagogy.com/>

Arts Award - A series of awards and programmes ran across the UK by schools, community centres and cultural organisations, that inspires young people to grow their arts and leadership talents. Young people can find a local adviser and provider of Arts Award to begin their creative journey.

<https://www.artsaward.org.uk/>

Be Her Lead - A programme for teachers which utilises workshops in after school clubs managed by engaging teachers within schools, to encourage confidence, positivity and leadership in teenage girls.

<https://www.beherlead.com/>

Common Threads Press - A small, independent publisher that specialises in radical histories of craft and making.

<https://www.commonthreadspress.co.uk/>

Crafts Council - A national development agency and charity for craft. Resources, opportunities and support for facilitators and educators.

<https://www.craftscouncil.org.uk/learning/craft-learning-resources>

Creative Lives - A charity that works to promote and increase active participation in creative cultural activities across the UK and Ireland by supporting creative and voluntary arts facilitators and community champions through opportunities, funding and resources.

<https://www.creative-lives.org/> - <https://www.creative-lives.org/craft-resources-for-self-led-groups>

Girlguiding UK - A national charity and voluntary organisation for empowering girls and young women from Rainbows (4-7) to Rangers (14-18) through meeting new friends, challenging themselves, trying out new activities and going on adventures locally, nationally and internationally. Adult volunteers are supported through local and regional channels, and offered training and continuous development opportunities.

<https://www.girlguiding.org.uk/>

Felt Tip Pen - A resource more suited to art teachers, collecting together resources and ideas for supporting creativity in schools.

<https://felt-tip-pen.com/>

MAKE Learn - A manifesto and pilot project that supports craft in community throughout Scotland. This resources page includes useful case studies and activity guides.

<https://www.makemanifesto.com/make-learn/resources/>

NSEAD - The only trade union and professional body for art, craft and design educators across the UK. NSEAD protect and promote art and the professional interests of those who engage with it.

<https://www.nsead.org/>

Reuseful UK - A website that consolidates a national network of community scrapstores, resource and creative reuse centres which shares information about issues, barriers and opportunities. A useful way to find a local scrap store near you in order to support any creative making you may do.

<https://www.reusefuluk.org/scrapstores-directory>

WAGGGS - A global organisation supporting Girl Guiding and Scouting organisations in 152 countries.

<https://www.wagggs.org/>

Reflect – Part one

1. Chain making

Resources: thin rectangle strips of paper, pens

Time: 5 mins

Give each participant four strips of paper, and ask them to write their name on the back of each strip.

Ask them these questions/statements and write an answer for each question on the four strips of paper.

“What is creativity to you?”

“What is leadership to you?”

“What is a creative leader?”

“What is WAGGGS?”

Ask them to keep the answers private, and join the chains together to form a 3 chain per participant. Keep them to the side during the evening, ready for use again at the end of the session.

Make

Let's fix it

Resources: charity shop finds, old clothes, broken or not so exciting objects, toys etc., resources for fixing/mending (paint, fabric (for patches), thread, needles)

Note: These could be sourced from a local scrap store for free or cheap, see useful links.

Time: 50mins

Ask participants and Leaders to bring old clothes and broken things. Make sure parents and carers are informed this is happening and that the participants has permission to bring in the objects!

You do not need to be an expert on mending and fixing to give lease of life to new things. A simple running stitch - in, out, in out, can be used to apply fabric patches to holes, or to add appliqué and patterns to old jackets or jeans. Fabric pens or paint can be used on old t-shirts and jeans to add pattern. Old toys and objects can be taken apart and made anew, or painted to make into something else.

Your group may want to focus on more textiles, or more on objects themselves.

Tip: Celia Pym for textile mending, Yinka Ilori for "Restoration Station" wooden objects

<http://celiapym.com/>

<https://yinkailori.com/work/restoration-station>

Junk modelling

Resources: Assorted materials from recycling, such as milk bottles, cereal boxes, Amazon packages, paper straws, plastic post packets, bubble wrap, cardboard, paper or plastic cups, plastic cutlery (not used), kitchen rolls etc., optional, paint (poster or acrylic), joining materials (sellotape, string, ribbon, yarn, staplers, double sided tape), dice

Time: 45mins

Depending on how much material has been collected, you may want to split participants into larger groups to work on something, if you have more materials, participants may be able to partner up or work individually. This will work flexibly depending on what you are able to collect!

Divide the materials into six different sections. Have a table of joining materials also split into six areas. It does not matter about matching, so long as everything is split into six distinct areas. Left to right, each section will have a dedicated number. For younger groups you may need to clearly number the materials and joining materials sections 1-6 for clarity.

Each group will roll the dice twice, once to decide what material from the junk pile, and a second time to decide what joining material they will take. The person rolling takes turns, and in the group they must decide what they are going to do with each item.

At the end, can the group name their object as if we are in an art gallery? Have each group present their object as if on a pedestal, and describe their process and meaning behind it.

Optional: Split this over two sessions, and in the first, paint your objects using 2-3 different poster or acrylic paints. Then on the second session, repeat the above. Does this change the feeling or aesthetics of all the junk models?

Tip: The sculptural objects made could be used as part of the **Spin the wheel of still life** activity.

Cardboard shop

Resources: cardboard (of all types), assorted joining materials of what you have or can source (such as, glue sticks, sellotape, duct tape, painting tape, string, ribbon, yarn), way of decorating cardboard (such as pens, pencils, crayons)

Time: 50mins

Welcome to the Cardboard Shop. This can be adapted to suit the size of the group and how many resources you have. Can be shortened to a timed challenge if a small amount of cardboard, or if you manage to source a lot can be lengthened into a longer challenge to make a suitably "decorative" piece.

Cardboard can be sourced from Freecycle, Gumtree, scrap stores (see link to Scrapstore Directory on Useful Resources page), going to community shops and supermarkets, asking participants to bring cardboard from home.

In the shop, each item has a price. Give each team of participants a set number of points. They can use the points to buy cardboard, and joining materials (glue, tape, string etc.). Devise a pricing structure. Each group should be given an object (like pliers, washing machine, plug etc. objects which would pose a challenge) on a slip of paper, and have to make that from cardboard using their money.

Can the shopkeepers be haggled down? Will groups end up trading or devolving into chaos to source materials? Older groups, could swap in and out of roles of shop and maker, if there is enough cardboard to create new structures.

Tip: The cardboard objects made could be used as part of the **Spin the wheel of still life** activity.

Eyes wide open

Resources: paper, pens, pencils

Time: 25 mins

Each participant gets five pieces of paper and a pencil to start.

Ask participants to hold the paper on their head, and draw a portrait of themselves while holding the paper on their head.

Draw themselves with the paper on the table, but their eyes closed.

Draw themselves without lifting the pencil from the page.

Draw themselves in the dark (turn lights off/close curtains)

Draw themselves with no prerequisites.

Each participants lines up their drawings and talks about their favourite one. Sometimes it might be surprising which have turned out the most interesting! Adding a rule or challenge to art can mean interesting things are made!

Symbol play

(Inspired by ArtPedagogy Abstract Advent: <https://www.artpedagogy.com/abstractadvent.html>)

Resources: Random symbols drawn on paper, taped around room, paper, coloured paper, pens, pencils, glue sticks, scissors

Time: 30 mins

For inspiration for symbols, look to link above for Abstract Advent. Depending on your group size and room size, aim for 3-6 symbols dotted around.

At each area, put down paper and pens, glue sticks and scissors.

Try making symbols that are a little bit odd or hard to describe. How do we interpret what is in the wall with the words that are being used? The symbols on the wall should be drawn/made by the person who intends to call them out to begin with, as they will have a better idea of the shapes they drew.

The aim of the game is for everyone to go to the symbol called out ("wobbly blob", "weird looking C", pointy hat, etc) and draw something with the symbol in it, and attach it to the wall, as quickly as possible.

For example, if there is a wiggly line symbol on one wall, the participants could run to that one if "wiggly line" is called out, and participants could draw a snake or mountain range (that looks like the wiggly), and add it to the wall. Last one to put a drawing up joins the caller in shouting out symbols... Do they say a symbol differently from someone else based on how they interpret it? Will it make it harder for the participants to find the right corner? Switch it up to see!

Calling out the symbols might get more complex or specific - can participants find the right symbol and make something for the wall quick enough?

This can be adapted easily by adding less or more symbols, adding in making an object instead of a paper activity, or using tables instead of corners.

Do

Debata-thon

Resources: None

Time: 20 mins

Split the participants into two groups. This is flexible, so if it is a very large group, go for four groups and run two different games - it will get quite noisy though!

Have each group line up facing the same direction, opposite each other. The first person in each team will walk to the middle and stand opposite the teammate from the other team. Use rock, paper, scissors or a coin toss to decide which team starts.

Decide as a Leader what theme you want the round to be about: celebrities, books, TV, food etc.

Whoever won, must ask a question based on the theme. The person on the other side must ask a question back. They cannot answer the question with a statement, but rather another question. If they do not do it quick enough or do not ask a question, they must go to the back of their line and the next teammate goes. For older age groups, you could get them to sub out if they do not stay on theme.

The team that goes through their entire team two times, loses. Repeat a few times with jumbled up groups to ensure people all get a turn - there may be an amazing question-asker.

Keep the momentum and ensure participants are going as quick fire as possible, it makes it more of a challenge.

Storyboard jumble

Resources: Stack of index cards or paper, pens

Time: 15-20 mins

For younger groups, you may want to prepare the drawn actions, with actions like, sweeping the floor, jumping up, doing a spin, cleaning the windows, waving, clapping etc. This can just be with stick men, as many directors story board their films with the simplest of storyboards!

If not preparing before hand, ask everyone to take a stack of index cards and draw out actions like the above as examples. Encourage participants to also think a bit outside of the box but to keep it within the realm of possibility (no hand stands, cartwheels etc.)

Collect the cards in and have them in a pile. Get participants to stand in a circle. The pile of cards will be passed around the circle one person at a time.

Choose someone to be a guesser (spin around and point at someone to be unbiased), or have a Leader or adult be in the middle for ease. Depending on how quickly the group goes, everyone might get a turn.

The pack of cards with actions will go around the circle, with one card being acted out at a time by the person holding the cards. When the person in the middle can guess the action the person

is doing, it will go to the next person (choose a direction of travel at the beginning!) As the Leader or person running the activity, give the person in the middle a timer for trying to get around the circle, around 4 minutes for younger participants and try and challenge older ones with a shorter time, to see how quickly they can guess the actions of everyone in the circle.

This can be made easier or harder depending on your group, by adding weird or funny actions to the cards.

Touch relay

Resources: Paper, pens

Time: 15 mins

Put participants into two lines, and have each line facing the same direction. Give the person at the front a piece of paper and a pen. They might need a clipboard, book or something solid to have underneath to draw on.

Tell the person at the back of the line a fairly complex secret object, such as elephant, horse or cat. They will "draw" the object on the back of the person in front of them. The person who was just drawn on, then draws what they think is the object, on the person in front of them, and so forth. The person at the front of the line, then has to draw what they think is being drawn on their back.

Compare the drawing to the secret object given to the person at the back - does it look similar at all? What happened to the object? How could we improve the drawing? Do another round with a simpler object like cloud, house or shapes like diamond or circle. What changed this time?

Scribble whispers

Resources: Index cards or sticky notes, pens

Time: 15 mins

Have participants sit in a circle, and use small cards or sticky notes for this. From where the Leader or adult is sitting, every other person receives a blank sticky note and pen.

Using the pen, a Leader or adult should draw a scene within 10 seconds. It is passed onto the next person on their right, and the person must describe the scene within 5 seconds to the person on their right, whispering into their ear! The person to their right must draw their interpretation of the sentence just whispered, within 10 seconds. This is then passed onto the person on their right to describe within 5 seconds - and repeat around the circle.

What was the final drawing and sentence? Does it match the one made at the beginning at all?

Scissor secrets

Resources: Scissors, assorted paper/card

Time: 20 mins

Get participants to sit down in two lines, facing the same direction. Give each person a little bit of space as they will be using scissors, and we don't want scissors going into people's clothing.

From the person second from the back, every other person gets scissors and a piece of card or paper.

Give the person at the back of the line a specific object like flower, leaf, tree, house, and that they have to direct the person in front of them who has scissors and paper, to cut out that shape, without using the name of the shape. They must use terms such as... cut straight, curvy, around, up, down etc.

Once the person has cut it out, they pass on their cut out to the person in front, and they have to describe the object they now have, to the person in front to cut out. Repeat this along the line until the person at the end either has completed a cut out or been given a cut out.

First team to get to the end wins! Rotate around so everyone gets a chance to be both cutting out and directing.

Display or hold up the cut outs and get the person at the back to shout out the object - how close are they to the beginning? Try it again with a different object or add another layer of challenge by speeding it up or adding blind folds!

You

A-me-zine

Resources: assorted paper and craft materials, newspapers, magazines (check for adverts and articles that may be inappropriate before starting), stickers, tape, pencils, pens

Time: 45mins

What are zines? Zines are made by individuals and small groups and self-published, meaning they have sorted the printing and distributing themselves. They are Do-It-Yourself, and have been a big part of many political and feminist movements as they are good ways to inspire and excite as well as share advice and information.

Get participants to think about the things they are passionate about - these can be as obscure as they want! Do they like Harry Styles fashion? Do they like TikTok dances? Do they like crocheting animals? Do they like reading fantasy books? Do they feel empowered to talk about issues like climate change, or issues in their community like lack of green spaces, or want to share a zine with their peers at school about lunches?

To begin, it might be useful to use scrap paper to make a mind map of the things that COMPEL them. What COMPELS you - this could be something that makes you annoyed, overjoyed, or passionate - that is useful and fuel for a zine! Zines can be about sharing news or encouraging others to hear your view point, or offer advice and tips on something you are passionate about!

Using old newspapers and magazines, they can cut out letters and images to use in their zine. Make your own zine alongside too!

Tip: Be Her Lead, a programme that supports teachers in schools with creative workshops, made several zines over the course of the pandemic with girls, and have a useful how to video (<https://www.youtube.com/watch?v=RTkKeNgYFBo>) on how to make a zine using an A3 piece of paper.

Breathing in

(Based off of Body Scan Script by Shilagh Murgain, <https://www.va.gov/WHOLEHEALTHLIBRARY/docs/Script-Body-Scan.pdf>)

Resources: None

Time: 10 mins

We are going to use a body scan to find a sense of calm.

Participants can choose how they find a comfortable place, this might be lying down, sitting cross-legged on the floor, sitting on a chair with feet flat on the floor, or might look different depending on your environment. Use the script below to talk them through the body scan, use your natural voice and slow it down, and keep gaps in between each sentence.

Take long, slow deep breathes. In and out, in and out. Breathe in fully into your stomach and out. Exhale slowly, 1, 2, 3, 4, 5. Breathe in through your nose and out through your mouth. Feel your stomach expand on the inhale and let go as you exhale.

Begin to let go of the noises around you. Shift your attention from the outside to inside yourself. If you feel distracted from the noises in the room, notice it and bring the focus back. Breathe in, and out.

Bring your attention to how you are connected to the ground. Through your back, or through your feet, the feeling of your body connected to everyone else through the earth.

Slowly, think about your feet. Feel the sensations in your feet... wiggle your toes a little, feel your toes against your socks and shoes. Breathe in and out from your toes.

Now, up, up we bring your attention up, to your ankles, knees and upper legs. Feel the sensations you are feeling throughout your legs. Notice how each sensation shifts and changes, from moment to moment. Breathe in and out from your legs.

We move, slowly, and dissolve the sensations in our legs as we move to our back and the feeling of it, how our clothes feel, the texture and sensation of moving our clothes with our breath. With each breath, let go of any tension in your back. Move into your body, your organs and stomach. Feel the sensation of them moving as you breathe. Move up, up into your heart and how it rises and moves as you breathe in, out, in, out.

As we move to the next breathe, shift the focus to your hands and fingers. Wiggle your fingers and feel your breath move into each and every finger, in and out. If your mind wanders, bring your focus back to the sensation of your hands.

Shift your focus back and up into your scalp, head and face. Feel the tension let go in your jaw. Notice the movement of the air as you breathe in and out.

Now, let go of any tensions in your body, in one breath bring your focus from the top of your head to the bottom of your feet. Push in and away from yourself, stretching up your arms and bring clarity back into your body.

As you stretch, bring awareness back and when you are ready, open your eyes and return your attention to moment we are in now.

Tip: Use a soundtrack, like Ludovico Einaudi songs, on a low level to bring quiet and a focus to the room.

The power of yet

Resources: Paper, pens

Time: 20 mins

Give each participant two pieces of paper. On one paper, write YET at the top and on one, write DO at the top.

On the YET paper, ask participants to write down three things that they can't do, yet. On the DO paper, ask participants to write down something that they could do to start on the journey to knowing how to do the things they can't do, yet.

Challenge participants to turn their YET paper into paper airplanes, without looking up how to make a paper airplane. Then, bring up or show instructions for making a paper airplane and get them to make it using their DO paper.

In one long line, ask participants to hold both their paper airplanes and on go, throw them both! How did the DO fly compared to the YET paper? Doing something takes the step towards going forwards in life!

What can they do from the DO paper in the next month?

The best of me

Resources: Assorted objects (use from your environment, such as chairs, tables etc.), method to play music (phone or speaker), blind folds (jumpers, scarves, ties)

Time: 15 mins

How do you best work? Do you work better when there is silence, or if there is some music playing? Do you work better with others, or by yourself? Let's play a game to have a think about how we might work best!

Split participants into groups of approximately 2-4 people. Depending on the age of your participants you may want to just go with pairs in younger groups, or with older participants, go with larger groups to add some challenge.

Set up an obstacle course using whatever you have in your environment, such as chairs, tables.

Make a line for each group to start from. Each group must choose someone to walk the obstacle course. They can swap in and out after each turn of the obstacle course.

Use a variety of different ways to disrupt and confuse the groups such as:

Turning music up loud

Asking each group to go at the same time

Giving the obstacle walker a blindfold

Asking obstacle walker to cover their ears

No input from the rest of the group, obstacle walker is given blindfold

Last round: Ask each group to go one at a time.

What method was the easiest? Was there a stressful way of doing the obstacle course? Which way did you like the best?

Postcard to yourself

Resources: small (A6/A5) piece paper for each participant, pens

Time: 10 mins

Give each participant a postcard. This can be kept quite flexible depending on the age of your participants. With younger age groups, ask them how they are feeling, what they are hoping to do soon, and what they might want to ask their future selves?

With older age groups, perhaps ask them to write down their thoughts for the future, what their goals are and to ask their future self what they are doing.

Keep these postcards for a period of time of around 3-6 months. You can give their participants their postcards around this time and see how different they feel compared to when they wrote the post card - what would they write to their past self now?

Lead

Spin the wheel of still life

Resources: Paper, drawing tools (paper, pens, charcoal pastels etc.) Assorted random objects (from your meeting place, brought from home), or use objects made during the rest of the session or challenge!

Time: 25 mins

Everyone joins in making a still life in the centre of the room. Using chairs, tables and whatever else you can find, consider layers and depth in the still life. What about putting stuff on the floor and using a clip from the ceiling to dangle something?

Around the still life, everyone will have a spot to themselves during the activity to make a bit of a mess. Give each participant paper and drawing tools of whatever you have. Change the activity to suit your group by adding a challenge of only using a biro, or only using a pencil, and switching it up mid activity.

The still life will remain the same for five minutes, and after that, set an alarm to ring and one person will get to change what it looks like with ONE action. Start at one end of the circle and work way round, or spin and point to a person for randomness.

Set the alarm again, and everyone can continue drawing. Have each person have a turn in the circle. Depending on your group and how much time you have, make the alarm go off after 1 or 2 minutes.

Show off the pieces at the end - how did you incorporate the change in the still life?

Make it fun - don't tell them it will be changed the first time around! Just have the alarm go off and select someone to change it.

Manifest

Resources: Paper, pens

Time: 30 mins

Make between 3-5 groups depending on how many participants you have. They will now be a new political party. Each political party makes a manifesto for what they want to put in place and change. A manifesto is like a promise - a promise to do these things. What do you want changed about the world around you, both on a big scale, like climate change, and close to home - like new shops and community centres?

Ask each group to make a manifesto using a big sheet of paper and pens. They can also choose a political party name! Aim for 5-10 different points on their manifesto.

After 15 minutes, ask each political party to announce and explain their manifesto to the rest of the group. You can then ask everyone at the end to vote for the political party they want to vote for.

Game hosts

Resources: None

Time: 45 mins

Get the participants to split into small groups (or use your patrols). Each group is going to make a game to play with everyone. Give each group something specific about their game that they have to include such as; blindfolding, spinning around, countdown, partnered up, sitting down, standing up, in a circle.

Younger groups may go for games they already know with the link you have given them, and encourage older groups to try and come up with something a bit more unique or is a combination of games in one.

Give everyone around 15-20 mins and check in if they need any pointers. After 20 mins, get each group to start showcasing their game. How difficult was it to get everyone to listen? What was it like being a leader in the room?

You're the leader now

Resources: None

Time: 15 mins

Get the entire group to get into a line, does not matter if it is straight so long as it is fitting within the environment. The line starts moving and the person at the front controls the action and moves everyone is doing. Such as, hopping four times, doing a dance move, spinning and twirling or going from walking to skipping.

Everyone must copy the leader, and the Leader or adult chooses when the person at the back moves to the front by shouting "Change". They are then the leader and have control over the movements.

Add in changes by splitting the line into two, then into two again, and have four separate wiggles going around the room.

You can change this by making it a little more dramatic by making it characters only, such as policeman, grandma, wolf or cat.

Reflect – Part two

1. Chain making

Resources: thin rectangle strips of paper, pens

Time: 5 mins

Give each participant four strips of paper, and their chain they made at the beginning of the session.

Ask yourself, or your unit or group, these questions/statements and write an answer on each strip of paper:

“What is creativity to you?”

“What is leadership to you?”

“What can you do in the next month to be a creative leader?”

“What is WAGGGS?”

Join these strips to the other chain, and ask a few participants to share what has changed since the beginning. Then add the chains altogether to make a giant Make, Do, Lead chain of creativity!

2. Pledge to Make, Do, Lead

Coming to the end of the challenge to Make, Do, Lead, can you make a pledge to yourself to be creative, to make, do and lead?

A pledge is like a promise, it is a decision to take steps or to do things to further your own confidence and development, as well as how it affects others.

What are some things you could think about with the pledge?

- Apply these activities you learnt with others, at school, in your home, with younger children (Rainbows and Brownies).
- Make a thought diary (*How did that make me feel? Why? Reflect on things that have happened.*)
- Make a leadership journal (*What did I do well? What did I do not so well? What could I improve? What are my next steps? Who can I ask for help? Who is around me?*)
- Spend time on a new hobby
- Form a creative group at school or community (*What activities or hobbies could you work on?*)

What can you Make, Do, Lead?

Embrace the joy of being wrong and learning from it! Make, Do, Lead hopefully has made you think about who you are, what you are great at, and how to use that awareness in your own self care and for others. Use that creative brain and make the world flourish!!

Please do take the time to fill in the Make, Do, Lead survey once you've made it this far - we would really appreciate it.

Accessible here: <https://forms.gle/dDGSxNvKmirxw13C7>

Workshops

Please get in touch at makedolead@gmail.com if you would like Make, Do, Lead to be brought directly to your unit or meeting place by Jean. The Make, Do, Lead challenge badge will be facilitated to you and your groups choices and all participants will receive a badge afterwards, thanks to funding from LaSER region.

If units would like to and/or have the budget for it, a small optional donation can be made, which will go towards supporting Jean's fundraising for her GOLD project to Madagascar Mpanazava in Summer 2023.

Jean can visit anywhere in central and outer London region. Must be accessible by public transport (train, bus, coach).

Thank you

This resource would not have been possible without the support of my friends, family, my Girlguiding support network of Caroline and Emma, Girlguiding LaSER, Girlguiding London South West and WAGGGS. A special thank you to my JLS mentor, Yolanda King.

Find us elsewhere

Instagram @makedolead
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Appendix A – Activity Cut Outs

A table of all the titles of activities, to be cut up and shared with your participants prior to using the challenge, to decide what activities they want to do. You can share a selection between groups and ask them to put them into order of what they most prefer to do.

MAKE - Let's fix it	MAKE - Junk modelling
MAKE - Cardboard shop	MAKE - Eyes wide open
MAKE - Symbol play	DO - Debata-thon
DO- Storyboard jumble	DO - Conversation relay
DO - Scribble whispers	DO - Scissor secrets
YOU - A-me-zine	YOU - Breathing in
YOU - The power of yet	YOU - Postcard to yourself
YOU - The best of me	LEAD - Spin the wheel of still life
LEAD - Manifest	LEAD - Game hosts
LEAD - You're the leader now	

Appendix B – WAGGGS and Leadership Model

You can use this quiz on WAGGGS and the Leadership Model as a quick fire round at the beginning of a session to get your participants to think about what WAGGGS is and how it relates to them.

1. What does the W in WAGGGS stand for? A: Worldly B: World C: Western B: World
2. Why are there three G's in WAGGGS? A: For fun B: It stands for Girl Guides and Girl C: It stands for Girl Guides Go B: "Girl Guides and Girl" Scouts
3. How many countries does WAGGGS work in? A: 153 B: 145 C: 56 D: 12 A: 153
4. What year was WAGGGS established? A: 1909 B: 1912 C: 1920 D: 1928 D: 1928
5. Where is the headquarters of WAGGGS located? A: London B: New York C: Paris D: Brussels A: London
6. How many World Centres are there? A: 3 B: 4 C: 5 D: 7 C: 5
7. Sangam is a World Centre, True or False True: Sangam means Coming together
8. What is the name of the World Centre in London, UK? A: Peace House B: Pax House C: Pax Lodge D: Peace Lodge C: Pax Lodge, Pax means Peace in Latin
9. How many mindsets are there in the WAGGGS Leadership Model? A: 5 B: 4 C: 8 D: 6 D: 6, They are: Collaborative mindset, creative and critical thinking mindset, responsible action mindset, gender equality mindset, worldly mindset
10. Our Chalet is near the Alps, True or False True, Our Chalet is in Adelboden, Switzerland, with skiing in winter and hiking in summer
11. The Africa region World Centre, travels from place to place, True or False True, Kusafiri, the Africa region World Centre, changes location. It is currently in no location (2023 event to be planned)
12. Where is the Our Cabaña World Centre? A: Mexico B: Chile C: Brazil D: Peru A: Mexico. It is in the "City of Eternal Spring", Cuernavaca, Mexico.