



The Link Program

Programming for members 18-30



December 2023



The Link Program

Introduction

WELCOME TO THE LINK PROGRAM!

The Link program is a Girl Guides of Canada (GGC) program for young women aged 18 to 30.* This program was developed by and for young women.

Your late teens and twenties are often a time of immense change. For example, at this point in your life, you may be:

- Completing GGC's girl programming and transitioning to becoming an adult member of GGC
- Moving away from home for school or for work
- Starting post-secondary education or graduating
- Entering the workforce for the first time

The Link program is designed to meet the specific needs of young women like yourself who are navigating all this change – and more!

*Or 19-30, in provinces where the age of majority is 19.

WHAT IS LINK?

Link is a GGC membership activity for young women under 30. Link members participate in Guiding in whatever capacity they choose – whether that's by connecting with Link members and meeting other young women who share a passion for Guiding, becoming a Unit Guider, or volunteering in Guiding in a way that fits their busy schedule.



About the Link Program

PROGRAM OBJECTIVES

The Link program is all about creating opportunities for young women to grow, take on new challenges, and deepen their involvement with GGC.

The objectives of the Link program are for young women to:

- Gain an increased ability to lead and advocate within Guiding
- Become more engaged with Guiding through new social connections, as well as a sense of purpose and accomplishment
- Participate in skill-building activities and new experiences that leave you better equipped to navigate the transition to adulthood

CORE PRINCIPLES

The Link program deals with many of the same themes as GGC's programming for girls, and is inspired by many of the same values: to become more confident, resourceful, and courageous, and to take action to make the world a better place.

At the same time, the Link program is not just an extension of GGC's girl programming. This program is designed specifically for young women, and so it offers even more autonomy and self-direction as you take on adulthood.

The Link program follows these core principles:

- **Relevance:** The program addresses the most pressing and relevant topics identified by young women as important to their lives and their Guiding experiences.
- **Structured yet flexible:** The program balances flexibility to allow you to complete activities based on your interests and availability, while maintaining some structure to give you direction and purpose.
- **Social or independent:** The program provides opportunities for group social connections, while still allowing for individual pursuits and personal development.
- **Dynamic and responsive:** The program will remain dynamic and responsive to current trends and needs – this allows for ongoing updates and additions to the program based on feedback from members like you!



HOW THE PROGRAM WORKS

Program Themes

The Link program is made up of four key themes. Each of these themes encompasses a variety of topics and issues that are relevant to young women today:

Personal and Professional Development:

This program theme is all about developing your leadership and communication skills, and your sense of self, to help set the stage for your future plans for education, careers, and volunteering. It includes topics like career development, lifelong learning, financial know-how, and workplace environment.

Outdoors and Adventure:

This program theme is about getting outdoors, taking on new challenges, and travelling out of your own community. It includes topics like outdoor activities, outdoor access, environmental conservation, and travel.

Health and Wellness:

This program theme takes a holistic approach to improving your overall health and wellness, including physical, emotional, spiritual, social, and cultural factors. It includes topics like physical activity, nutrition, healthy relationships, and cultural diversity.

Active Citizenship:

This program theme is about becoming an active and engaged member of your community, through developing your advocacy skills, identifying the issues you care about, and making change. It includes topics like global and community issues, service projects, volunteerism, and the political process.



Each program theme is a broad area that encompasses many different topics. To give you direction as you complete the program, these various topics are divided into three phases:

- 1 FOUNDATIONS:
BUILDING LEADERSHIP AND ADVOCACY**
- 2 DIVE DEEPER:
LEARNING THROUGH NEW EXPERIENCES**
- 3 BRINGING IT BACK:
APPLYING SKILLS TO GUIDING**

EXAMPLE:

Theme: Personal and Professional Development

Phase 1: Foundations

- Topic: Leadership Styles and Skills
 - o Activity: Assess Your Communication

Phase 2: Dive Deeper

- Topic: Workplace Environment
 - o Activity: Women at Work

Phase 3: Bringing it Back

- Topic: Leadership within Guiding
 - o Activity: Find a Guiding Mentor
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Activities

Each of the topics has an outcome and objectives associated with it, as well as a number of suggested activities designed to meet these outcomes and objectives.

The suggested activities included in the program are just a starting point. If you have a creative idea for an activity that would meet the desired outcome and objectives, then you can run with it.



Staying Active in the Program

The program is entirely self-directed and self-assessed. There's no set start or end point for your participation in the program, so you can make it your own. You can pick and choose which themes, topics, and activities to explore based on your interest. You may wish to organize your year by either setting personal goals or creating a calendar for activities to complete with your Link peers.

To participate fully in the program, you should aim to complete several activities per year. Activities vary greatly in the level of planning and commitment required, so try to keep a balance in the difficulty of the activities you choose.

Because the program is flexible, you can customize and choose how Link works for you!

CRESTS

Each of the four Link program themes has its own crest which can be found in the Girl Guide Store under Adult Insignia.

To be eligible for a theme crest, you need to complete at least 30 hours of activities from the theme you've selected. These activities should:

- **Cover each of the THREE phases of your selected theme**
- **Fall under at least THREE different topics of your selected theme**

For example, if you completed the following activities (for a total of 30 hours), you would be eligible to receive the Outdoors and Adventure crest:

- Choose Your Outdoors Specialty (Phase 1, Outdoor Leadership)
- Community Garden (Phase 2, Outdoor Engagement)
- Enjoy Nature (Phase 2, Outdoor Engagement)
- Travel Blog (Phase 2, Travel and New Adventures)
- Girls' Camp (Phase 3, Outdoor Programming)
- Apply for a Trip (Phase 3, Travel Within Guiding)

In this scenario, you would have completed at least one activity for each of the three phases, and activities from at least three different topics (in this case, five topics). And along the way, you've been tracking your hours to know that you've completed 30 hours of programming.



Participating in the Link program

JOINING LINK

This program is specifically designed for Link members. That means that to participate in the program, you need to join Link. (Or be a current bridging member – see more on page 9)

Joining Link is as simple as contacting your provincial office. You can also ask your local Area or District Commissioner or Administrative Community Leader about joining. You'll also be asked about which Link unit you'd like to join (see the next section for more information.)

There's no additional fee to join Link if you're already a GGC member. If you're not currently a GGC member, there may be an annual fee to participate in Link.

RENEWING YOUR LINK MEMBERSHIP

Each year, your Provincial Link Adviser or provincial office will contact you (or your Link unit contact person) and ask you to reconfirm your interest in participating in Link. To remain active in the Link program for the coming Guiding year, you just need to let them know you're interested in staying involved.

If you don't hold any other volunteer role with GGC, in some provinces, this will also mean submitting your annual membership fee.

LINK UNITS

While the Link program can be completed individually, it's designed to inspire social connection between young women in Guiding. For that reason, Link members can now join local Link units.

Link units are groups of young women within a specific geographic area that get together to complete the Link program. Together, they decide on their goals for the program, and which themes and activities they'll participate in.

Link units are self-directed and participation is voluntary. Each unit needs to select a Link contact person, who is the designated contact for information from the District, Area, or Province.



As Guiding groups, Link units must follow all the same regulations as other entities in Guiding. Members are required to adhere to the GGC Code of Conduct, Safe Guide procedures for adult-only activities, and other policies and procedures that apply to all members of Guiding.

JOINING AN EXISTING LINK UNIT

Contact your [provincial](#) office, Area, or Community to find your nearest Link unit, and ask to be added to the unit. They'll notify the Link contact person for that unit that you've joined.

Link units are typically registered at the Area level, or the Community level in Ontario. In some smaller provinces, there may currently be only one Link unit which is registered at the Provincial level, but based on interest, further Link units can be created.

STARTING A LINK UNIT

If you live in a region without a unit, or if there's interest in your region beyond the capacity of any existing units, you can create a new Link unit.

To start a new Link unit, contact your provincial office with the proposed name of the new unit, the names of any other members who want to join the unit, and the name of your unit's Link contact person. The office will advise you of the next steps.

ADAPTING THE PROGRAM

The Link program aims to create social connections between young women in Guiding, but that doesn't mean that you can only complete program activities in-person with other members in a Link unit.

Many activities are suitable to be completed as an individual, for members wishing to complete the program independently, or who may not live close to other Link members.

We also encourage you to get creative! Many of the activities can be easily modified to suit your needs or local context. For example, a suggested activity might be that you plan an event – but that doesn't have to mean gathering people into the same physical space. Consider options to engage with other Link members online, to host digital events, live streams, or social media chats.



BRIDGING MEMBERS

To join Link, you need to be an adult member of GGC. Becoming an adult member depends on the age of majority where you live – this is either 18 or 19, depending on the province or territory. In cases where someone has completed girl programming but has not yet reached the age of majority in their province or territory, they're considered a bridging member.

Bridging members might be interested in participating in the Link program before they can officially join Link as an adult member. The good news is you can get a head start by participating in some Link program activities as a bridging member! For example, Link units are encouraged to invite bridging members to panel events, discussions, or daytime outings. However, as the Link program is designed for adult members, some activities are not appropriate for bridging members. Activities that require custodial parent/guardian consent and Girl Guide approval (Safe Guide Yellow and Red level activities) should not include bridging members, as Link groups and the program do not have the structure to support them. Examples are overnight activities, hiking, and indoor wall climbing. Consult [Safe Guide](#) standards if you're unsure about which activities are appropriate.

Link units: don't forget about bridging members in your community! You can invite them to unit activities and events when appropriate.

Note: As a Link member, it is important to remember that bridging members are girl members and it would be inappropriate to consume alcohol with them present during Link group activities. (Exceptions may be adult events such as banquets and training events where Safe Guide states responsible consumption of alcohol by adults is acceptable.)

PROGRAM DEVELOPMENT AND UPDATES

The Link program was developed by and in consultation with young women – Rangers, bridging members, and Link members, as well as young women outside of Guiding.

The Link program will continue to evolve and be updated with new activities added regularly. If you're interested in getting involved by contributing to program updates or have questions about the program, contact us at linkliaison@girlguides.ca.

Additionally, keep up to date on Link news and program updates, participate in discussions with other Link members and learn about Link events by subscribing to the [Link community](#) on Member Zone.



Personal and Professional Development

OVERVIEW

Your teens and twenties are a time when you learn a lot about yourself. You start to figure out who you are, what your long-term goals are, and the mark you want to leave on the world.



It's also a time of immense change. At this point in your life, you might move away from your childhood home, attend postsecondary studies, or start your career path.

During all this change, learning about yourself as a leader and

developing your leadership skills builds the confidence needed to take on the world.

Guiding provides a unique safe space for young women to gain, develop, and consolidate their leadership skills.

This program theme, **Personal and Professional Development**, is all about developing yourself personally and professionally. The activities in this theme will challenge you to take on leadership roles, to understand your personality and leadership style, to map out your career goals, and to pursue lifelong learning.



OBJECTIVE:

As you work on the activities in this program theme, you will gain increased confidence and ability to pursue leadership and professional endeavours both inside and outside of Guiding.

OUTCOMES:

- Understand leadership styles and practise leadership skills
- Build the knowledge and skills to identify career paths, effectively seek employment, succeed in the workplace, and manage personal finances
- Engage in lifelong learning towards leadership, personal, and career development
- Find opportunities to prepare for future experiences through Guiding



Personal and Professional Development

1

FOUNDATIONS: BUILDING LEADERSHIP AND ADVOCACY

Leadership Styles and Skills

OBJECTIVE:

In this section, you will develop the self-understanding and skills necessary for effective leadership.

OUTCOMES:

As you complete these activities you will:

- Recognize different communication styles, understand your own communication style, and develop strategies to effectively communicate
- Understand interpersonal conflicts and practise conflict resolution strategies
- Develop an understanding of your own personality, values, and strengths
- Identify leadership opportunities within your sector and career path that are suited to your personality traits, values, and strengths

SUGGESTED ACTIVITIES:

- **Assess your communication:** Complete a communication assessment to learn about your communication style.

- **Build your communication skills:** Complete one of GGC's communication-related [trainings](#) (Communicating with Girls, Conflict Management, etc.) to strengthen your communication skills.
- **Explore personality and leadership:** Complete a personality test (such as [StrengthsFinder](#) or [16 Personalities](#)) and identify how your personality relates to your leadership style. Make a plan to take advantage of your strengths and improve upon your weaknesses.
- **Resolve conflict:** Research and learn about conflict resolution techniques and conflict styles. Facilitate a discussion with your peers on this topic.
- **Leadership action plan:** Explore opportunities to take on leadership roles that fit with your personality type and communication style. Develop a plan to achieve your leadership goals.



Personal and Professional Development

1

FOUNDATIONS: BUILDING LEADERSHIP AND ADVOCACY

Leadership at Work

OBJECTIVE:

In this section, you will identify and pursue leadership opportunities at work.

OUTCOMES:

As you complete these activities you will:

- Identify and take on opportunities to develop your leadership skills in the workplace
- Understand women's leadership in the workplace
- Translate personal and voluntary leadership experiences into professional leadership skills and opportunities

SUGGESTED ACTIVITIES:

- **Take on leadership:** Identify and pursue a leadership opportunity in your professional, academic, or volunteer role – such as a stretch opportunity, a certification, a new project, or a promotion. Develop your skills and work towards taking on this leadership role.

- **Partner with a mentor:** Seek out a leadership mentor or coach to assist you in furthering your leadership development.
- **Become a mentor:** Is there an area of your life (volunteering, academic, or professional) where you could serve as an expert for someone else based on your experiences? Seek out an opportunity to become a mentor for someone who's interested in the path you've chosen.
- **Women as leaders discussion:** Facilitate a discussion with your Link unit on the barriers to women taking on leadership roles in the workplace. Brainstorm ways you can address these challenges.
- **Woman leaders book club:** Organize a book club with your Link unit. Choose a book to read that's authored by a successful woman leader and discuss it as a group. Focus on any challenges the author had to overcome, as well as lessons you can learn from her. (Challenge! Choose a book written by someone from a different background or community than you.)



Personal and Professional Development

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Career Development

OBJECTIVE:

In this section, you will develop career direction and practise skills required for a successful job search.

OUTCOMES:

As you complete these activities you will:

- Prepare various documents required during a job search
- Build your professional network and practise leveraging these connections for your job search
- Develop skills necessary to successfully navigate job application processes
- Make connections between your personal interests, strengths, values, traits, and experiences, and possible career directions or opportunities

SUGGESTED ACTIVITIES:

- **Start networking:** Practise your networking skills by reaching out to your contacts and seeking opportunities for informational interviews, mentorship, references and employment leads.
- **Enhance your employability:** Identify and pursue ongoing learning or professional development that could strengthen your employability in your

field, or expand your career opportunities. Consider skills, experiences, qualifications (education, certification, etc.), and soft skills that are desirable in your field.

- **Networking event:** Attend a networking event in your community, or organize one of your own.
- **Get active on LinkedIn:** Build your LinkedIn profile and connect with others. Start following thought leaders and influential people in your sector.
- **Are you ready to apply?** Create a resume or CV, a cover letter, and/or a portfolio. You can have a fellow Link member review it and give you feedback to help you frame your skills and experiences in different ways. Identify different ways to find available jobs (job boards online, job postings in workplaces, cold calls, setting up informational interviews) and apply for jobs.
- **Interview like a pro:** Practise your interview skills through a mock interview with a friend. Or, participate in a workshop or online course on job interviews.
- **Get career advice:** Attend a job search clinic or consult with a career advisor about your future options. Identify community or government employment resources.



Personal and Professional Development

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Workplace Environment

OBJECTIVE:

In this section, you will develop skills and knowledge to thrive in the workplace.

OUTCOMES:

As you complete these activities you will:

- Explore how to build positive, effective relationships with others
- Explore the unique challenges that women face in the workplace
- Understand employee legislation, unions, and your rights as an employee
- Develop strategies to maintain work/life balance

SUGGESTED ACTIVITIES:

- **Parts of a team:** With your Link unit or another team you regularly work with, take a personality test as a group and share your results with one another. Reflect on how each person's unique strengths add to the whole, and where you complement each other.

- **360 degree:** Complete a [360-degree feedback session](#) with a team you regularly work or volunteer with. This is an opportunity for everyone to get honest and constructive feedback from their peers, and think about how you can improve your teamwork.
- **Learn about your rights:** Invite an expert guest speaker to present at your unit about employee legislation, unions, your rights as an employee, etc.
- **Women at work:** Plan a panel event to discuss women's challenges in the workplace. Invite mentors or guest speakers to participate along with other Link members.
- **Evaluate your work-life balance:** Analyze your commitments and develop a time management strategy to balance your various commitments. For example, start using a planner, calendar, or app for time management.



Personal and Professional Development

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Personal Finance Skills

OBJECTIVE:

In this section, you will develop knowledge and skills to effectively manage your personal finances.

OUTCOMES:

As you complete these activities you will:

- Build financial literacy, such as a basic understanding of personal finance
- Develop a realistic budget
- Create a personal finance plan

SUGGESTED ACTIVITIES:

- **Get savvy about banking:** Conduct research, invite a guest speaker, or visit a financial planner to deepen your financial and banking knowledge – for example, investments, savings plans, types of accounts, credit, etc.

- **Build a financial plan:** Create a financial plan and set up appropriate financial services and personal habits to implement this plan. This could include planning for financial emergencies, so consider researching insurance, employment insurance (EI), and other supports. Check out the [Government of Canada's list of tools and calculators](#) to help you plan.
- **Budget for a goal:** Set a financial goal (saving for a trip, paying off loans, making a significant purchase, etc.) and create a budget in order to work towards that goal. Use a tool like [BudgetPulse](#), [YouNeedABudget](#), or [Mint](#) to help you build and track your budget.



Personal and Professional Development

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Lifelong Learning

OBJECTIVE:

In this section, you will gain an understanding of the value of lifelong learning and identify ways to engage in lifelong learning that are meaningful to you.

OUTCOMES:

As you complete these activities you will:

- Understand and articulate the value of lifelong learning as it relates to personal and professional development
- Identify opportunities for lifelong learning that are meaningful and fulfilling
- Build confidence in your skills, abilities, and competence

SUGGESTED ACTIVITIES:

- **Never stop learning:** Research opportunities to continue learning and deepening your knowledge of areas related to your career or personal interests. Participate in workshops, seminars, continuing education classes, or online courses on topics you're interested in.
- **Learn a new skill:** Identify a learning activity that you would like to pursue. This could be learning a new sport, technical skill, language, handicraft, and so on. Create a plan for how you can pursue this learning goal.
- **How can I make this my job?** Take your passion and consider how it can become a career. Make a plan for translating your interests and hobbies into a job. Pursue additional training or learning if needed.



Personal and Professional Development

3

BRINGING IT BACK: APPLYING SKILLS TO GUIDING

Career, vocational and financial programming

OBJECTIVE:

In this section, you will use and share your experience with personal and professional development within Guiding.

OUTCOMES:

As you complete these activities you will:

- Share your experience with careers and professional development with younger branches of Guiding
- Understand and communicate how Guiding benefits you in the workplace

SUGGESTED ACTIVITIES:

- **#Adulting:** Brainstorm some “adulting” tasks you wished you had known sooner (cooking, household tasks, basic car knowledge, taxes, etc.). Develop activities to teach girls about these tasks, and lead the activities in a local girl unit.
- **Guiding career fair:** Use your network of fellow GGC members, friends, and professional contacts, and invite people you know with interesting careers to present at a Guiding career

fair. Invite Pathfinders, Rangers, Link members and Guiders to the event to hear about others’ career journeys and ask questions.

- **Careers social media chat:** Host an X (formerly Twitter) chat on career paths and how Guiding helped you in your career goals. If you don’t use X, try another form of social media.
- **Girls Count:** Volunteer in a girls’ unit to support them in learning about finances by leading Girls Count programming.



Personal and Professional Development

3

BRINGING IT BACK: APPLYING SKILLS TO GUIDING

Leadership within Guiding

OBJECTIVE:

In this section, you will develop leadership experience in Guiding by taking on new roles and responsibilities.

OUTCOMES:

As you complete these activities you will:

- Become aware of leadership opportunities in your local Guiding area or community and how you can seek them out
- Develop and use your leadership skills to benefit Guiding

SUGGESTED ACTIVITIES:

- **Become a leader in Guiding:** Learn about the process to take on a leadership role in Guiding that you haven't held before – this could be a volunteer or employee position. If there's a fit, apply for the role!
- **Join a committee:** Take on a new role in Guiding by joining a committee or team.

- **Find a Guiding mentor:** Reach out to mentors within Guiding who can support you in navigating new positions.
- **TEAM trainings:** Complete an online or in-person GGC training to take your Guiding knowledge one step further.



Outdoors and Adventure



OBJECTIVE:

As you work on the activities in this program theme, you will become a confident outdoor leader, as well as pursue new adventures.

OVERVIEW

Ever since the Guiding Movement started in the early twentieth century, Girl Guides have had to contend with the idea that women are less outdoorsy and adventurous. Any outdoorsy young woman has to face the stereotypes that women don't want to sweat or get dirty. Yet, camping and outdoor activity is a long-time Girl Guide tradition.

This theme focuses on the outdoors and adventure. Through the activities in this section, you will get outdoors, have new experiences, and stretch your comfort zone by travelling out of your community – or even overseas.

Outdoor adventure is the intersection of physical activity and interaction with the environment. This means getting active, learning about the natural environment and seeking ways to preserve and protect nature.

Young women in Guiding also have unique opportunities to explore international perspectives within a global sisterhood. As a member of the World Association of Girl Guides and Girl Scouts (WAGGGS), members of GGC like you can have the opportunity to travel abroad with Guiding.

OUTCOMES:

As you work on this program theme, you will:

- Build the confidence and skills to lead outdoor activities
- Pursue new outdoor activities and adventures
- Gain the knowledge and tools to travel locally and abroad





Outdoors and Adventure

1

FOUNDATIONS: BUILDING LEADERSHIP AND ADVOCACY

Outdoor Leadership

OBJECTIVE:

In this section, you will develop the skills to plan and lead outdoor activities for others.

OUTCOMES:

As you complete these activities you will:

- Identify your strengths and expertise in outdoor activities
- Plan an outdoor event for others
- Lead a group through an outdoor activity

SUGGESTED ACTIVITIES:

- **Choose your outdoors specialty:** Identify what your particular strengths and interests are in the outdoors (e.g., watersports, adventure camping, skiing, etc.). Pursue opportunities to increase your expertise or pursue certifications in these areas.
- **Become an Outdoor Activity Leader:** Learn to lead outdoor activities for girls by completing GGC's [Outdoor Activity Leadership training](#).
- **Lead an outdoor adventure:** Draw on your experience with the outdoors to lead others in an activity that's new to them.
- **Plan a camp:** Plan a camp or another outdoor event for your Link unit.



Outdoors and Adventure

1

FOUNDATIONS: BUILDING LEADERSHIP AND ADVOCACY

Environmental Advocacy

OBJECTIVE:

In this section, you will learn about and advocate for outdoor conservation or preservation.

OUTCOMES:

As you complete these activities you will:

- Learn about environmental conservation and preservation
- Get involved in initiatives which support the natural environment
- Encourage others to get involved in conserving the environment

SUGGESTED ACTIVITIES:

- **Conserve our environment:** Get involved with a local or government initiative to conserve and preserve our natural environment. For example, learn about sustainable and natural landscaping, participate in trail-building or maintenance, or organize a garbage cleanup.
- **Go green:** Look for ways to “go green” in your daily life, your Link unit, at school, or in your workplace.
- **Environmental advocacy campaign:** Research a local or global environmental issue that you’re passionate about. Organize an advocacy campaign or event to raise public awareness about this issue.



Outdoors and Adventure

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Outdoor Engagement

OBJECTIVE:

In this section, you will develop new outdoor skills and discover the benefits of spending time in nature.

OUTCOMES:

As you complete these activities you will:

- Expand your horizons by learning new outdoor skills
- Make the effort to get outside more often
- Enjoy time spent outdoors

SUGGESTED ACTIVITIES:

- **Try a new outdoor activity:** With your Link unit or individually, participate in a new outdoor activity. For example: hiking, overnight camping, navigation skills, watersports, rock climbing, winter activities, horseback riding, mountain biking, high ropes course, nature photography, etc. (Whatever activity you choose, ensure you're following proper risk management planning as indicated in [Safe Guide](#).)

- **Get outside:** Make a commitment to get outside on a regular basis, in order to incorporate more nature into your life. This could include taking a walk on your lunch break, or walking to school instead of driving.
- **Community garden:** Lead a project to get people in your community outside more often. Learn about caring for plants and start a community garden.
- **Enjoy nature:** Spend time outdoors and absorb your natural environment. Practise outdoor meditation or mindfulness to truly be present, take in, and enjoy the beauty of nature.



Outdoors and Adventure

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Outdoor Access

OBJECTIVE:

In this section, you will consider or contribute to access to nature for all members of your community.

OUTCOMES:

As you complete these activities you will:

- Support all members of your community to access nature
- Look for nature in your everyday environment
- Explore natural and urban environments

SUGGESTED ACTIVITIES:

- **Find nature in unexpected places:** Explore your local environment, whether rural or urban, and document where you find nature. Brainstorm ways to share this with others.
- **Nature photography:** Through photography, document where you find nature in your everyday routine. Share your photos online or with friends to encourage others to seek out nature.

- **Access to nature for everyone:**

Facilitate a discussion with your Link unit on access to nature for marginalized groups in your community. Consider barriers to accessing nature for different groups. Create an action plan on how you can support all members of your community to access nature.

- **Accessibility audit:** Help with an accessibility audit of an outdoor space: <http://www.accessibilityconsultants.ca/accessibility-consulting/accessibility-facility-assessments>.



Outdoors and Adventure

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Travel and New Adventures

OBJECTIVE:

In this section, you will reflect on new experiences of interest and gain the tools to make new adventures a reality.

OUTCOMES:

As you complete these activities you will:

- Develop skills in trip planning, risk management, problem-solving, and self-confidence
- Share your travel expertise with others
- Have an experience outside of your local community
- Step out of your comfort zone to pursue new adventures

SUGGESTED ACTIVITIES:

- **Travel fundamentals:** Become knowledgeable about what it takes to travel in any capacity and try it out: try the equipment needed to travel, use different modes of transportation, test new cuisines, read maps, learn the basics of a new language, etc.
- **Documentation and legalities:** If you don't have one, apply for a passport you're eligible for, and learn about the

visa and entrance requirements for travellers to different destinations.

- **Dream big:** Get your Link unit thinking about travel and what it takes to plan a trip. Dream up a “sky’s the limit” vacation and practise planning it.
- **Plan a trip:** Plan a trip for your Link unit. This could be anything from travelling locally, to travelling out of province, to travelling internationally. Come up with a plan for organizing the trip and follow through on your plan.
- **The adventure awaits:** Reflect on what adventure means to you. Brainstorm some ideas of new experiences you'd like to have in your local area. Choose one of the ideas you came up with that you'd like to focus on, and develop an action plan to accomplish that adventure.
- **Travel blog:** Write a blog about your travel experiences and share your photos.



Outdoors and Adventure

3

BRINGING IT BACK: APPLYING SKILLS TO GUIDING

Outdoor Programming

OBJECTIVE:

In this section, you will apply your learning to engage others in Guiding on topics related to the outdoors, environment and travel.

OUTCOMES:

As you complete these activities you will:

- Volunteer with a local unit by using GGC programming
- Inspire others to get outdoors and learn about the natural environment
- Challenge others to take on new adventures

SUGGESTED ACTIVITIES:

- **Share your outdoor skills:** Volunteer in a girls' unit by facilitating badge programming about the outdoors and adventure.
- **Girls' camp:** Plan and lead (or contribute to the planning of) a camp for younger branches of Guiding.
- **Environmental service:** With a girls' unit or your Link unit, participate in a service project to preserve the environment. For example, apply for a tree planting grant, organize a shoreline clean-up, etc.



Outdoors and Adventure

3

BRINGING IT BACK: APPLYING SKILLS TO GUIDING

Travel within Guiding

OBJECTIVE:

In this section, you will become knowledgeable about what it takes to travel within Guiding.

OUTCOMES:

As you complete these activities you will:

- Experience Guiding on an international level and discover what Guiding is like outside of your community
- Feel confident about what travelling is like with GGC

SUGGESTED ACTIVITIES:

- **Learn about travel opportunities in Guiding:** Research travel opportunities within Guiding that you're eligible for, including WAGGGs and World Centre opportunities, and provincial and national trips. Request to meet with your local International Advisor to ask her questions, or talk to Guiders who have been on a trip about their experiences.

- **Apply for a trip:** Apply to attend an international or domestic travel opportunity through Guiding.
- **Share your travel experience:** If you've experienced travel in Guiding, host a travel info session or guest speak in a girls' unit about travel opportunities. (Share your experiences with other adult members too!)
- **Give back to GGC travel:** Volunteer with GGC to screen applications for Nationally Sponsored Trips.



Health and Wellness

OVERVIEW

When you hear about health and wellness, what often springs to mind first is physical health: active living, disease prevention, nutrition, etc. But you can approach



the topic of health and wellness from a holistic perspective, taking into consideration that more than our bodies can be healthy and well: our whole self can be, too.

This topic uniquely affects young women because they often don't receive the full picture in conversations about our health and wellness. Many issues related to our health

are not covered in mainstream education and media. Often, the focus of health discussion for young women is attaining a thin, able body. Because of this, many people don't think about all the different ways young women can be healthy and well.

Guiding offers us so many opportunities to enhance our overall health and wellness as young women – through physical activity, outdoor experiences, social connection and a focus on personal growth.

Today, important issues such as body image and eating disorders, consent and sexual violence, mental health and self-care have increasingly come to the fore in discussions about young women's health. In this module, you'll explore these pressing topics, in addition to setting a strong foundation for our overall health and wellness.

OBJECTIVE:

As you work on the activities in this program theme, you will learn about the different components of health and wellness and how they combine to have an overall effect on your life.

OUTCOMES:

As you work on this program theme, you will:

- Learn that all types of health and wellness are connected
- Explore what works for you to help you have your best overall health and wellness
- Help spread your knowledge of health and wellness to support others





Health and Wellness

1

FOUNDATIONS: BUILDING LEADERSHIP AND ADVOCACY

Health and wellness development

OBJECTIVE:

In this section, you will develop an understanding of your personal health and wellness and gain the tools to enhance your health and wellness.

OUTCOMES:

As you complete these activities you will:

- Gain an understanding of the multiple aspects of health wellness
- Explore activities to help you increase your overall health and wellness
- Implement those practices which best suit you into your daily life

SUGGESTED ACTIVITIES:

- **Develop a comprehensive health check-up plan:** Research health professionals in your area and identify which professionals you feel will support your health and wellness goals. Research the frequency that one should visit the various practitioners and put together a schedule for yourself.

- **Mental health reflection:** Journal about your mental health, or use an app to track your mood. Think about the factors that influence your mental health and identify strategies to support your mental wellness.
- **Holistic health and wellness discussion:** Facilitate a discussion with your Link unit on the various aspects of health and wellness: physical, emotional, cultural, social, and spiritual.



Health and Wellness

1

FOUNDATIONS: BUILDING LEADERSHIP AND ADVOCACY

Healthy leadership

OBJECTIVE:

In this section, you will support others in their health and wellness goals.

OUTCOMES:

As you complete these activities you will:

- Identify your areas of health and wellness expertise and pursue deeper knowledge
- Share your understanding of the multiple aspects of wellness with others
- Support others to explore activities that help them increase their health and wellness

SUGGESTED ACTIVITIES:

- **Health and wellness expertise:** Identify an area of health and wellness that you are knowledgeable about, or that you'd like to become an expert on. Pursue further learning or training in this area.

- **Self-care panel:** Organize a panel discussion on stress management and self-care for your Link unit. Share your own self-care practices, and invite other members or external experts to share as well.

- **Health and wellness volunteering:** Use your experience in a particular area of health or wellness to volunteer in your community. For example, lead a class or workshop at a school or a senior's centre on nutrition, pilates, mindfulness, access to healthcare, healthy relationships, or another topic you're passionate about.



Health and Wellness

1

FOUNDATIONS: BUILDING LEADERSHIP AND ADVOCACY

Health advocacy

OBJECTIVE:

In this section, you will advocate for your own health and wellness and that of others.

OUTCOMES:

As you complete these activities you will:

- Gain the skills and knowledge to advocate for your own health and wellness
- Identify health and wellness issues you're passionate about and influence decision-makers on these issues

SUGGESTED ACTIVITIES:

- **Become your own health advocate:** Take a personal inventory of your health and wellness. Do you have any concerns you haven't addressed? Do you know your family health history? Take steps to ensure you're informed about your own health and can advocate for yourself.
- **Talk about emotional labour:** Consider how women are often tasked with more emotional labour. With your Link unit or individually, brainstorm the ways you're asked to perform

emotional labour, at work or at home. Brainstorm strategies to advocate for yourselves – or each other – in these situations.

- **Health advocacy campaign:** Identify a global or local health issue that you're passionate about – for example, pharmacare, non-communicable diseases, regional access to services, etc. Research the topic and develop an advocacy campaign around this issue.
- **Accessibility audit:** Consider the places you visit in your community. Are they all easily accessible? For example, are the curb cuts in sidewalks regularly cleared of debris? Are there steps leading up to the entrance of a business? Is this a designated scent-free space? Does this space/venue/event offer food for different dietary needs (i.e. halal, kosher, etc.)? Are there gender-neutral washrooms? Identify local organizations advocating on these issues and find out how you can contribute.



Health and Wellness

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Physical health and wellness

OBJECTIVE:

In this section, you will understand and develop practices to increase your physical health and wellness.

OUTCOMES:

As you complete these activities you will:

- Gain an understanding of the multiple aspects of physical wellness
- Explore possible self-care practices to promote health
- Implement those practices which best suit you

SUGGESTED ACTIVITIES:

- **Try a new physical activity:** Try one new type of physical activity which supports a healthy lifestyle. This could be a sport, a type of exercise, or some other physical activity. Get creative!
- **Health on film:** Watch a movie or TED Talk focused on health and wellness with your Link unit. Facilitate a discussion to explore the topic from different angles. (Examples of movies include: Vegucated, Forks Over Knives,

Thank You For Smoking, Happy, What the Health, That Sugar Film, etc.)

- **Get nutritional:** Research nutrition or invite an expert guest speaker to present to your Link unit on this topic.
- **Body image positivity:** Plan a campaign to promote positive body image. For example, create a body-positive hashtag or post body-affirming messages in public spaces.
- **Move it:** Set a goal to get yourself moving and track your progress. For example, aim to take a walk every day, or to stand up and stretch every hour at work. (Remember that goals should be about feeling good and enjoying moving your body, not necessarily about changing your body to look a certain way.)



Health and Wellness

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Emotional/spiritual health and wellness

OBJECTIVE:

In this section, you will understand and develop practices to increase your emotional and spiritual health and wellness.

OUTCOMES:

As you complete these activities you will:

- Gain an understanding of the factors which contribute to our emotional and spiritual states of wellness
- Explore new self-care practices which support emotional and spiritual wellness
- Implement practices which best suit you

SUGGESTED ACTIVITIES:

- **Everyone has mental health:** Learn about mental health and reflect on how it affects you and the people around you. Find a way to share the importance of mental health with your friends and family to help break down the stigma, such as facilitating a discussion, planning an event, or participating in an online campaign.

- **Creative expression:** Use creative expression as a self-care outlet. Try three creative activities that support your own self-care. For example, you could try knitting, painting, dancing, colouring, sewing, or creating computer animations.
- **Spiritual wellness reflection:** Complete a self-reflection exercise and journal about your own feelings about spirituality. Consider questions such as your life's motto, your philosophy, and the values and rules you live your life by.



Health and Wellness

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Social/cultural health and wellness

OBJECTIVE:

In this section, you will understand and accept the diversity of both your own culture and of those around you, and build healthy social relationships.

OUTCOMES:

As you complete these activities you will:

- Expand your knowledge of the importance of our relationships with others and the role these relationships have in our lives
- Explore ways to develop healthy relationships and manage unhealthy or challenging relationships
- Develop and make use of intercultural skills to accept diversity and be aware of one's own worldview and perceptions

ACTIVITIES:

- **What makes a relationship healthy?**
Research and facilitate a discussion or invite an expert guest speaker to speak about healthy versus unhealthy relationships. Create a list of warning signs of unhealthy relationships and supports available. Find a creative way

to share this information with others (social media, blog, poster, etc.).

- **Consent matters:** Research consent, and then facilitate a discussion on its importance. Consider consent throughout various areas of life: in sexual and romantic relationships, friendships, and work contexts. Brainstorm ways to support your own consent and that of others in your day-to-day life.
- **Develop your support network:**
Spend time mapping the people and resources available to you when you need support in various areas of life.
- **Explore your history:** Do some research with family members or using an online ancestry resource to create your own family tree.
- **Celebrate cultural wellness:**
Share your cultural background and traditions with others in your Link unit. Plan a meeting to share customs or foods with your group to learn more about each other's cultures.
- **Cultural events:** To learn more about other cultures, research any cultural events or cultural centres in your area that are open to the public and attend an event.



Health and Wellness

3

BRINGING IT BACK: APPLYING SKILLS TO GUIDING

Health and wellness programming

OBJECTIVE:

In this section, you will apply your learning to engage others in Guiding on topics related to health and wellness, and model health and wellness for others.

OUTCOMES:

As you complete these activities you will:

- Volunteer with a local unit by using GGC programming related to health and wellness
- Help others to explore what health and wellness means for them
- Learn about different programs offered by GGC

ACTIVITIES:

- **Exercise is fun together!** Organize an event or meeting with your Link unit or with a younger branch, and lead them through a physical activity that you're passionate about.
- **Mighty Minds:** Volunteer in a girls' unit to support them in learning about mental health by facilitating [Mighty Minds](#) programming.

- **Say No to Violence:** Volunteer in a girls' unit to support them in learning about healthy relationships and gender-based violence.



Active Citizenship

OVERVIEW

Everyone has issues that they care about. Whether you're passionate about conserving the environment, women's empowerment, ending poverty, or another important

issue, everyone has change that they'd like to see happen in the world.



Getting active in your community is the first step to creating the world you want. Young women are often agents of change in their communities. They want to make a difference and help out where there's a need.

Sometimes though, it can be challenging to know where to start. And often people might think a big

gesture is required to make an impact, when small acts can add up and make just as much of a difference.

This module is all about the local and global change you can make – whether that's as a volunteer, a voter, an informed citizen, an event organizer, or an advocate for change.

Note: Many of the activities in this section deal with advocacy and politics. For guidance on participating in these types of activities through Guiding, please refer to the [GGC Advocacy Guidelines](#).

OBJECTIVE:

As you work on this program, you will gain the tools and knowledge to become an active citizen in your community and on the global stage.



OUTCOMES:

As you work on this program, you will:

- Learn about what it means to be an advocate and build your advocacy skills.
- Explore issues that matter to you in your community and around the world, and take action to make change through volunteering, politics, and service
- Find opportunities to engage other members of Guiding on local and global issues.



Active Citizenship

1

FOUNDATIONS: BUILDING LEADERSHIP AND ADVOCACY

Developing Advocacy

OUTCOMES:

In this section, you will gain an understanding and develop your skills to advocate for causes of interest and support others in their advocacy goals.

OUTCOMES:

As you complete these activities you will:

- Learn what it means to be an advocate.
- Improve your public speaking skills.
- Work with other units and Link members to develop their advocacy agendas.

SUGGESTED ACTIVITIES:

- **Public speaking 101:** Learn how to be a compelling speaker. Enroll in a public speaking course through a local college, university, or library, take an online course, join a group like Toastmasters, or attend a public speaking or networking event and observe talented public speakers.

- **Take a cue from the pros:** Watch powerful speeches and discuss with other Link members the nuances and strategies they employed (e.g. TED Talks, speeches by Hilary Clinton or Michelle Obama, etc.).
- **Give a speech:** Write and present a speech on a topic you're passionate about.
- **What does it mean to be an advocate?** Research what it means to be an advocate. Find out what people are advocating for in your community.
- **Advocacy in Guiding:** Learn about advocacy in Guiding. Read [GGC's Advocacy Guidelines](#) and research advocacy programs and campaigns offered by WAGGGS.



Active Citizenship

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Global and Community Issues

OBJECTIVE:

In this section, you will build your understanding of topics you are passionate about in both your community and on the global stage.

OUTCOMES:

As you complete these activities you will:

- Identify causes that interest you and research them.
- Participate in activities that promote local or global awareness of these causes.
- Identify actions that can be taken on a grassroots levels to support larger initiatives.
- Learn about causes supported by GGC and WAGGGS.

SUGGESTED ACTIVITIES:

- **Explore the UN Sustainable Development Goals (SDGs):** Research the SDGs and identify one or more goals you're passionate about. Host a public event discussing local, national, or regional actions towards one of the SDGs. Invite local decision-makers and the community.
- **Issues that matter:** Choose a local or community issue that interests you and spend time researching it. Present to younger branches or to other Link units about topics you feel strongly about to build awareness about community or global issues.
- **Advocacy project:** Identify an issue that you're passionate about and that you would advocate for. Research the topic thoroughly. Put together a plan for how you can personally advocate for this issue, or how your Link unit could advocate as a group.
- **Learn from experts:** Reach out to an expert in the field and learn more about how they are contributing to solutions. For example, schedule a tour of their agency, conduct interviews to share with your unit, or invite them to discuss their initiatives.



Active Citizenship

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Volunteerism and Service Projects

OBJECTIVE:

In this section, you will contribute to your community by becoming a volunteer.

OUTCOMES:

As you complete these activities you will:

- Identify volunteer or service opportunities in your community that may not be GGC specific.
- Use current or past GGC programming to meet a need in your local community.
- Become a skilled volunteer for a local organization.
- Celebrate volunteers in your community.

SUGGESTED ACTIVITIES:

- **Volunteer on the regular:** Find an ongoing volunteer position or pro bono opportunity in your community either inside or outside of Guiding

- **Group volunteering:** Find opportunities for your Link unit, school club, or coworkers to volunteer together as a group at a local organization.
- **Recognize volunteers:** Learn about the different awards and recognition available in Guiding. Nominate someone who you think deserves recognition for their volunteer contributions.
- **Service project:** Participate in a group service project to meet a need in your community.
- **Skilled volunteering:** Learn a skill and share it with a local not-for-profit or new small business to support them in your community. For example, basic graphic design, knitting for the hospital nursery, carpentry for Habitat for Humanity or local shelter, etc.
- **Volunteering for your career:** Consult with a career adviser about your transferrable volunteer skills to build your resume.



Active Citizenship

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

Getting Active in Politics

OBJECTIVE:

In this section, you will build an understanding of what it means to be actively engaged in politics.

OUTCOMES:

As you complete these activities you will:

- Deepen your understanding of your own political views
- Become informed about the democratic process and the political landscape
- Exercise your right to vote
- Encourage others to get engaged in politics

SUGGESTED ACTIVITIES:

- **Explore the political landscape:** Research political parties and representatives in your area. You can use [Vote Compass](#) or another tool to help you figure out how your stance on issues aligns with different parties or candidates.
- **Learn about local politics:** Research local forms of politics – whether it’s municipal, regional, school board,

student council/union, etc. Share information about how others can get involved in these forms of local politics.

- **Informed voting:** Research when the next election in your area is taking place and learn how to register to vote if you haven’t before. Have a discussion with your Link unit, friends, or family about the importance of informed voting.
- **Mock debate:** Plan a mock debate with your Link unit or a girls’ unit.
- **All-candidates debate:** Attend an all-candidates debate in your local area during an election period.
- **Women in politics:** Learn about women in politics by interviewing a local politician or conducting online research. Participate in initiatives to encourage women’s political participation.

*Note: For any political activities, please consult GGC’s [Advocacy Guidelines](#) for more information. All activities must be nonpartisan or multi-partisan.



Active Citizenship

2

DIVE DEEPER: LEARNING THROUGH NEW EXPERIENCES

International Connections

OBJECTIVE:

In this section, you will learn about international opportunities beyond travel to make connections with Guiding members around the world.

OUTCOMES:

As you complete these activities you will:

- Gain an understanding of WAGGGS and its programs and activities.
- Make global connections with other Member Organizations (MOs) in WAGGGS.
- Learn more about different international opportunities, beyond travel.

SUGGESTED ACTIVITIES:

- **WAGGGS connections:** Connect with young women in other WAGGGS MOs, and learn about their organization and programming.

- **Pen pals:** Become pen pals with a young woman in another WAGGGS MO, or with a unit in another MO.
- **Social action through Guiding:** Learn about social action campaigns from Guiding organizations around the world and, if appropriate, participate in a campaign. (Here's [an example](#) from Girlguiding UK.)



Active Citizenship

3

BRINGING IT BACK: APPLYING SKILLS TO GUIDING

GGC Programming

OBJECTIVE:

In this section, you will apply your learning to engage others in Guiding on topics that are important to the community and model the values of volunteerism.

OUTCOMES:

As you complete these activities you will:

- Volunteer with a local unit by using GGC programming
- Contribute your voice or ideas to GGC programming as a member of the Guiding community as a whole.
- Learn about different programs offered by GGC.

SUGGESTED ACTIVITIES:

- **Programming meets community needs:** Plan and run a challenge or instant meeting for a local branch on a topic that is important in your community.

- **Girls First Programming:** Support a local unit with their implementation of girl-driven programming in their meetings. You can support them in their planning or help teach the girls to take the lead.
- **Suggest new programming:** Send an activity idea to the [National Programs Team](#) created by a local unit or to meet the needs of a local unit.
- **GGC service project:** Participate in a GGC service initiative, such as the National Service Project, the Great Canadian Shoreline Clean-Up, or tree planting. Support a younger branch or other Link member in their community service project.



Active Citizenship

3

BRINGING IT BACK: APPLYING SKILLS TO GUIDING

Recruitment and Promotion of Guiding

OBJECTIVE:

In this section, you will apply your learning to promote Guiding to your community and encourage others to get involved in Guiding.

OUTCOMES:

As you complete these activities you will:

- Raise awareness about what it means to be a GGC member.
- Speak publicly about your experiences in Guiding.
- Encourage others to join the Guiding movement.

SUGGESTED ACTIVITIES:

- **Plan a PR event:** Plan an event to promote GGC in your community, such as a booth at a community fair, participating in a parade, or speaking with a local newspaper about Guiding initiatives.

- **Get social about Guiding:** Be active on social media to share the awesome things happening with GGC. (Hint: use the hashtag #GGCLink to share Link activities.)
- **Write an article:** Author a blog post or article for Girl Guide or community publications about your experiences.
- **Promote Link:** Visit Pathfinder or Ranger units, or connect with bridging members, to teach them about Link and encourage them to continue in Guiding.
- **Share Guiding with others:** Invite a friend to a Link activity or Guiding volunteer event to encourage them to get involved.

Appendix I: Activity Tracking Sheet

You can use this Activity Tracking Sheet to help you keep track of the Link activities you complete each Guiding year.

GUIDING YEAR:				
Program Theme:	Topic:	Activity:	Date:	Number of Hours:

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