Guide Promise Activities
These activities are all about the Guide Promise. They will help you explore the whole Promise or parts of it with members of your Guide unit.

The Promise is an important element of Girlguiding. It describes a set of values such as honesty, responsibility, integrity, loyalty, respect, tolerance, self-awareness and having a moral framework. In making the Promise, members are reflecting their shared commitment to these values.

The Guide Promise
I promise that I will do my best:
To be true to myself and develop my beliefs,
To serve the Queen and my community,
To help other people
and
To keep the Guide Law.

The Promise tree
This activity will give Guides a chance to think about what the Promise means to them and how they fulfil the different elements of the Promise in their daily lives.

It will take
10 to 15 minutes

What you need
• Paper
• Pens

What to do
1. Give a piece of paper to each Guide.
2. Tell the girls to write the words ‘I Promise’ on the paper to make a tree trunk.
3. Ask them to then write each part of the Promise to make the branches.
4. Then ask them to think about each part of the Promise and write their own thoughts on what it means and how they can keep it as leaves growing out of each branch.
5. When they have finished their Promise tree they can discuss with their Patrol what they have written. Are there some branches that have fewer leaves? Can they think of more things to add after discussing it?
6. Leaders will need to be aware that some girls may not want to share their ideas or thoughts as they will be personal to them.
I promise that I will do my best

Webbing
Every Guide in your unit is unique and has individual talents.

It will take
20 minutes

What you need
Ball of string or wool

What to do
1. Ask your Guides to stand or sit in a circle.
2. One Guide starts off with the ball of string and throws it to another Guide while shouting out their name and something they are good at.
3. Make sure that she holds on to the end of the string!
4. The next Guide holds on to the string and does the same.
5. This continues until all of the Guides are holding the string. They should end up with a web of things that they are all good at. You could do this as a unit or a Patrol.

To be true to myself and develop my beliefs
It is important that Guides recognise the importance of being true to themselves. There are lots of different ways in which Guides can develop their beliefs. Some girls may have very clear and set beliefs linked to a particular religion while others may have a less structured belief system. Neither is wrong or less important - what is crucial is that Guides are given the opportunity to think about what they and others believe, and recognise the importance of respecting everyone’s beliefs, whether they are the same as theirs or not.

Fair play
Encourage your Guides to have a debate and practise justifying their personal views.

It will take
One or two meetings

What you need
Access to research - for example internet access, reference books

What to do
Women have been competing in the Olympics since 1900 and the concept of equality is absolutely fundamental to the Games. With your Guides, research gender equality and sport, and then hold a debate. An excellent source of information is the UN report Women 2000 and Beyond (www.un.org/womenwatch/daw/public/Women and Sport.pdf) which talks about the health benefits of sport to women and how women playing sport could help achieve some of the Millennium Development Goals.

1. To set up the debate you will need two teams. One will argue for and the other against a given statement - perhaps ‘girls and boys have equal opportunities in sport’ or ‘female participation in sport can help achieve the Millennium Development Goals’.
2. Give both teams some time to plan their arguments.
3. For the debate itself, each team will have a time limit in which to put across its arguments. Then each team will have the opportunity to answer any questions or make counter-arguments.
4. At the end of the debate, hold a vote to see if people would side with the ‘for’ team or with the ‘against’ team.
5. Here are some further questions about gender and sport that unit members could also consider.
   • How could girls be further encouraged to participate in sport?
• How does sport empower girls and women?

Take it further
You could also encourage them to find out about ground-breaking female athletes:
• Nawal El Moutawakel, the first female from an Islamic state to win an Olympic medal
• Tegla Loroupe, the first African woman to win a major marathon
• Madge Syers, the first woman to enter an all-male figure skating championship.

Knocking down barriers
A person’s beliefs can make up a huge part of their identity - they can act as positive guidelines for how we treat others. But these same beliefs can be misused by people who want to build barriers between people and communities. Try this activity with your Guides to highlight how negative stereotypes about another’s beliefs can lead to isolation and fear.

It will take
20 minutes

What you need
• Paper
• Cube template (below)
• Colouring pencils
• Scissors
• Sticky tape

What to do
1. Give each girl a cube template (see below) and some colouring pencils.
2. They should write negative words or stereotypes on their template - for example, ‘young people don’t make good leaders’ or ‘girls aren’t good at sport’.
3. Each girl can then fold her template into a cube shape, using sticky tape to secure it.
4. The girls should then build a wall with their cubes, to reflect the barriers that negative stereotypes can create around us.
5. When the wall is built, the Guides can tear it down however they like!
6. Talk with the Guides about how it felt to see they wall of negativity and how it felt to tear it down.

Daily blessings
Life can be hectic, and sometimes it can be a little overwhelming to manage our daily lives, the expectations of our families and friends, the stress of school and our social lives. With all of this, the small blessings in life can be forgotten.

It will take
5 minutes
What you need
- Paper
- Pens

What to do
1. In Patrols, ask Guides to discuss and write down a list of blessings that they have received today.
2. Once all the Patrols have finished, bring them all together and have a group discussion on what blessings everyone has had.

This activity has been taken from Go For It! Peace.

To serve the Queen and my community
The Queen is the Patron of Girlguiding and therefore an important figure to us. The idea of serving her can be tricky for younger Guides. A Guide’s community will grow as she has contact with different groups and schools, and as her understanding of the world develops. As this grows the opportunities for Guides to serve the Queen and the community will grow too.

Peace envoy
Many people that work hard to bring peace into their community - from world leaders who are dedicated to bringing peace to their country, to local people working to make the villages or urban estates they live in a better place.

It will take
15 minutes

What you need
- Pens/pencils
- Paper

What to do
1. In Patrols, ask the Guides to imagine that they are politicians working towards world peace.
2. What five rules would they introduce to help bring it about?

How can I serve the Queen and my community?
The Queen may seem a million miles away from Guides’ lives, but they can all serve her in their communities by being a good citizen.

It will take
10 minutes

What you need
No equipment needed

What to do
1. Give each Patrol a scenario and ask them to chat about the options the person in the scenario has.
2. Each group should act out to the rest of the unit in two 30-second sketches showing two different ways in which the person could deal with the situation.
3. Once both sketches are acted out, ask the Guides to vote for which they think is the action of a ‘good citizen’ - someone who is serving their Queen and community.

Scenarios
- You’re out in town and see a group of girls you know stealing chocolate from a shop.
- You’ve just finished a packet of crisps and can’t see a bin anywhere for the bag.
• Your older sister is discussing an upcoming election and says she can’t be bothered to vote.
• You notice someone dropping a £10 note from their wallet.

To help other people

Helping hands hunt
Thinking of ways they can help others can be hard for Guides. Here’s a way to get them thinking.

It will take
10 minutes

What you need
• Cards with letters written on
• Colouring pens

What to do
1. Hide cards, each with a single letter written on it, around your meeting place (indoors or outside) that spell out words or a sentence – for example, helping, what I can do to help others? or helping hands. Try to make sure there is one card for each girl or pair of girls.
2. The girls or pairs must find a card each and then work with everyone in the unit together to spell out the words or sentence.
3. Once the words have been spelled out, the girls have to think of ways in which they could help others using the letter they found. For example, if they found the letter P they could suggest posting letters or preparing a meal.
4. Encourage discussion about the answers. If, for example, a suggestion for T is ‘tidy my bedroom’, this could be expanded to a discussion about how this would help someone.

To keep the Guide Law

The Guide Law
1 A Guide is honest, reliable and can be trusted.
2 A Guide is helpful and uses her time and abilities wisely.
3 A Guide faces challenge and learns from her experience.
4 A Guide is a good friend and a sister to all Guides.
5 A Guide is polite and considerate.
6 A Guide respects all living things and takes care of the world around her.

What can you give?
Try this simple but heartfelt activity with your Guides.

It will take
20 minutes

What you need
• Card
• Scissors
• Ruler
• Sticky tape
• Paper
• Pens

What to do
1. Make a box from card (use the template on page 3 of this pack).
2. Ask girls to take a small piece of paper and write down a quality they would like to share with someone else, for example, ‘I would like to give my mum more respect.’
3. Then, ask girls to place the paper in the box and give it to that person as a gift.

The Guide Law and you
When making their Guide Promise, Guides are promising to keep to the Guide Law. But do the Guides truly understand all parts of the Law? Do they rank some of them higher than others? It’s time to find out!

It will take
30 minutes

What you need
- A copy of the Guide Law for each group
- Pens/pencils
- Paper

What to do
1. Give each Patrol a copy of the Guide Law. Ask them to discuss each part of the Law and to come up with some examples of how they could keep each one.
2. Bring all the Patrols back together and have a group discussion, allowing each Patrol to feed back to everyone on their discussion.
3. Once the group discussion has finished, get the girls to go back into their Patrols and put the parts of the Law in order of priority.
4. Bring the Patrols back together and discuss each Patrol’s orders of priority.
5. As a unit, see if you can agree on the order. Discuss the ones that are lower down and suggest ways that the can be kept.

(This activity has been adapted from the WAGGGS Exploring Spirituality in Girl Guiding/Girl Scouting resource)

Girlguiding is open to girls and adults of all faiths and none, providing a safe space where they can explore and develop their personal and spiritual beliefs. You can access more spirituality and interfaith resources through the Girlguiding website and Girlguiding shops, giving you activity ideas and guidance on running a meeting that is accessible and welcoming to all.